



KANNUR UNIVERSITY

M.A History Programme under Credit Based Semester System(CBSS) in affiliated Colleges –Revised Scheme, Syllabus & Model Question Papers- Implemented with effect from 2014 admission- Orders issued.

ACADEMIC BRANCH

U.O.No.Acad/C1/6654 /2014

Dated, Civil Station. P.O. 4 -7 - 2014

- Read : 1. U.O.No.Acad C1/11460/2013 dated 12-03-2014.
2.Minutes of the meeting of the Board of Studies in History (PG) held on 15-03-2014
3. Minutes of the meeting of the Faculty of Humanities held on 27-03-2014
4.Letter dated 16-04-2014 from the Chairperson, Board of Studies in History (P.G)

ORDER

1. As per the paper read (1) above, the Revised Regulations for P.G. Programmes under Credit Based Semester System(CBSS) have been implemented in this University w.e.f 2014 admission.
2. The Board of Studies in History (PG) vide paper read (2) above finalized the Scheme ,syllabus and Model Question Papers for M.A. History Programme under Credit Based Semester System with effect from 2014 admission.
3. As per the paper read (3) above the meeting of Faculty of Humanities approved the Scheme, Syllabi and Model question papers for M.A. History Programme w.e.f.2014 admission.
4. The Chairperson , Board of Studies in History (P.G) has forwarded the Scheme, Syllabus and Model Question Papers for M.A History Programme for implementation with effect from 2014 admission.
5. The Vice Chancellor after considering the matter in detail and in exercise of the powers of Academic Council conferred under section 11 (1) of Kannur University Act 1996 and all other enabling provisions read together with has accorded sanction to implement Scheme, Syllabus and Model Question Papers for M.A History Programme under Credit Based Semester System (CBSS) with effect from 2014 admission subject to report Academic Council.
6. Orders are, therefore, issued accordingly.
7. The Implemented Scheme, Syllabus and Model Question Papers are appended.

Sd/-

DEPUTY REGISTRAR (Academic)
For REGISTRAR

To

The Principals of Colleges offering M.A History Programme.

(PTO)

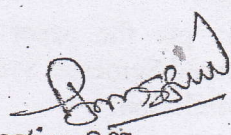


Copy To:

1. The Examination Branch (through PA to CE)
2. PS to VC
3. PA to Registrar
4. PA to CE
5. PA to FO
6. DR (Acad)
7. AR I (Acad)
8. Chairman, BOS in History (PG)
9. SE/DF/FC



Approved for Issue


Section Officer

*For more details; log on www.kannur.university.ac.in

**KANNUR UNIVERSITY
SCHEME AND SYLLABUS UNDER CREDIT BASED
SEMESTER SYSTEM**

**KUCBSS-POST GRADUATE PROGRAMME -MA
HISTORY**

SYLLABUS WITH EFFECT FROM 2014 ADMISSIONS

**KANNUR UNIVERSITY
M.A. HISTORY
SYLLABUS FOR 2014**

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AFOREWORD

We, the Board of Studies (History PG) of Kannur University present the new syllabus to be implemented with effect from 2014 admission under KUCBSS Scheme. For redesigning the syllabus in a scientific and comprehensive manner, the Board of Studies made serious efforts like conducting workshop, formal discussions and deliberations among the members, sought opinion from scholars of the faculty in and outside India and also collected opinion from the student community. On the basis of this, the Board of Studies unanimously taken decision and prepared syllabus for P.G. History KUCBSS2014 (admissions).

On this occasion, on behalf of the Board of Studies and also myself being the Chairperson of the Board of Studies express immense and heartfelt thanks to all persons, who have co-operated with this academic venture.

We, the Board of Studies, P.G.History wish to express our special thanks to the subject experts Dr.C.Haridas, Course Co-ordinator, History and Heritage Studies, Kannur University and Dr.Asokan Mundon, Department of History, Calicut University for their selfless, intellectual, and tireless contributions towards the processing of this syllabus. The support given by Dr.O.Soorya Narayanan, Prof.K.Kumaran, Prof.V.K.Gireendran(Retd. Professors, Govt. Brennen College, Tellicherry) and Dr.P.Prabhakaran, NAS College, Kanhangad also rendered their own contributions towards the framing of this syllabus. We do pay our gratitude to these eminent scholars.

We hope that this syllabus will impart a clear understanding evaluating and interpreting history in its correct perspective to the P.G.Students(History).

Sd/-

for Board of Studies

Chairperson Prof.T.K.Praveena

Head of the Post Graduate Department of History,
Govt. Brennen College, Tellicherry.

Kannur University,
16-4-2014.

PREFACE

KANNUR UNIVERSITY
SCHEME AND SYLLABUS UNDER CREDIT BASED SEMESTER SYSTEM

KUCBSS-POST GRADUATE PROGRAMME –MA HISTORY SYLLABUS

WITH EFFECT FROM 2014 ADMISSIONS

OBJECTIVES OF THE POST GRADUATE PROGRAMME IN HISTORY

Post graduate course in history is designed with a view to equip the students with adequate conceptual base and required scientific tools to assess the intellectual world of today. Post Graduate students should have some awareness of how to interrogate the existing paradigms and challenge the out-dated ideas. The program is devised in such a way that the student is introduced to key national and international issues routed in the past and impart the modern scientific concepts on history in a comprehensive manner. The new pattern of educational and curriculum of history forms a crucial component of social sciences and teaching history have been re-structured to an objective method. Promoting an understanding of India's cultural heritage combating superstitions an obscurantism and fostering secular, humane and progressive outlook are among the major objectives of teaching history.

Modern concepts of history lays emphasis as an evolution, growth and development of human civilization through the ages and also highlights positive link and unity which exists between national and world histories.

Adequate opportunities are given to the students to enrich their perceptions of the world around and this develop ideas and attitudes which are necessary for acquiring a thorough historical knowledge on national and international scenario on a critical and analytical manner

The board of studies have given ample thought to this aspect and of the opinion that redesigned syllabus must help in developing critical acumen And develop broad frames of interactions with other social science and attain certain levels of inter-disciplinary approach. Students should be equipped to identify the crucial distinction between the study of carefully de-limited aspects f human past and the material existence as a set of process and power relationship linking past to the present.

DURATION OF THE PROGRAMME IN HISTORY(SEE KANNUR UNIVERSITY REGULATIONS)

The minimum duration for completion of a two year PG Programme in History is four semesters. The maximum period for completion is eight semesters (4years). The minimum duration for completion of a three year PG Programme in any subject is six semesters. The maximum period for completion is twelve semesters (6 years). Students shall complete the programme by attending four/six semesters continuously. However, permission may be granted if need be, to complete the programme with one break between semesters within a span of eight/ twelve continuous semesters.

The duration of each semester shall be five months inclusive of examinations. There shall be at least 90 instructional days and a minimum of 450 instructional hours in a semester. Ist and IIIrd semesters shall be from June to October and IInd and IVth semesters shall be from November to March.

SCHEME AND SYLLABUS

Distribution of courses for theory/practical among the semesters shall be equal as far as possible and the aggregate marks for each semester shall be stipulated by the Boards of studies concerned, the total marks being 1500 for a two year (4 Sem.)programmewhere as a uniform pattern and aggregate marks may be followed for PG programmes with 6 semesters(3 years), which has been decided by faculty concerned. There shall be a **project** work for each student during one course of study and the dissertation based on it shall be submitted and evaluated at the end of the last semester. **A comprehensive viva-voce examination on the project as well as the entire course contents shall be conducted at the end of the last semester for which the maximum marks shall be 100.**

The detailed scheme and syllabus for each course shall be framed by the Board of Studies concerned and approved by the faculties concerned and Academic Council.

PROGRAMME STRUCTURE

Students shall be admitted into post graduate programme under faculties of Science, Humanities, Language and Literature, Commerce and Management, Communication, Technology etc.

The programme shall include two types of courses-Core courses and Elective Courses. There shall be a **Project** /Dissertation to be undertaken by all students.

No course shall have more than 4 credits and for dissertation and GeneralViva-Voce, the maximum credits shall be 8. **General Viva-Voce** covers questions from all courses in the programme.

Each course shall have a specified number of credits. These credits describe the weightage of the concerned courses. The number of credits that a student has satisfactorily completed measures the performance of the student. Academic performance and progress of a student are subject to his/ her maintaining a minimum Cumulative Grade Point Average (**CGPA**). A certain minimum number of credits as specified in the syllabus must be acquired by the student to qualify for the degree. A student shall accumulate a minimum of **80** credits in various programmes except for MSW (80 credits).

The parent Department shall offer the appropriate elective courses for a specific programme.

BOARDS OF STUDIES AND COURSES.

The PG Board of Studies concerned shall design all the courses offered in the PG programme. The Boards shall design and introduce new courses, modify or redesign existing courses and replace any existing courses with new/modified courses to facilitate better exposures and training for the students.

The **syllabus** of each course shall be prepared module wise and shall include the course code, title of the course, the number of credits, reference books and other materials, instructional hours assigned to each course, scheme of examinations and model question papers.

Each course shall have an **alphanumeric code** number which includes abbreviation of the subject in three letters, the semester number, and the code of the course and the serial number of the course. ('C' for Core course, 'E' for Elective 'P' for Practicals 'Pr'- for Project **V for Viva-voce** and **S for Seminar** respectively may be given in the parenthesis)

ADMISSION

The admission to all PG programmes shall be as per the rules and regulations of the University.

The eligibility criteria for admission shall be as announced by the University from time to time.

Separate rank lists shall be drawn up for reserved seats as per the existing rules.

The college shall make available to all students admitted a **Prospectus** listing all the courses offered including electives in various departments during a particular semester. The information provided shall contain title of the course and credits of the course.

There shall be a uniform calendar prepared by the University for the conduct of the programmes.

There shall be provision for inter collegiate and inter University transfer in 3rd semester (for 4 semester programmes), in 3rd and 5th semester (for 6 semester programmes) within a period of two weeks from the date of commencement of the semester.

There shall be provision for credit transfer subject to the conditions specified by the Board of Studies concerned.

Candidates who have followed Language Reduced Pattern for UG programmes are not eligible for admission to PG programmes under the faculty of Language and Literature.

A student shall be permitted to register for a programme at the time of admission.

A student who registered for a programme shall complete it within 4 years (in the case of 4 semester programmes) and 6 years (in the case of 6 semester programmes)

The number of courses/credits that a student can take in a semester is governed by the provisions in these regulations pertaining to the minimum and maximum number of credits permitted.

A student can opt course / courses subject to the minimum credits requirement, within 30 days from the commencement of the semester.

The college shall send a list of students registered for each programme in each semester giving the details of courses registered, including **repeat courses**, to the university in the prescribed form within 45 days from the commencement of the semester.

ATTENDANCE

The students admitted in the P.G. programme shall be required to attend at least 75% percent of the total number of classes (theory/practical) held during each semester. The students having less than prescribed percentage of attendance shall not be allowed to appear for the University examination.

Condonation of shortage of attendance to a maximum of 12 days of the working days in a semester subject to a maximum of two times during the whole period of post graduate programme may be granted by the *Vice-Chancellor* of the University. *Benefit of Condonation of attendance will be granted to the students on health grounds, for participating in University Union activities, meeting of the University bodies and participation in other extracurricular activities on production of genuine supporting documents with the recommendation of the Head of the Department concerned.* A student who is not eligible for such condonation shall **repeat the course** along with the subsequent batch.

Students who complete the courses and secure the minimum required attendance for all the courses of a semester and register for the university examinations at the end of the semester alone will be promoted to higher semesters.

The students who have attendance within the limit prescribed, but could not register for the examination have to apply for the **token registration**, within two weeks of the commencement of the next semester.

Attendance of each course will be evaluated (internally) as below-

Attendance	% of marks for attendance
Above 90% attendance	100
85 to 89%	80
80 to 84 %	60
76 to 79 %	40
75 %	20

EXAMINATION

There shall be University examination at the end of each semester.

Practical examinations (External) shall be conducted by the University at the end of even semesters (see clause 15.3).

Project evaluation and External Viva –Voce shall be conducted at the end of the programme only. Project evaluation and Viva-Voce shall be conducted on *separate days* by two external examiners.

A question paper may contain short answer /annotation type, paragraph type and essay type questions. A general pattern may be followed by the Board of Studies.

PATTERN OF QUESTIONS

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

Different types of questions shall possess different marks to quantify their range. Maximum marks can vary from course to course depending on their comparative importance. But a general pattern as shown in clause 12.1 may be followed by the Boards of studies.

Questions should be asked as far as possible from all modules following a uniform distribution.

EVALUATION AND GRADING

The evaluation scheme for each course (including projects) shall contain two parts; (a) Continuous Assessment (CA) and (b) End Semester Evaluation (ESE). **20%** marks shall be given to CA and the remaining **80 %** to ESE. The ratio of marks between internal and external is 1:4 excluding viva-voce. Both internal and external evaluation shall be carried out using marks with corresponding grades and grade points in **7 point indirect relative grading system**.

CONTINUOUS ASSESSMENT (CA):

This assessment shall be based on pre-determined transparent system involving periodic written tests, assignments, seminars and attendance in respect of theory courses and based on tests, lab skill, records/viva and attendance in respect of practical courses.

The percentage of marks assigned to various components for internal evaluation is as follows.

Theory

	Components	% of internal marks
i	Two test papers	40
ii	Assignments/Book review/debates	20
iii	Seminars/Presentation of case study	20
iv	Attendance	20

Practicals

	Components	% of internal marks
i	Two test papers	40
ii	lab skill	20
iii	records/viva	20
iv	Attendance	20

To ensure transparency of the evaluation process, the internal assessment marks awarded to the students in each course in a semester shall be published on the notice board at least one week before the commencement of external examination. There shall not be any chance for improvement for internal marks.

The course teacher shall maintain the academic record of each student registered for the course, which shall be forwarded to the University, through the college Principal, after endorsed by the Head of the Department.

TESTS

For each course there shall be at least two class tests during a semester. The probable dates of the tests shall be announced at the beginning of each semester. Marks should be displayed on the notice board. Valued answer scripts shall be made available to the students for perusal within 10 working days from the date of the tests.

ASSIGNMENTS

Each student shall be required to do 2 assignments/Book review for each course. Assignments/Book review after valuation must be returned to the students. The teacher shall define the expected quality of the above in terms of structure, content, presentation etc. and inform the same to the students. Punctuality in submission is to be considered.

SEMINAR

Every student shall deliver one seminar as an internal component for every course and must be evaluated by the respective course teacher in terms of structure, content, presentation and interaction. The soft and hard copies of the seminar report are to be submitted to the teacher in charge.

All the records of Continuous Assessment (CA) must be kept in the department and must be made available for verification by university.

The results of the CA shall be displayed on the notice board within 5 working days from the last day of a semester. It should be get signed by the candidates.

The marks awarded for various components of the CA shall not be rounded off, if it has a decimal part. The total marks of the CA shall be rounded off to the nearest whole number.

END SEMESTER EVALUATION (ESE):

The End Semester Examination in theory courses is to be conducted by the University with question papers set by external experts. Answer papers shall be bar coded to ensure confidentiality. The evaluation of the answer scripts shall be done by examiners based on a well-defined scheme of valuation. There shall be double valuation system of answer books. The average of two valuations shall be taken in to account. If there is a variation of more than 10 % of the maximum marks, the answer books shall be valued by a third examiner. The final marks to be awarded shall be the **average of the nearest two** out of three awarded by the examiners. After that there shall be no provision for revaluation.

The external evaluation shall be done immediately after the examination preferably in a Centralized Valuation Camp.

End Semester Evaluation in **Practical courses** shall be conducted and evaluated by two examiners- one internal and one external. Duration of practical external examinations shall be decided by the Board of Studies concerned.

The results of the ESE shall be published within 45 days from the date of the last examination.

PROJECT WORK:

There shall be a project work with Dissertation to be undertaken by all students. The Dissertation entails field work, lab work, report, presentation and viva voce. The class hours allotted for project work may be clustered into a single slot so that students can do their work at a center /location for a continuous period of time. However appropriate changes can be made by the concerned Board of studies in this regard.

Project work shall be carried out under the supervision of a teacher in the parent department concerned or prescribed by the department coordinator.

A candidate may, however, in certain cases be permitted to work on the project in an industrial/ research organization on the recommendation of the Head of the Department/ Department Coordinator. In such cases, one of the teachers from the department concerned would be the supervisor/internal guide and an expert from the industry/ research organization concerned shall act as co-supervisor/ external guide.

The project report shall be prepared according to the guidelines approved by the university. Two typed copies of the project report shall be submitted to the Head of the Department, two weeks before the commencement of the ESE of the final semester.

The external evaluation of the project work shall be carried out at the end of the programme. The credit with marks awarded for the project work should be entered in the grade/mark sheet approved by the university.

Every student has to do the project work independently. No group projects are accepted. The project should be unique with respect to title, project content and

project layout. No two project report of any student should be identical, in any case, as this may lead to the cancellation of the project report by the university.

Evaluation of Project work:

a)

1. The ESE of the project work shall be conducted by two external examiners.
2. Evaluation of the Project Report shall be done under mark System.
3. The evaluation of the project will be done at two stages:
 - i) Continuous/Internal Assessment (CA) (supervising teacher/s will assess the project and award internal marks)
 - ii) External evaluation (by external examiners appointed by the University)
4. Marks secured for the project will be awarded to candidates, combining the internal and external marks

5. The internal to external component is to be taken in the ratio 1:4.

6. Assessment of different components of project may be taken as below.

Internal(Viva) 20% of total Components		External(80% of Total) Components	
	% of intern alMarks		%of extern alMarks
Punctuality	20	Relevance of the Topic	5
Use of Data	20	Statement of Objectives	10
Scheme/Organizatio n of Report	40	Methodology/Reference/Bibliogr aphy	15
Viva-voce	20	Presentation of Facts / Figures / Language style/Diagrams etc.	20
		Quality of Analysis/Use of Statistical tools	15
		Findings and recommendations	10
		Viva-Voce	25

7. External Examiners will be appointed by the University from the list of IV semester Board of Examiners in consultation with the Chairperson of the Board.
8. Internal Assessment should be completed 2 weeks before the last working day of IVth semester.
9. Internal Assessment marks should be published in the department.
10. Chairman Board of Examinations, may at his discretion, on urgent requirements, make certain exception in the guidelines for the smooth conduct of the evaluation of project.

b) PASS CONDITIONS

1. Submission of the Project report and presence of the student for viva are compulsory for internal evaluation. For external evaluation (for programmes without practical) the Project report submitted by the student shall be evaluated by the external examiners. No marks shall be awarded to a candidate if she/he fails to submit the Project report for external evaluation.
2. A student shall be declared to pass in the Project report course if she/he secures minimum 40 % marks of the aggregate and 40% separately for external.
3. The student should get a minimum of 40 % marks for pass in the project. In an instance of inability of obtaining a minimum of 40% marks, the Project work may be redone and the report may be resubmitted along with subsequent examinations through parent department.
4. There shall be no improvement chance for the marks obtained in the Project Report.

VIVA VOCE:

The Viva voce shall be conducted by two examiners. For external viva, both of them shall be external examiners.(see clauses 5.1,6.3,11.3 &13 of Kannur University Regulations(KUCBSS 2014)

Appearance of CA and ESE are compulsory and no marks shall be awarded to a candidate if he/she is absent for CA/ESE or both.

GRADING SYSTEM

Seven Point Indirect Relative grading system:

Evaluation(both internal and external)is carried out using Mark system .The grading on the basis of a total internal and external marks will be indicated for each course and for each semester and for the entire programme.

The guidelines of grading is as follows-

TABLE-1

% of Marks (CA+ESE)	Grade	Interpretation	Range of grade points	Class
90 and above	O	Outstanding	9-10	First class with Distinction
80 to below90	A	Excellent	8-8.9	
70to below80	B	Very good	7-7.9	First class
60to below 70	C	Good	6-6.9	
50To below60	D	Satisfactory	5-5.9	Second class
40to below50	E	Pass/Adequate	4-4.9	Pass
Below 40	F	Failure	0-3.9	Fail

S.G.P.A = SUM OF CREDIT POINTS OF ALL COURSES IN THE SEMESTER
TOTAL CREDITS IN THAT SEMESTER

CREDIT POINT = GRADE POINT (G) X CREDIT@

C.G.P.A = Sum of credit points of all completed semesters
Total credits acquired

$$OGPA = \frac{\text{Sum of credit points obtained in four semesters}}{\text{Total credits (80)}}$$

PASS REQUIREMENT:

COURSE:

A CANDIDATE SECURING E GRADE WITH 40% OF AGGREGATE MARKS AND 40% SEPARATELY FORESEFOR EACH COURSE SHALL BE DECLARED TO HAVE PASSED IN THAT COURSE.

SEMESTER

Those who secure not less than 40 % marks (both ESE and CA put together) for all the courses of a semester shall be declared to have successfully completed the semester.

The marks obtained by the candidates for CA in the first appearance shall be retained (irrespective of pass or fail)

The candidates who fail in theory unit shall reappear for theory unit only, and the marks secured by them in practical unit, if passed in practicals, will be retained.

A candidate who fails to secure a minimum for a pass in a course will be permitted to write the same examination along with the next batch.

For the successful completion of a semester, a candidate should pass all courses and secure a minimum SGPA of 4. However a student is permitted to move to the next semester irrespective of his/her SGPA. A student will be permitted to secure a minimum SGPA of 4.00 required for the successful completion of a Semester or to improve his results at ESE of any semester, by reappearing for the ESE of any course of the semester concerned, along with the examinations conducted for the subsequent admission

IMPROVEMENT:

A candidate who secures minimum marks(40 %) for a pass in a course will be permitted to write the same examination along with the next batch if he/she desires to improve his/her performance in ESE. If the candidate fails to appear for the improvement examination after registration, or if there is no change/up gradation in the marks after availing the improvement chance, the marks obtained in the first appearance shall be retained. There shall be no improvement chance for the marks obtained in internal assessment. Improvement of a particular semester can be done only once. The student shall avail the improvement chance in the succeeding year along with the subsequent batch.

There will be no supplementary examinations. For re-appearance/ improvement student can appear along with the next batch.

CREDIT DISTRIBUTION

Each course shall have certain credits. For passing the programme the student shall be required to achieve a minimum of 80 credits. Each Board of studies can distribute the credits for different courses subjected to a total maximum of 80.

AWARD OF DEGREE

The successful completion of all the courses prescribed for the Post Graduate degree programme with E grade (40 % of maximum marks) and with a minimum SGPA of 4.0 for all semesters and minimum CGPA 4.0 satisfying minimum credit 80, shall be the minimum requirement for the award of degree.

Position certificates up to third position will be issued on the basis of highest marks secured for the programme. In the case of a tie, highest of CGPA is to be considered.

GRADE/MARKS CARD:

The university under its seal shall issue to the students a Grade with marks card on completion of each semester, which shall contain the following information-

- i) Name of the University, Emblem and Bar code
- ii) Name of the college
- iii) Title of Post Graduate programme with code
- iv) Number of semester
- v) Name and register Number of candidate
- vi) Code number and title of course
- vii) Month and Year of examination
- viii) Internal marks for CA , External marks for ESE , total marks(CA+ESE) awarded, Maximum marks, maximum marks of the group ,credits ,Grade point (G), Credit point and Letter grade in each course in the semester
- ix) Consolidated grade, the total credits, total credit points and SGPA in the semester (corrected to two decimal places)
- x) Percentage of total marks
- xi) CGPA(corrected to two decimal places)

Final Grade/Marks Card:

The final Grade/mark Card issued at the end of the final semester shall contain the details of all courses taken during the entire programme including those taken over and above the prescribed minimum credits for obtaining the degree.

The final grade card shall show the percentage of marks, CGPA (corrected to two decimal places) and the overall letter grade and grade point of a student for the entire programme. The final grade/mark card shall include the grade points and letter grade of core courses, practical courses and Elective courses. This is to be done in a seven point relative indirect scale.

ACADEMIC COMMITTEE

There shall be an Academic Committee constituted by the Vice-Chancellor to manage and monitor the working of KUCBSS-PG-2014.

There shall be Department level, College level and University level monitoring committees for the proper implementation of the restructured curriculum. The Department council and College council shall respectively monitor Department level and College level implementation. University level monitoring shall be done by an Academic Committee constituted by the Vice-Chancellor. The Academic committee shall consist of:

- a. The Vice-Chancellor
- b. The Pro-Vice-Chancellor
- c. The Registrar
- d. The Controller of Examinations
- e. Two Syndicate members including student Syndicate member.
- f. One Principal each from Post Graduate, aided, unaided and Government Colleges.
- g. Senate and Academic Council members (two each)
- h. Deans of Faculties (Other than Deans of Professional Courses),
- i. Chair persons of PG Boards of Studies (at least three).
- j. Five members of the Boards of studies from the affiliated colleges nominated by the Vice Chancellor

There shall be a subcommittee nominated by the Vice Chancellor to look after the day to day affairs of the KUCBSS-PG-2014 programme.

GRIEVANCE REDRESSAL COMMITTEE

College level: The College shall form a Grievance Redressal Committee in each department comprising of course teacher and one senior teacher as members and the Head of the department as chairman. This committee shall address all grievances relating to the internal assessment grades of the students. There shall be a college level Grievance Redressal Committee comprising of PG Heads of Departments, student advisor, two senior teachers and two staff council members (one shall be an elected member) as members and principal as chairman.

University level: The University level committee shall consist of the Pro-Vice-Chancellor as the chairman, Syndicate member in charge of examinations and the Chairperson of the Board of Studies concerned as members.

Department level committee shall have initial jurisdiction over complaints against CA.

College level committee shall hear appeals against Department level decisions and University level committee shall hear appeals against College level decisions. Students shall submit their complaints regarding CA, if any to the Head of the Department concerned within one week of publication of results of CA and the Department level committee shall dispose of such complaints within one week of receipt of the same. Appeals to college level committee shall be made within one week of the decisions taken by Departmental level committee and shall be disposed of within two weeks of the receipt of the complaint. Appeals to the University level committee shall be made within two weeks of the decisions taken by college level committee and shall be disposed of within two months of the receipt of the complaint.

TRANSITORY PROVISION

Notwithstanding anything contained in these regulations, the Vice-Chancellor shall, for a period of three years from the date of coming into force of these regulations, have the power to provide by order that these regulations shall be applied to any programme with such modifications as may be necessary.

REPEAL

The Regulations now in force in so far as they are applicable to programmes offered by the University and to the extent they are inconsistent with these regulations are hereby repealed.

Annexure-I
TABLE-2

Semester I

Course code	Course Name	Total Marks Obtained (Internal+ external)	Max. marks of the course	Max. marks In the group	Credit (C)	Grade point (G)	Credit points C x G	Letter Grade
xxxxxxx	Xxxxxxx	48	60	52	4	9.2	36.8	O
xxxxxxx	Xxxxxxxxx xx	30	60	48	3	6.3	18.9	C
xxxxxxx	Xxxxxxxxx xx	40	60	55	4	7.3	29.2	B
xxxxxxx	Xxxxxxxxx xx	42	60	56	3	7.5	22.5	B
xxxxxxx	Viva-voce	9	10	9	1	10	10	O

S.G.P.A = SUM OF CREDIT POINTS OF ALL COURSES IN THE SEMESTER

TOTAL CREDITS IN THAT SEMESTER

= $\frac{36.8+18.9+29.2+22.5+10}{15} = 7.82$ B grade

15

Percentage of marks for semester 1 = $\frac{169}{250} \times 100 = 67.6\%$

Consolidated grade- B	Percentage of marks= 67.6 %
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Annexure -II

PROJECT-

i) Arrangement of contents

The project should be arranged as follows-

1. Cover page and Title page
2. Bonafide certificate/s
3. Declaration by the student
4. Acknowledgement
5. Table of contents
6. List of tables
7. List of figures
8. List of symbols, Abbreviations and Nomenclature
9. Chapters
10. Appendices
11. References

ii) Page dimension and typing instruction

The dimension of the Project report should be in A4 size. The project report should be printed in bond paper and bound using flexible cover of the thick white art paper or spiral binding. The general text of the report should be typed with 1.5 line spacing. The general text shall be typed in the font style 'Times New Roman' and font size 12. Paragraphs should be arranged in justified alignment with margin 1.25" each on top. Portrait orientation shall be there on Left and right of the page. The content of the report shall be around 40 pages.

iii) A typical specimen of Bonafide Certificate

KANNURUNIVERSITY

BONAFIDE CERTIFICATE

Certified that this project report “.....**TITLE OF THE PROJECT**.....” is the bonafide work of “.....**NAME OF THE CANDIDATE**.....” who carried out the project work under my supervision.

<<Signature of HoD>><<Signature of Supervisor/co-supervisor>>

SIGNATURE
SIGNATURE
<< Name>> <<Name>>
HEAD OF THE DEPARTMENT SUPERVISOR
<<Academic Designation>> << Academic
Designation>>
<< Department>> <<Department>>
<<Seal with full address of the Dept.& college>><< Seal with full address>>

iv) Declaration by the student

DECLARATION

I,....., hereby declare that the Project work entitled.....(Title of the project),.....has been prepared by me and submitted to Kannur University in partial fulfillment of requirement for the award of Bachelor ofis a record of original work done by me under the supervision of Dr./Prof.....of Department ofcollege/(Name of institute).

I also declare that this Project work has not been submitted by me fully or partly for the award of any Degree, Diploma, Title or recognition before any authority.

Place
Date
Signature of the student
(Reg.No.)

Annexure –III**Annexure- VI List of Courses**Credit & Mark distribution for **M.A History**

semester	Paper code	Title	Marks			Credit	Contact hours Per week
			Internal	External	Total		
I	HISIC01	SOCIAL FORMATION IN PRE MODERN KERALA	15	60	75	4	5
	HISIC02	STATE AND SOCIETY IN EARLY INDIA	15	60	75	4	5
	HISIC03	BRONZE AGE CIVILIZATIONS	15	60	75	4	5
	HIS1C04	ARCHEOLOGICAL HISTORY OF INDIA	15	60	75	4	5
	ELECTIVE 1 HISIE01 HISIE02		15	60	75	4	5
	Total		75	300	375	20	25
II	HIS2C05	COLONIAL PROCESS AND RESISTANCE MOVEMENTS IN KERALA	15	60	75	4	5
	HIS2C06	STATE AND SOCIETY IN EARLY MEDIEVAL INDIA	15	60	75	4	5
	HIS2C07	IRON AGE CIVILIZATION	15	60	75	4	5
	HIS2C08	HISTORICAL METHOD	15	60	75	4	5
	ELECTIVE II HIS2E03 HIS2E04		15	60	75	4	5
	Total		75	300	375	20	25
III	HIS3C09	HISTORY OF CONTEMPORARY KERALA	15	60	75	4	5
	HIS3C10	STATE AND SOCIETY IN LATE MEDIEVAL INDIA	15	60	75	4	5
	HIS3C11	INDIA IN THE PROCESS OF MAKING A NATION	15	60	75	4	5
	HIS3C12	RISE OF THE MODERN WEST	15	60	75	4	5
	ELECTIVE III HIS3E05 HIS3E06		15	60	75	4	5
	Total		75	300	375	20	25
IV	HIS4C13	CONTEMPORARY INDIA	15	60	75	4	6
	HIS4C14	CONTEMPORARY WORLD	15	60	75	4	6
	HIS 4C15	HISTORIOGRAPHY	15	60	75	4	6
	HIS4Pr	PROJECT	20	80	100	6	7
	HIS4C16	Viva-voce	-	50	50	2	-
		65	310	375	20	25	
Grand Total		290	1210	1500	80	100	

Hours & Credits distribution for M.A.History

Sem.	No.of theory courses	Theory		Project		Viva		Total Hours	Total credits
		Hrs.	C	Hrs.	C	Hrs.	C		
I	5	25	20	0	0	0	0	25	20
II	5	25	20	0	0	0	0	25	20
III	5	25	20	0	0	0	0	25	20
IV	3	18	12	7	6	0	2	25	20

(Total **80** credits)**Credit distribution of I, II, III semester (Without practicals)**

Subject	Course 1,2,3 and 4 theory-lecture per week	Project	Viva	Total
Hours	25	-	-	25
Credits for I,II&III semesters	20+20+20	-	-	60

Credit distribution of IV Semester (without practicals)

Subject	Subject Course 1,2 and 3theory- Lecture per week	Project Per week	viva	Total
Hours	18	7	-	25
Credits	12	6	2	20

(Total **80** credits)

However concerned Board of studies can make necessary changes in credit distribution, subjected to a maximum of 80.

Annexure V**Question paper settings****(Questions should be asked from all modules following a uniform distribution.)**

Time : 3 Hrs.

Max. Marks: ----

Section A

1. a) essay question from one or more modules (Don't repeat the same module again in this section)

or

b) essay question from one or more modules (Don't repeat the same module again in this section)

2. a) essay question from one or more modules (Don't repeat the same module again in this section)

or

b) essay question from one or more modules (Don't repeat the same module again in this section)

(2 x 12 =24 Marks)

Section -B

(Answer any **four**.....)

1 mark for part **a**

3 marks for part **b**

5 marks for part **c**

- 3. a) Direct type question (to test knowledge acquired)
- b) Understanding type
- c) Problem type (Ability to synthesize knowledge or critical evaluation of knowledge)

- 4. a).....
- b).....
- c).....

- 5. a).....
- b).....
- c).....

- 6a).....
- b).....
- c).....

- 7a).....
- b).....
- c).....

- 8a).....
- b).....
- c).....

- 9 a).....
- b).....
- c).....

- 10 a).....
- b).....
- c).....

(4 x 9 =36 Marks)

List of Courses
Credit & Mark distribution for **M.A History**

semester	Paper code	Title	Marks			Credit	Contact hours Per week
			Internal	External	Total		
I	HISIC01	SOCIAL FORMATION IN PRE MODERN KERALA	15	60	75	4	5
	HISIC02	STATE AND SOCIETY IN EARLY INDIA	15	60	75	4	5
	HISIC03	BRONZE AGE CIVILIZATIONS	15	60	75	4	5
	HIS1C04	ARCHEOLOGICAL HISTORY OF INDIA	15	60	75	4	5
	ELECTIVE I HISIE01 HISIE02		15	60	75	4	5
	Total		75	300	375	20	25
II	HIS2C05	COLONIAL PROCESS AND RESISTANCE MOVEMENTS IN KERALA	15	60	75	4	5
	HIS2C06	STATE AND SOCIETY IN EARLY MEDIEVAL INDIA	15	60	75	4	5
	HIS2C07	IRON AGE CIVILIZATION	15	60	75	4	5
	HIS2C08	HISTORICAL METHOD	15	60	75	4	5
	ELECTIVE II HIS2E03 HIS2E04		15	60	75	4	5
	Total		75	300	375	20	25
III	HIS3C09	HISTORY OF CONTEMPORARY KERALA	15	60	75	4	5
	HIS3C10	STATE AND SOCIETY IN LATE MEDIEVAL INDIA	15	60	75	4	5
	HIS3C11	INDIA IN THE PROCESS OF MAKING A NATION	15	60	75	4	5
	HIS3C12	RISE OF THE MODERN WEST	15	60	75	4	5
	ELECTIVE III HIS3E05 HIS3E06		15	60	75	4	5
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	HIS 4C15	HISTORIOGRAPHY	15	60	75	4	6
	HIS4Pr	PROJECT	20	80	100	6	7
	HIS4C16	Viva-voce	-	50	50	2	-
			65	310	375	20	25
Grand Total			290	1210	1500	80	100

LIST OF CORE COURSES

Sl.No.	Course Code	Title of the Course	Instructional/Contact Hours per week	Credit
1.	HIS1CO1	Social Formation in Pre Modern Kerala	5	4
2.	HIS1CO2	State and society in early India	5	4
3.	HIS1CO3	Bronze age civilizations	5	4
4.	HIS1CO4	Archaeological History of India	5	4
5.	HIS2CO5	Colonial Process and Resistance Movement in Kerala	5	4
6.	HIS2CO6	State and Society in early medieval India	5	4
7.	HIS2CO7	Ironage civilization	5	4
8.	HIS2CO8	Historical Method.	5	4
9.	HIS3CO9	History of Contemporary Kerala	5	4
10.	HIS3C10	State and Society in Late Medieval India.	5	4
11.	HIS3C11	India in the process of making a nation.	5	4
12.	HIS3C12	Rise of the modern west.	5	4
13.	HIS4C13	Contemporary India.	6	4
14.	HIS4C14	Contemporary world	6	4
15.	HIS4C15	Historiography	6	4
16.	HIS 4Pr		7	6
17.	HIS4C16	Viva-Voce		2

ELECTIVE/OPTIONAL PAPERS

sem	Sl.No.	Course Code	Title of the Course	Instructional/Contact Hours per week	Credit
I	1	HIS1EO1	History of South India upto 6 th Century AD	5	4
	2	HIS1EO2	Science and Technology in Pre modern India	5	
II	3	HIS2EO3	Caste and Social Stratification in Medieval India.	5	4
	4	HIS2EO4	Archival Studies and Documentation	5	
III	5	HIS3EO5	Environmental History of India	5	4
	6	HIS3EO6	Diplomatic History of Modern India	5	

Project Work

In the IV Semester there shall be a Project Work and a comprehensive viva vore. By the project report or dissertation amounts to 6 credits and viva voce has two credits assigned to it. (See University Regulations on project work)
Semester wise scheme of studies.

I SEMESTER

Course Code	Title of the Course	Core or Elective	Credit	Contact Hours
HIS1CO1	Social Formation in Pre Modern Kerala	Core	4	5
HIS1CO2	State and society in early India	Core	4	5
HIS1CO3	Bronze age civilizations	Core	4	5
HIS1CO4	Archaeological History of India	Core	4	5
HIS1EO1 HIS1EO2	History of South India upto 6 th Century AD or Science and Technology in Pre Modern India.	Elective	4	5
			20	25

II SEMESTER

Course Code	Title of the Course	Core or Elective	Credit	Contact Hours
HIS2CO5	Colonial Process and Resistance Movement in Kerala	Core	4	5
HIS2CO6	State and Society in early medieval India	Core	4	5
HIS2CO7	Ironage civilization	Core	4	5
HIS2CO8	Historical Method.	Core	4	5
HIS2EO3 HIS2EO4	Caste and Social Stratification in Medieval India. or Archival Studies & Documentation	Elective	4	5
			20	25

III Semester

Course Code	Title of the Course	Core or Elective	Credit	Contact Hours
HIS3CO9	History of Contemporary Kerala	Core	4	5
HIS3C10	State and Society in Late Medieval India.	Core	4	5
HIS3C11	India in the process of making a nation.	Core	4	5
HIS3C12	Rise of the modern west.	Core	4	5
HIS3EO5 HIS3EO6	Environmental History of India Or Diplomatic History of Modern India.	Elective	4	5
			20	25

IV Semester

Course Code	Title of the Course	Core or Elective	Credit	Contact Hours
HIS4C13	Contemporary India.	Core	4	6
HIS4C14	Contemporary world	Core	4	6
HIS4C15	Historiography	Core	4	6
HIS4Pr	Project		6	7
HIS4C16	Viva Voce		2	-
			20	25

**KANNUR UNIVERSITY CORE
COURSE CODE HIS1C01
SYLLABUS
M.A. HISTORY**

SEMESTER I

HIS1C01 Social Formations in Pre-Modern Kerala

An attempt is made in the course in favour of analyzing the material process of human interactions with the technology and strategies of subsistence in Kerala History from Pre historic time. The content of the course is based on a fresh evaluation of sources combined with the benefits of conceptual insights and methodological sophistication embodied in recent social scientific researches and acquaints students with series of inter-related significant cultural transformations. The course definitely sheds much welcome light on such complex centers of the pre modern state and society in Kerala. The incorporation of the findings of the latest research the students will be able to update their knowledge.

Module 1

GEOGRAPHY AND ENVIRONMENT:

Geographical and Environmental Features of Kerala -Archaeology of the Landscape -History of human Adaptation to the Environment -Pre-historic Evidences. The stone Ages-The Iron Age societies and their remains - Typology and Extent -The nature of the social formation.

Module 2

THE SOCIAL FORMATION OF THE CLASS AND CHIEFDOMS:

Eco-systems, Class and means of subsistence- Material Cultures-Forms of exchange and Transmarine Contacts- The structure of the Chiefdom polity -The power Structure of the Cera chiefdom -The features of the social Formation.

Module 3

THE DISSOLUTION OF THE SOCIAL FORMATION OF CLASS AND CHIEFDOM:

The changing Process -Indication of the Dissolution Crisis- Shift in the Dominant Economy- Emergence of Paddy fields and the expansion of organized Agriculture -The Transformation of clans into Hereditary Occupation Groups and *Jati-s*-The Emerging social form Labour and Appropriation of surplus-Formation of a New Political Structure -Towards the making of a new Social Formation.

Module 4 :THE AGRARIAN SOCIAL FORMATION:

Consolidation of Brahman Settlement -The Thirty two Settlement and their Landscape Eco-System -Paddy Production as the Dominant Economy -the *Pulaya-s* and the *atimai* from the labour Appropriation - The institution of the *karanmai* system-The *Urala* Land Control as *brahmasvam* and *devasvam*-The Temple Movement and the Alvars and Nayanars- Social Implication of the bhakti cult-Trade, Trading Corporation and forms of Exchange-Structure of land Relation -The Character of the social Formation : Conceptual consideration.

Readings

Balakrishnan P.K, *Jativyavasthayum Keralachritravum*

Cherian P.J (ed), *Perspectives on Kerala History*,(Gezetteers, Govt.of Kerala)

Elamkulam P.N. Kunjan Pillai, *Studies in Kerala History*

Keralam Anjum Arum Nuttantukalil

Annatte Keralam

Cerasamrajyam Onpatum Pattum Nuttantukalil

Ganesh K.N, *Keralattinte Innalekal*

Kesavan Veluthat, *Brahmin Settlements in Kerala* Krishna Iyer K.V., *Zamorins of Calicut* , Calicut University

Kurup K.K.N. (ed), *Kootali Granthavari*, Calicut University

Malik (ed), *Dissent and Protest in early Indian Traditions*, Shimla

Namoodiri N.M., *Samootiri Charitrathile Kanappuungal* (Vallathol Vidyapeetham)

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

Cultural Symbiosis of Kerala

Kerala Charitrathinte Atisthana Silakal

Vaneri Granathavari, Calicut University

Narayanan M.G.S and Kesavan Veluthat, *Bhakti Movement in south India*

Rajan Gurukkal and Raghava Varier (ed), *Cultural History of Kerala* , Vol.I (Cultural Publications Govt. of Kerala)

Raghavan Varier & Rajan Gurukkal, *Kerala Charitram* (Vallathol Vidyapeetham)

CORE COURSE CODE HIS1C02

State and Society in Early India

The course introduces the students to recent knowledge and nascent trends in research on early Indian History. The nature Nature of state and society in early India with regional variations is the thrust area of the course.The purpose of the course is to give students a graphic idea about the material and non-material aspects of Indian cultural evolution till the extinction of mauryas.The megalithic tradition and material culture of ancient

Tamilakam are paid due regard. The materials contained in the course emanate from a close scrutiny of original sources. Students are made to take note of the new stock of information that yielded to the spade of the archeologist and preservative scholar.

MODULE -1

The State in Indian Historiography : The Indian perception – the colonial construction – oriental and Asiatic mode of production-legitimism nationalism- limitations of conventional historiography –recent books

MODULE -2

Pre-state forms :- Consideration of the nature of Harappans Political organisation- Lineage society vedic period- interior- tribal and intra-tribal wars- production and distribution – in the nearly Vedic age –Vis and jana- Definition and exercise of power and its legitimisation- folk assemblies – The raja-rajanya emergence of Varna.

MODULE-3

The arrival of the state: Iron and the “democratization of agriculture” – use of extra- family labour- surplus and its control – the graphical – rituals of consecration-trade of urbanization ,communication and money- from janapada to mahajanapada- gana –ganghas and monarchies- The Brahmic and Buddhist theories of the state.

MODULE-4

I. The refinement into empire : The expansion of Magadha-trade and trade routes – Pension and Greek influences- state as producer – resources and their control- power and its use- the ideal and practices of Cakravartin-administration central and provincial – the context of the Arthasathra

MODULE 5

II. Uneven development and clannish chief ships:Megalisthis and the early Tamil literature- forms of sustenance –the unais- cattle-raids and other conflicts- the veltr and the ventar- bards and priests – leigmacy.

Reading

A.s Altekar	:	State and Government in Ancient India
Motichondra	:	Trade and Trade Routes in Ancient India
H.D. Chathopadiyaya	:	The Making of Early Medieval India
HJM Claessen & Peter Skalnik ed.	:	Study of the State, the Early Society
Charles Drekmeir	:	Kingship and Community in Ancient
K.P.Jayaswal	:	Hindu Polity
D.N.Jha ed;	:	Feudal Social Formations in Early India
ed;	:	Society and Ideology in India
ed;	:	Early Indian Society and Economy
∩	:	Issues and Paradigms
R.P.Kangle ed;	:	Kautily's Arthasathra
P.V. Kane	:	History of Dharmasathra
Kulke, Herman	:	The State in Indian History
I.W. Mabbett	:	Truth, Myth and Politics in Early India
T.V. Mahalingam	:	South Indian Polity
R.J. Moore ed;	:	Tradition and Politics in South Asia
Brenden O Leary	:	Asiatic Mode of Production
Kumkum Roy	:	The Emergence of Monarchy in North India
E.R. Service	:	Origins of the state and civilization

Sharma, R.S	:	Aspects of political ideas and Institutions in Ancient India
“	:	Indian feudalism Urban Decay in india
“	:	Origins of state in India State and Varna formation in the Mid
		Change Plains
Thapar Romila	:	Ashoka and the Decline of the Mauryas From Lineage to State
“	:	Mauryas Revised
“	:	Ancient Indian Social History
Spencer, Georage	:	The Politics of Expansion
Subrahmanian.N	:	Sangam Polity
Nayan Joth Lahuri	:	Marshaling the past, ancient India and its modern History. (Pub 2012- Orient Blackswan)
Brajathlal Chathopadhyaya:		Study in early India – Orient Blackswan

CORE COURSE CODE-HIS1C03

BRONZE AGE CIVILLIZATION

The course focuses on the beginning of the Bronze Age which was characterized by the introduction of metal and metal implements into human society. The unorganized settlements of humans that were characteristic of the Stone Age developed into highly evolved civilizations. The Bronze Age saw the earliest written script and witnessed much evolution in society and life. The achievements of ancient civilizations have become a source of mystery and learning for archaeologists and historians. The development of the Mycenaean Civilization in Greece during the Bronze Age laid the foundation for the development of the Classical Greek civilization.

Module I- Mesopotamia: Introduction to World Civilizations- Early colonization of Mesopotamia –Sumerian Inauguration --Advent of Akkadians-Renewal of Sumerian Supremacy- Hammurabi’s Second Semitic Empire Urban Civilization in Mesopotamia Social Classes in Mesopotamia Mesopotamian system of Law-Contributions of Dungi and Hammurabi- Mesopotamian system of writing- Literature Evolution Of Mesopotamian Religion- Forming Sumerian and Babylonian Phases Material Cultured intellectual achievements.

Module .2. Ancient Egypt: Pre-Dynastic period- Political history under the Pharaohs- History old Kingdom – Middle kingdom-Evolution of Religion- Early Polytheism- Upheaval under Akhnaton- Revival of Polytheism- Intellectual achievements- Egyptian Contribution to philosophy, mathematics, Medicine, Astronomy- Writing and Literature – Architecture Sculpture, Painting- Social Class and Status of Women – Economic Life Development of Agriculture- Crafts and Industries – Trade and Commerce- Instruments of business.

Module.3. IndusValley :- Pre-Harappan cultures of North West India- Extent and Site of the Indus civilization – Urban Developments and Material culture – Town planning Economic Life of the Harappans- Growth of Agriculture- Development of arts and crafts- Trade and Other transactions-, Indus script-Religious practices and funerary customs Antiquity, connections and decline.

Module.4. Ancient China: Unmatched durability of civilization –Geography of China -the Shang dynasty – Material culture under the Shang- systems of Writing – Political and social Institutions – Religious practices – the Chou Dynasty and classical age of China- Urbanism Chinese Calendar.

BOOK FOR STUDY AND REFERENCE

1. Unesco : History of Mankind (Relevant volume)
2. B & R Allchin : The birth of Indian Civillisation
3. Kwang : Chit Chang : The Archarology of Ancient
Chin
a
4. R.E.M. Wheeler : Indus civilization
5. Shereen Ratnagar : Encounters: Theb Westerly Trade of the Harappan
Civillisation
s
6. S.R.Rao : Lothal & Indus civilization
7. Mauric Rope : The story of Archaeology
8. N.R. Hall : Decipherment- Ancient History of the New East
9. Geroge Roux : Ancient Iraq
10. C. Gordon : Forgotten Scripts
11. V.G.Child : What Happened in History
12. D. Delaporate : Mesopotamian civilization
13. Olyn Danial : First civilizations
14. G. Possehl : Ancient cities of the Indus-HarappanCivillization
15. William Watson : Early civilization in China
16. Joseph Needham : Science and civilization in China
17. Lichi : The Beginnings of Chinese civilization
18. Janassman : Cultural memoray and early civilizations
(Cambridge.University 2012)
19. Aleida Asmann : Cultural memory and western civilization
(Cambridge.University 2011)
20. Daniel Wolf : A Global History of History
(Cambridge.University 2011)
21. Asok Purpola : Deciphering Indus script
(Cambridge.University 2011)
22. D.P.Agarwal : The Copper Bronze Age in India, Manoharlal
NewDelhi.
- 23.Ralph and Burns : Western Civilisation (ABC Vols.)

CORE COURSE CODE HIS1C04**ARCHEOLOGICAL HISTORY OF INDIA**

This course is designed to further the holistic understanding of Ancient Indian culture in its entire parameters. This course provides a sound grounding of India's archaeological history in all its continuities and diversities from the palaeolithic beginnings to the Bronze Age cultures, focusing on topics such as the impact of geological, climatic and ecological factors on prehistoric societies. It helps in promoting the conservation of our heritage and opportunities in the streams of archaeology and anthropology.

Module I: importance of Archaeological evidence – Theories and Research –Early historic Indian archaeological- geopolitical perspective of early Indian Political History

Module II. Indian Land mans – Frontiers and boundaries – India as an geographical entity

Module III (a) Pre-historic hunter gatherers- Palaeolithic cultures- Palaeolithic context- Distribution area -Earliest dates of Paleolithic tools- stone industry and other technological development

(b) Mesolithic cultures- regional and chronological distribution- new Development in technology and economy. Rock Paintings – Bhimbetka- Edakkal

(c) Understanding the regional Chronological distribution of the Neolithic and chalcolithic cultures- Subsistence and pattern of exchange- growth of villages.

Module IV: Pre- Harappa sites- Amri- kotdiji- Harappa- Indus civilization- Distribution – origin – Morphology of major sites- Mohenjo-Daro –Lithic Industry- Metallurgy- Arts – Crafts- Linear measures- Trade –Religion – Sculptural Art- Chronology

Module V : Development of Archaeological Research in India-Asiatic society of Bengal – Alexander Cunningham –Indian pre-historic Studies- Lord Curzon – Marshall era- Mortimer Wheeler – ASI.

- 1) D.P. Agarwal, *The Archaeological history of India*, 1985
- 2) Bridget & F. Raymond Allchin, *The civilization of India and Pakistan* – 1983
- 3) F.R All chin , *The Archaeology of Early Historic South*,1995
- 4) D.K. Chakravarthi, *The Archaeology of Ancient Indian cities* ,1997
- 5) Dilip. K.Chakravarthi, *India :An Archaeological History*
- 6) Bridget & F.R. Allchin , *Origins of Civilization: The prehistory and early Archaeology of South Asia* ,1994
- 7) B.D. Chattopadhyaya, *A Survey of Historical geography of Ancient India* ,1974
- 8) G.L. Possehl (ed) *Harappan civilization : A Contemporary perspective* ,1993
- 9) Dilip.K. Chakaravarthi :- *A history of Indian Archaeology from the Beginning to 1947*,1988
- 10) Archaeological Geography of Ganga Playing : the lower and middle Ganga
- 11) R. Brooks and V.S. Wakanker, *Stone age Paintings in India* , 1976
- 12) I.Mahadevan, *The Indus script, Texts, concordance and Tables*,1977

- 13) Mathpal.Y. *The Pre-historic Rock Art of Bhimbetka*, Central India
Delhi,1984
- 14) H.D. Sankhalia, *Pre-history and Proto history of India and
Pakistan*,1974
- 15) Brajathlal Chatopadhyaya: study in early India – Archaeology tests and historical issues
(Orient Blackswan 2005)
- 16) Wright - Ancient Indian urbanism – Economy & Society.(Cambridge
University Press-2012)
- 17) Michael Wills - Archaeology of Indo ritual temples and establishment of Gods.
- 18) Upendra Singh - Archaeology Discovery of Ancient India, the early archaeologist
and the beginning of archaeology – Orient Blackswan 2011)
- 19) Brijit Alchin & Raymond Alchin – The rise of civilization in India
- 20) Nandini Sinha Kapoor - Environmental History of Early India.

CORE COURSE CODE : HIS2C05

SEMESTER II

COLONIAL PROCESS AND RESISTANCE MOVEMENTS IN KERALA

The course is included in the syllabus in order to give students a graphic grasp of such cardinal themes in the history of modern Kerala as the establishment of British supremacy over various regions of Kerala, stiff resistance offered by various patriotic elements, peasant uprisings in Malabar, the anti-caste and caste reform movements which ushered in a new social order, and the nationalist and revolutionary movements in Travancore, Cochin and Malabar. The new dimensions pursued in the historical research of modern Kerala definitely help students comprehend the problems and perspectives of the themes in a better way. The inclusion of some new interpretations that evolved in the light of modern historical theories adds to the charm of the course.

1. **The colonial Context:** The British Land Revenue Administration in Malabar – Modifications of Janmi system – Tenurial Alterations and Peasant Exploitation – The Tenurial reforms of Travancore – The Situation in the Cochin State – Evangelical Activism – English Education – Features of Colonial Modernisation.
2. **Political Revolts and Protests :** The Pazhassi Revolt – Veluthampi Revolt – Paliathachan – Kurichiya Revolt – Naattukuttam Revolts
3. **Peasant Uprising in Malabar:** The background of the Tenurial Contradictions and Peasant Exploitation – The Peasant uprisings in Nineteenth Century – The “Moplah Outrages” – The Uprisings of 1921
4. **Social reform Movements-**Caste system in Colonial Kerala- Caste based hereditary occupations and Caste structure-Savarna domination, subjection, Immobility and the sale of Adiyalar- Untouchability- Reform Movements- Chattambi Swamikal, Sri Narayana Guru- Caste based Reform movements- Poikayil Yohannan’s socio religious movement, Nasrani Jatyaikya Sangham, Mitavadi C Krishnan and Thiya caste movement in Malabar - Anti caste movements – Shivayogi and Vagbhatananda- Sahodaran Ayyappan- Swami Ananda Theertha - Vaikom, Kalpathy and Sucheendram Sathyagraha- Guruvayoor Sathyagraha- Temple Entry Proclamation and Temple Entry Acts. Muslim Reform Movements – Makthi Thangal, Sayyid Hamadani Thangal, Vakkom Maulavi – Muslim Aikya Sangham, Islahi Movement, Muslim Educational Society New Awakening in Art and Literature – New Literary Forms – growth of New Sensibility – Jeeval Sahithya Prasthanam.
5. **Emergence of Political Consciousness :** Growth of Political activity –Role of Print Media and the growth of socio political consciousness – Memorials – Nationalist Activities in Malabar – Manjeri Conference and Malabar Rebellion – Joint Political Congress and Abstention Movement in Travancore – Kochi Prajamandal – civil Disobedience Movement in Malabar – Growth of Class Politics – Youth League – CSP Growth of Trade Union Movement , Peasant Mobilisation , Youth Organisations Teachers and Students Movement - Growth of Communist Movement in Malabar, Cochin and Travancore – Kayyur , Karivellur , Punnappra Vayalar and other Mobilisations during 1940’s. Congress

Ministries, Individual Satyagraha and the Quit India Movement. Sir C P and the American Model.

Readings

- K N Ganesh : Keralathinte Innalekal, Thiruvananthapuram , 1990
 P.J. Cherian (ed) : Perspectives on Kerala History(Kerala Gazetteer Department,1999)
 William Logan : Malabar Manual, Vol. 1&2. New Edition.(Kerala Gazetteer Department,2001)
 Dick Kooiman : Conversion and Social Equality in India: The London Missionary Society in South Travancore in 19th century, Delhi, 1989
 THP Chentharassery : Ayyankali , Thiruvananthapuram , 1989
 K N Panikkar : Against Lord and State, O U P 1989
 P K Michael Tharakan : Socio-religious Reform Movements and Demand for Indications of Development”Alok Bhalla & Peter Bunke Rural India publishers , new Delhi ,1992
 Images of Sterling : Asan and Social Revolution in kerala
 T K Raveendran : Vaikom Satyagraha and Gandhi
 A K Poduval : Keralathile Karshaka Prasthanam
 C. Kesavan : Jeevithasamaram
 Robin Jeffrey : The Decline of Nair Dominance, New Delhi, 1976
 : Politics, Woman and Wellbeing, OUP, 1992
 George Mathew : Communal road to Secular Kerala, Delhi, 1989
 T.C.Varghese : Agrarian Change and Economic Consequences , Bombay 1970
 P.K.K.Menon : The History of Freedom Struggle in Kerala, Thiruvananthapuram 1972
 Nossiter : Communism in Kerala, OUP, New Delhi, 1988
 K.P.Kannan : Of Rural Proletarian Struggles: Mobilisation and Organisation of Rural Workers in South West India ,Delhi ,1988
 Stephen F Dale : Islamic Society in a South Asian Frontier, Clarendon Press, 1980
 S.Raimon et al (ed) : The History of Freedom Movement in Kerala ,Vol. 111(1938-1948) Thiruvananthapuram , 2006
 Joseph Tharamangalam (ed) : Kerala: the Paradox of Public Action and Development, Orient Longman, New Delhi, 2006
 T.M.Thomas Issac :VimochanasamarathinteKanappurangal,Thiruvananthapuram 2008
 : Local Democracy and Local Development:Peoples Plan Campaign in Kerala, Left Word.
 Balakrishnan Kavumbai : Malayala Sastra Sahithya Prasthanam ,KSSP,2007

CORE COURSE CODE-HIS2C06

State and Society in Early Medieval India

What constitutes the content of the course is the presentation of the social and cultural life of medieval India from the rise of the Gupta to the advent of the Mughals in its correct perspective. Students are made to understand the rise and fall of empires with reference to the material base and dynastic history is treated only in the broadest outline. Recent historical research has been introduced into this course by bestowing elements of continuity and change in society. The social cross section of medieval India is brought into focus and the student could get a rational and scientific view on this paper.

Historiography :- The Gupta and the Golden Age- The Post Gupta period as dark period Nationalist enthusiasm and expansion of data base on regional history – the idea of Indian Feudalism and its critique – Segmentary state- integrative polity – contemporary scene.

II.The nature of Gupta state : Agrarian expansion and local nodes of power-military and political magnates at the local level- the king and his authority- Allahabad Pillar and the differential political relations./

III.The regional scene: Transformation of tribes into peasants and castes- rise of political magnates- regional and the fragment nature of polity – (a) Chalukyas and

Rashtrakutas in Deccan (b) Gurjaras – Parthiliaras in Western India(c) Rajputs- the Gahatavalas in the Gangetic plains- Gajapatis in Orissan- Pulas and Senas in Bengal- the Colas in the South – Theoretical considerations.

IV. Turko- Afghan conquest of north India. The rise of fort cities- trade urbanization and the Sultanate polity- nobility-revenue and military administration under the Sultans – Nature state in Delhi Sultanate

Readings

- R.C. Majumdar ed : The Classical Age (History and culture of of Indian people ,Bharthiya Vidya Bhavan Series Vol. III)
- “ : The Palas and Sena
- “ : The Sultanate of Delhi
- R.S.Sharma : Indian Feudalism
- “ : Urban Decay in India
- D.N. Jha ed. : The Feudal Order
- Harbans Mukhya : The Feudalism Debate
- Burtan Stein : Peasant State and society in Medieval South India
- Noboru Karashima : South Indian History and Society
- Herman Kulke : The cult of Jagadnatha and the Gajapathi Kingdom of Orissa
- “ ed : The State in India 1000-1700
- John Strussand : The Sultanate of Delhi
- K.A. Nizami and Muhammed :
- Habib ed : Delhi Sultanate
- Kesavan Veluthal : Political Structure of Early Medieval South India
- P.K.K Menon : The History of Freedom Struggle in Kerala Thiruvananthapuram 1972
- Nossiter : Communism in Kerala, Oxford University press New Delhi , 1988
- K.P. Kannan : Of Rural Proletarian Struggles : Mobilisation and Organisation of Rural workers in South West India Delhi,1988
- Stephen F.Dale : Islamic Society in a South Asian Frontier (Clarendo Press 1980)
- Meenakshi Khanna : Cultural History of Medieval India (Orient Blackswan) Second Edition 2012.
- Sunil Kumar : The emergence of the early Sultanate 2010 Edn.(OBS)

CORE COURSE CODE-HIS2C07

IRON AGE Civilizations

The course is designed to provide adequate understating of the transition of human civilization from Bronze to Iron Age. It intends to provide the linkages of continuous human strategies to survive, adapting more efficiently, competing with demands on the resources of a given environment. The course shall provide the students with a general introduction to the social formations of Iron Age of Greece and Rome

IRON AGE CIVILIZATIONS

Module I : -From Bronze age to Iron age- Anatolia- *Tribal* migrations – Hittite Civilization 1800- 1200 BC- Gordon childe- diffusionist model- Renfrew’s anti diffusionist position –Minoan civilization- proto –Mycenaean civilization 1600- 1200 BC- Epic period –Greek policy – City states- Script – languages

Module II – Shift from Bronze to Iron- iron Technology 1050- 800BC- Tribal movements- Anatolia- west Asia – Classical Greece- Archaic period 750-500 BC- state formation- tribal to state – Aristocracy – peasants- political systems- Persian wars- Peloponnesian war- Democratic experiment –polis – Athens- Sparta- military system- slave mode of production – Culture – philosophy –Science and Art – Religion – Macedonia

Module III- Rome – rural – Urban settlements- Monarchy to Republic – Julius Caesar –Augustus Caesar-

Module IV. Roman Society- Peasantry -Slaves - Economy –Slave labour – Crisis and decline –crisis in the slave mode of production -monetary crisis – internal problems– decline

References and readings

1. John Collis, *The European Iron Age*, Rutledge, 1997.
2. Miranda Aldhouse-Green ,*An Archaeology of Images: Iconology and Cosmology in Iron Age and Roman Europe*, Routledge, 2004
3. William Henry Chamberlin *The World's Iron Age*, The Macmillan Company, 1941.
4. Christina Souyoudzoglou-Haywood *The Ionian Islands in the Bronze Age and Early Iron Age, 3000-800 BC* Liverpool University Press, 1999.
5. Sigrid Deger-JalkotzyIrene S. Lemos *Ancient Greece: From the Mycenaean Palaces to the Age of Homer* Edinburgh University Press, 2006.
6. Edward BisphamThomas HarrisonBrian A. Sparkes *The Edinburgh Companion to Ancient Greece and Rome* Edinburgh University Press, 2010.
7. Marshall Cavendish *History of the Ancient & Medieval World | Greece and Rome - Vol. 5*,Marshall Cavendish, 1996.
8. Charles Freeman ,*Egypt, Greece, and Rome: Civilizations of the Ancient Mediterranean* Oxford University Press, 1999.
9. Walter Scheidel, *Rome and China: Comparative Perspectives on Ancient World Empires*
10. Andrew Wallace-Hadrill ,*City and Country in the Ancient World* Routledge, 1992
11. Sarah B. PomeroyStanley M. BursteinWalter DonlanJennifer Tolbert Roberts *Ancient Greece: A Political, Social, and Cultural History* Oxford University Press, 1999.
12. Gustave Glotz . *Ancient Greece at Work: An Economic History of Greece from the Homeric Period to the Roman Conquest* Alfred A. Knopf, 1926.
13. Antonio Santosuosso,*Soldiers, Citizens, and the Symbols of War: From Classical Greece to Republican Rome, 500-167 B.C.* Westview Press, 1997.
14. Paul Louis *Ancient Rome at Work: An Economic History of Rome from the Origins to the Empire* ,kegan paul.
15. A. D. Lee, *From Rome to Byzantium AD 363 to 565: The Transformation of Ancient Rome* ,Edinburgh University Press, 2013.
16. Frank Frost Abbott *Society and Politics in Ancient Rome: Essays and Sketches* Biblio and Tannen, 1963.
17. T. K. Derry and Trevor I. Williams *A Short History of Technology: From the Earliest Times to A.D. 1900* (1993)
18. Chris Harman : *A Peoples History of the world.* (Orient Blackswan 2005)

19. Bhariavi Prasad Sahoo : Iron & Social change in early India.
20. Jason Mander - Portraits of Children on Roman Funerary Monuments, 2012.
21. Denise Memetriou: Negotiating Identity in the Ancient Mediterranean – The Archaic and Classical Greek Multiethnic Emporia, 2011. (Cambridge)
22. Jason Chroley : The psychology of the Athenian Hoplite. (Cambridge)
23. Bert Lott : Death and Dynasty in Early imperial Rome. (Cambridge)
24. Peter W Rose : Class in Archaic Greece, 2012. (Cambridge)
25. Andrew Monson : From the Protomies to the Romans
26. Eric H Cline : Ancient Empires from Mesopotamia to the Rise of Islam
Ian. S. Moyer ; Egypt and limits of Hellenism.
27. Ralph and Burns : Western Civilisation (ABC Vols.)

CORE COURSE CODE-**HIS2CO8**

Historical Method

The course is meant to impart a thorough and updated knowledge in historical research methodology. Such a knowledge is indispensable for a student bent upon conducting scientific enquiry and undertaking dedicated research. The course familiarizes the students on history with the techniques of presenting past events in their correct perspective. The course deals with diligent collection of all relevant sources, careful sifting of the material, critical examination of the literal and real meaning of the text, through enquiry into the motives and intentions of the author in making his observations and penetrating scrutiny to eliminate all possible errors.

Module .1. History as Knowledge : Subject matter of History Know ability of the events and evidence past- historical facts- kinds of sources – Primary Sources: Archeological and archival Sources. Secondary Sources: Later Literary Accounts, the Contemporary studies and Publications- oral, non conventional evidence

Module:2. Sources Analysis : Textual Analysis –Texts, Hyper texts and contexts- Contextualization of texts- Oral Texts- Features of Oral Composition – Structural Methods of Oral Textual analysis – Formalist methods – interdisciplinary nature

Module.3. Source Criticism : Authority, Creditability and Veracity of the Source of Material- The Problem of Representation- Methods of Authentication- Internal and external Criticism- Data Production- Conceptualization of Evidence – Causation and Generalisation – Hypothesis and Theory – New Historicism

Module .4. The Techniques of Exposition : Footnoting or End – noting, Preparation of Bibliography, indexing – Appendix – citation – Abbreviations- Varieties of Bibliography

Readings

- Jan Vansina : The Oral Tradition, London, 1965
- V. Propp : Morphology of the Folktale, New York 1979
- C.M. Bowra : Heroic Poetry, Cambridge, University Press, London 1966
- Romila Thapar : Exile and the Kingdom, Mythic Society, Bangalore, 1978
- Marc Bloch : The historians
- E.H. Carr : What is History ? London G. Elton
- : The practice of History, London J. Tosh :
- The Pursuit of History, London 1984
- Louis Gottschalk : Generalisations in the Writing of History, C.
- Wright Mills : Sociological Imagination, Pelican Book
- Jacques Barzu : The Modern Researcher, Boston: Houghton Mifflin, 1992

- Kate Turabian : A Manual for writers of Term Papers, Thesis and Dissertations Chicago, University of Chicago Press 1987
- Joseph Gibaldi : MLA Hand book for Writers of Research Papers New York : Modern Languages Association of America, 1984
- Kaith Jenkins : Why History ?
- Fernand Braudel : On history
- Thomson : Oral History
- C.A.Bailey(edd) : History, Historians and Development policy, 2008.(OBS)
- Gary Hall and Clare Birchel : New Cultural Studies, Adventures in Theory 2009 (OBS)
- Vijayarama Swamy and Yogesh Sharma (Ed) : Biography as History – Indian Perspectives 2008 (OBS)
- Arup Banerji : Writing History in the Soviet Union 2008(OBS)
- E.Sreedharan : A text book of Historiography.(2004 OBS)
- Partha Chatterji & Anjan Ghosh : History and the Present (OBS 2004)

CORE COURSE CODE : HIS3C09

History of Contemporary Kerala

Module 1: HISTORICAL FOUNDATION :

Aikya kerala movement- Formation of Kerala state- structural adjustments and Regional Imbalances problem of Minorities – The First communist ministry - Era of progressive legislations – Reforms in education - Land reforms – Liberation struggle – caste and communal organizations – N.S.S., SNDP, Muslim league, Christian church – Regional parties – coalition politics – coalition ministries.

Module 2: HISTORICAL BACKGROUND:

Reorienting District Boundaries - Development of Service Sectors – Kerala model of Health Experience – Education – General and Higher education – Growth of service organizations – Internal emergency in Kerala – Development of Human right – Split in Communist party – Marxist leninist organizations.

Module 3:KERALA: EXPERIENCE IN THE MAKING:

Migration and immigration – Peasant migration from Travancore to Malabar – Push and pull factors – Socio, economic, political and cultural impact of migration – Broad trends in migration to Middle East, USA, U.K and Europe – Social and Economic impact of international migration in Kerala – Migrant workers to Kerala – Library and literacy movement - Modern Malayalam theatre, cinema and literature – Peoples planning – Lessons of decentralized planning – Prohibition movement – Kudumbasree and women empowerment – Student, youth, farmers, workers movement - Social change : Reordering of caste and family – transformation in matriliney -

Module 4: KERALA EXPERIENCE: REALITIES AND ISSUES:

Sustainable growth and problem of ecology – Silent valley – Plachimada – Adivasis and land rights – Muthanga, Chengara, Aralam struggles – Globalizations and traditional industries – Coir, cashew, textile, beedi etc. – Fishermen – Tourism.

Readings:

K.N.Ganesh, Modern Kerala, Kottayam 2012.

P.J.Chериан (ed), Essays on Cultural Formations of Kerala, Trivandrum 1999.

Lawrence Lopez, A Social History of Modern Kerala, Trivandrum 1988.

Proceedings of international seminar on kerala history Trivandrum, March 2006

Proceedings of international congress on Kerala studies 27-29 August 1994 vol.1-4, Tvm. 1994.

K.T.Rammohan (ed), Kerala Padanangal (mal) vol. I-V, Kochi 1993-1995.

P.Jayarajan (ed), Kannur Jilla Cimmunist Party Chaithram (mal) vol. 1-2, Kannur 2011-13.

Working papers, Centre for development studies Tvm.

Abraham Vijayan - Caste, Class and Agrarian Relations in Kerala.

B.A.Prakash - Kerala's Economy, Performance, Problems and Prospects.

T.J.Nossiter - Communism in Kerala.

M.A.Oommen - Land Reforms and Socio - Economic Change in Kerala.

M.A.Oommen - A Study of Land Reforms in Kerala.

M.A.Oommen - Kerala Economy Since Independence.

T.C.Varghese - Agrarian Change and Economic Consequences: Land Tenures in Kerala.Suresh

Jnaneswaran - Naxalite Movement in Kerala.Ramakrishnan Nair - Constitutional Experiments in

Kerala.Ramakrishnan Nair - Social Structure and Political Development in Kerala.P.P.Pillai (ed) -

Agricultural Development in Kerala.T.N.Jayachandran (ed.) - Keralam 2000 (Mai.)

B.APrakash- Kerala's Economic Development: Issues and Problems.Planning commission -

Kerala Development Report.B.A.Prakash and V.R.Prabhakaran Nair (ed.) - Kerala's Development

Issues in the New Millennium.C.C.Kartha (ed.) - Kerala Fifty Years and Beyond.Liten George

Christophell - The First Communist Mnistry in Kerala.Thomas Isaac and Richard,W.Frank -

Local Democracy and Development.Vijayachandran.K- Industrial Development of Kerala

Vol.11.T.Madhava Menon (ed.) - A Handbook of Kerala - 2 Volumes.P.T.Sebastian, Christian

Migration to Calicut 2002.K.V.Joseph, Economic Impact of Migration New Delhi

1987.P.K.Michael Tharakan, Economic Causes of Migration to Malabar Tvm.1981.

Dr.O.Sooryanarayanan : Reflections of Freedom Struggle in Malabar with special
Reference to Cannanore 1498-1938 published 2012 (Prabha
Soorya Narayan – Helios Kannur)

V.K.Kuttu Uliyil : Malabarile Swathanthrya Samaram Parichinthanangal.
: Kurumulakucharithrathilude

CORE COURSE CODE-HIS3C10

State And Society In Late Medieval India

An earnest endeavour is made in the course to question the assumption underlying the established historiography on Late Medieval India. Students are, by all means, benefited from the reconstruction in fascinating details of social; and state. Depiction of the material culture of these states with special reference to agrarian system is indeed illuminating. The inadequacies of conventional interpretations are exposed in such a manner as to kindle the curiosity of students and to promote meritorious research.

Module I. Historiography :- The British construction of Muslim rule s barbarism and tyranny- Indian nationalist response- Communal overtones- the Marxist intervention- Centralisation questioned

Module -2 The information of the Mughal state : The heritage of the Sultanate Shersha's Work- Agrarian development Trade- Todarmal's revenue experiments- the Zamindars- Mansabdars and Jagirdars- Jira System- The military system

Mughal bureaucracy – the nature of Mughal state- a Centralised empire ? Patrimonial system ? Integration of different politics ?

Module .3 Shivaji and the rise of Marathas :- The legitimacy of a predator – Watan system – land and sovereignty – the Chatrapathi and the Peshwas- Marathas expansion – weaknesses in the polity- nature of Maratha state.

Module .4. Vijayanagara state : Agricultural and commercial developments in South India- rise of local magnates- Vijayanagara suzerainty- the Nayankara suzerainty-the Nayankara system- royal ritual and political legitimacy – nature of Vijayanagara state- Feudal ? segmentary ? recent works.

Readings:-

- John F Richards : Mughal State and Society
 R.C. Majumdar-ed : Mughal Empire (History and Culture of Indian People, Bharathiya Vidya Bhavan Series
 Maratha Supremacy
 W.H. Moreland : Agrarian System of Muslim India
 Homi Bhaba : Nation and Narration
 Satish Chandra : Historiography, Religion and state in Medieval India Meena
 Bhargava : Explore in Medieval India 16 to 18th Century, Vol-I & II Burton
 Stean : Vijayanagara(New Cambridge History of India - Cambridge
 University Press- New Edition.)
 Steawart Gordon : The Marathas 1600-1800 (New Cambridge History of India –
 Cambridge University Press- New Edition)
 John F Richards : The Mughal Emperor (New Cambridge History of India –
 Cambridge University Press- New Edition)
 Catherine B Asher : India before Europe
 & Sindhia Tanbolt (New Cambridge History of India –
 Cambridge University Press- New Edition)
 Jadunath Sarkar : Fall of the Mughal Empire (4 Vols. 2007 Edn)(OBS)
 ,, : Sivaji and his times.(OBS)
 Athar Ali : Nobility under Aurangazib
 C.A.Baylee : Rulers Towns men and bazaars. North Indian Society during the age

+

- Ian St.John : The Making of the Raj, India under East India Company – California
2012.
- Lakshmi Subramanyam: History of India 1707-1857
- Marshal Hogdson : Venture of Islam Vol.3
- Irfan Habeeb : Agrarian System of Mughal India
- Musafar Alam & Sanjay
Subramanian : The Mughal State.
- Thapar Rai Chaudhari
- Irfar Habeed : Cambridge Economic History of India (Vol.I)
- Shereen Moosavy : The Economy of the Mughal Empire.
- Andrey Wing : Land & Sovereignty in India.Agrarian
society&Politics under 18th Century.
- T.V.Mahalingham : Administration & Social Life.
- Burten Stein : Peasant State & Society.
- Noboru Karashima : Towards the new formation.
- Anna Della Piccola : Vijayanagar City and Empire.
- Herman Kulkke : The State in Indian History1, 1000-1700(edd)
- Anila Varghese : South India under Vijayanagara (OUP 2011)

CORE COURSE CODE-HIS3C11

INDIA IN THE PROCESS OF MAKING A NATION

The course focuses on forces, movements and institutions rather than details of military and diplomatic events in modern India. The developments in Indian Society, economy and polity in the 18th century are discussed in order to draw the attention of students to the historical conditions which enabled a company of foreign merchants to conquer the vast country. The purpose of the course is to communicate to the students the nature of British imperialism and politics pursued by the colonial masters in India, as well as their impact on Indian economy, society, culture, and administrative system. The contradictions between colonial performances are adequately exposed.

Module: 1

Colonial background – East India Company – Revenue Settlements - Paramountcy – Colonial Knowledge System – Ideologies of the Raj – Survey, Census and ethnography

Module: 2

English education – Bureaucracy – Contradictions – Communalization – Impact of colonialism

Module: 3

Reactions to Colonial domination – Nationalism as ideology – The modern characters of the Indian nation – Nation as imagined community

Module: 4

Socio religious movements – Evangelical and Utilitarian bashing- Economic critique of colonialism – Moderate and Extremist methods – Gandhian techniques

Module: 5

Movements – Peasant and Workers movements – Tribal uprisings- Caste and gender associations – Two nation theory – Regionalism – Indian independence – Civil and Political society – Idea of nation – Contemporary debates

Readings:

- Francis Hutchins : The Illusion of Permanence British Imperialism in India (Princeton, 1967)
- Thomas R. Metcalf : Ideologies of the Raj (Cambridge University Press, 1995)
- Benard S. Cohn : Colonialism and Its forms of Knowledge (Oxford, 1996)
- R.C.Majumdar : British Paramount and the Indian Renaissance, part I & II, (Bharatiya Vidya Bhavan)
- C.A. Baylay : Indian Society and the Making of the British Empire (New Cambridge History India)
- Bipan Chandra : Nationalism and Colonialism in Modern India
- David Arnole & R.Guha (ed.), Nature, Culture and Imperialism
- Summit Sarkar : A critique of Colonial India (Papyrus, Calcutta 1985)
- G. Alosius : Nationalism without A Nation in India, Oxford University, New Delhi
- Partha Chatterje : Wages of Freedom, Oxford University Press, New Delhi
- Suresh Chandra Ghosh : History of Education in Modern India
- Saloni Mathur : India by design. – Colonial History & Cultural display,2011(OBS)
- Deboro Surtan : Other landscapes (colonialism & predicament of authority in 19th Century South India)(OBS)
- Lakshmi Subramanian: History of India 1707 to 1857 – 2010.(OBS)
- MAK Azad : India wins freedom.New Edition(OBS)
- Sekhar Bandopadhyaya: From plasy to partition- A History of Modern India.
- Thomas Metcalf : Imperial connections – India & Indian Ocean, 2007.
- Debdas Banerji : Colonialism in Nation 1999
- Rajani Palmdath : India Today – Maneesha Grandhalaya Reprint 1983.

- Kate Telshar : India described European and British writing on India 1600-1800
- Charu Gupta : The History of Education – Modern India 1757-2007
- Thomas R Metcalf : Ideologies of the Raj
- A.K.Bakshi : The political economy under development – Orient Longman.
- C.H.Philip : Historians of India, Pakistan & Ceylon.
- O.P.Khejariwal : The Asiatic society of India and the discovery of Indias’ past 1784 to 1838 Oxford 1988
- Kenneth Jones : Socio Religious Reform Movements in British India (Cambridge India, 1994)
- Bipin Chandra (ed) : India’s Struggle for independence, (Penguin India, 1989)
- : The Rise and Growth of Economics Nationalism In India (People’s Publishing House, New Delhi, 1982)
- : Nationalism and Colonialism Modern India. (Orient Longman, New Delhi 1979)
- : Communalism in Modern India, Vani Educational Books – Vikas New Delhi, 1984.
- A.R.Desai : Social Background of Indian Nationalism, (Popular Prakashan Bombay, 1959)
- Ranajit Guda : Elementary Aspects of Peasant Insurgency in Colonia India (Oxford, 1982)
- G.Alosius : Nationalism without A Nation in India, Oxford University - New Delhi.
- Parhta Chatterji : Wages of Freedom, Oxford University Press, New Delhi.

CORE COURSE CODE-HIS3C12

The Rise of the Modern West

This course is indented to equip the students with the contemporary study of modern world history and analyze the debates on clash of civilizations; historians are trying to achieve a better understanding of how the modern world developed from the contributions of many civilizations. Historians today are also trying to understand how people’s responses to varying climates and environments shaped history in different times and places.

Module 1: Transitions from feudalism to capitalism- problems and Theories- Early colonial Expansion: Motives, voyages and explorations Conquest of America - Beginning of the Era of colonization; Mining and Plantation- The American slaves: Renaissance: its social roots- city states -of spread of Humanism in Europe- Art Reformation- causes/course and results in the 16th century

Module II: Economic development in the 16th & 17th centuries shift from Mediterranean to Atlantic -Commercial Revolution- influence of American Silver and motivation - 17th century European Crisis-. Economic, Social and Political dimensions- Mercantilism and European economy in 17th & 18th century

Module III. Emergence of European stale system: France – England- Russia -European politics in the 18th century – Parliamentary Monarchy- patterns of Absolutism in Europe - English Revolution –American Revolution – Industrial Revolution –political, economic and Intellectual currents

Module IV: Revolution and reaction- French revolution and the European Reaction- crisis in *ancien régime*- intellectual currents – social classes- Emerging gender relations – phases of French Revolution- 1789-99

MODULE V: Reactions and Revolution -1815-1848- forces of conservatism – social Economic, Political and intellectual currents- Radical & Revolutionary Movements- 1830-48.

REFERENCE&READINGS

1. Carlo M. Cipolla, *Fotana Economic History of Europe:Vols II&,III Before the Industrial revolution, European society and Economy 1000- 1700* , 1993.
2. Ralph Davis , *The Rise of Atlantic Economics*,
3. Rodney Hilton, *From Feudalism to Transition Capital*
4. Stephen J.Lee, *Aspects of European history, 1494-1789*
5. G. Parkev and L.M. Smith, *General Crisis of the seventh century*
6. Pvory Anderson ,*The lineages of the Absolutist state*
7. G.R. Elton ,*Reformation Europe 1517-1559*
8. Bernard bailey , *The ideological origins of American Revolution*
9. Jande Vries ,*Economy of Europe in an age of Crisis 1600- 1750*
10. Charles A Nuert, *Humanism and the culture of Renaissance*, 1996.
11. M.S. Anderson, *Europe in the Eighteenth Century*
12. Meenaskshi Phukan ,*Rise of the Modern west Social and Economic history of Early modern Europe*
13. J.H. Parry, *The age of Renaissance*
14. Ralph and Burns, *Western Civilizations (ABC vols)*
15. J.Evans, *the Foundations of a Modern state in 19th Century Europe*
16. E.J. Hobsbawm– *the Age of Revolution*
17. Lynn Hunt, *politics, cultures and class in the French Resolution*
18. George Lefebvre, *Coming of the French Revolution.*
19. Jack A Gladstone, *Why Europe? The Rise of the West in World History:1500-1850*,
20. *George Mason University*,
21. Andria Ganbarlini – *The Italian Renaissance State.* (ed) Cambridge University Press-2011
22. Larry J Feinberg - *The lung leanardo – Art and Life in the 15th century Florence* Cambridge University Press-2011
23. Joseph Caning - *The ideas of power in late middle ages-2011*
24. Liana Vardi - *The physiocrats and the world of enlightenment.* 2012 Cambridge University Press
25. Jerrold Siegal - *Modernity and Burshwa life Explore in the politics and culture in England, France and Germany since 1750.* Cambridge University Press
26. Patricia Emison - *The Italian Renaissance and cultural memory 2011.* Cambridge University Press
27. Lee Palmer Wandel - *The Reformation towards the new History.* Cambridge University Press
28. John Elstar(9Ed) Poquvellil – *The ancient review – French Revolution 2011* Cambridge University Press
29. Madhavi Thampi :*India & China and Colonial world.*
30. Ralph and Burns : *Western Civilisation (ABC Vols.)*

CORE COURSE CODE-HIS4C13**CONTEMPORARY INDIA
IV SEMESTER MA HISTORY**

This paper is introduced into this programme to give an awareness to the students on the developmental strategy adopted by the pre India Governments. The study of linguistic problem, changes in the political and social structures and the recent movements towards alternate politics and the peculiarity of contemporary culture will help the students to extract a correct picture of contemporary Indian society. The impact of globalization on Indian Nationalism is also come under a critical study and thus the students who come out of this course could give positive suggestions to many vexed problem that India faces today in National and Inter National Level.

MODULE: 1

Development Strategies – Idea of Planning: Assessment of five year plans- Mixed economy – Center – State Relations – Panchayati Raj- economic decentralization- Shift from Mixed economy to liberalization – critical evaluation.

MODULE: 2

Linguistic states and regional imbalances – Formations of Linguistic states – the question of language: Anti – Hindi agitation – Question of Autonomy- Regionalism and regional separatism- Kashmir- Punjab and the North Eastern states- Claims for new States.

MODULE: 3

Changes in the social structure- Industrialization and Urbanization – Caste and the Community- Dalit Oppression – Question of Reservation- Communalism in society and Politics- Adivasi Question- Women’s Movements – The Land question and the Peasant rebellions- Environmental Movement.

MODULE: 4

Parties and Politics Nehruvian Era – The regime of Indira Gandhi and the imposition of internal Emergency- Rise of the Janata Party – Growth of Hindu Politics- The role of the left

MODULE: 5

Alternative politics- Problems and Prospects- Terrorism- Character of old and new scenario- Khalistan movement- ULFA – Maoists – Red Corridor – Operation Green Hunt- Global war on terrorism.

MODULE: 6

Contemporary Culture – Trends and Changes in Literacy and Education- language and literature- Health and standard of living- Communication and media – Liberal and performing Arts- Globalization and its impact on society – Neo-liberalism.

Reading List

- Bipan Chandra : A History Of India Since Independence
 : Essays on Contemporary Indian History
 : The Indian Left : The Critical Appraisals
 S.S.M. Desai : An Economic History of India
 S.Gopal : Jawaharlal Nehru: A Biography
 Paul R. Brass : Politics of India Since Independence
 M.K. Santhanam(ed.), Fifty years of Indian Republic
 Partha Chatterjee (ed.), Wages of Freedom
 : State and Politics in India
 : Nation and its Fragments
 : A Possible India
 Romila Thaper (ed.): India: The Next Millennium
 Mushrul Hassan : Legacy of a Divided Nation
 : India’s partition

- Christophe Jafferlot : A History Hindu Nationalist Politic in India
 K.N.Panikkar(ed.), : A Concerned Citizen's Guide to Communalism and Secular
 Agenda
 Rajani Kothari : Caste in Indian Politics
 Robin Jeffrey : India's New Paper Revolution
 Achin Vanaik :Understanding Contemporary India 2010
 Andrew Starachin
 and Pamela.J. :Terror and Violence (edd)2008
 Dharba Ghosh
 and Dain Kennedy :De Centering Empire – British India and the Trans colonial world
 2006
 Christopher, Jafflot :Dr.Ambedkar and untouchability, fighting castists 2006
 Sisir Kumar and
 Sugatha Boss : Alternative Leadership 1939-41 (2004 Edd)
 Gale Ombedt :Dalit visions. 2006
 Anupama Rao :Caste question, the Dalit and the politics in Modern India.
 Devaki Jain :Women Development and the U.N. A 60 year quest for equality
 and justice,2006.
 NaZ Rassool :Global issues in languages, education and development.
 Perspective from post colonial countries.
 K.V.Krishna Rao :Invisibility, challenges leadership,2011.(OBS)
 Shabnam Thejani :Indian Secularism , a social and intellectual history.

(Ed – V.S. Vaviskar)

- A.M.Shah : Understanding Indian Society Past & Present

Ed. Padmini

- Swaminathan : Women at work.2012 OBS
 Reena Patel : Working in the Night shift.
 Rejani Kothari : Caste in Indian Politics 2010

- Ed. Imithyas Ahammed: Dalit Assertion in the society, Literature & History.
 Manoj Kumar Sanyal: Culture, Society and development in India(ed. 2009)
 Ajay Shal Narayan
 and Ajay Sakharia :Subaltered studies, Vol.12, 2005.
 Nivetita Menon : Power and Contestation in India since 1989
 Sumit Ganguly & Rahul Mukherji : India since 1980 (Cambridge University Press)

CORE COURSE CODE-HIS4C14

CONTEMPORARY WORLD

The course is prescribed primarily with a view to giving students a clear picture of the current affairs of the world and there by promoting International understanding in the best possible way. Today we are living in a shrinking world. The swift growth of means of communication has hastened fruitful interactions between nations. In the present age of globalization the world has become as compact as a village. The course is meant to enable students to appraise international developments in a sequential manner.

Module .I. Prelude to I World War – The I World War- Diplomatic background- Triple & Dual Alliances- The Balkans question war in Balkans – Moroccan crisis- The Agadir crisis- of 1911 – Peace settlement of 1919. Territorial arrangements- League of Nation- an evaluation. U.S.A from isolationist policy to World power.

Module.2. Far East- Kuomintang China 1914-24- Chiang Kaishek of japan Washington conference of 1921- Manchurian question- Sino- Japanese war Europe between the World wars- Emergence of U.S.S.R collective security- Rise of fascism & Nazism- Economic crisis- The second World War- Background- consequences- U.N.O- de-colonization

Module.3Cold War- Emergence of super powers- characteristic- Truman Doctrine & Marshall plan- Cold War & World crisis- Korean crisis, Cuban crisis etc. Rise of Arab Nationalism- West Asian crisis- The Arab- Israel conflict Establishment of Israel- Arab- Israeli Wars of 1948, 56,67 & 73- Growth of PLO fetah- Hames- Intifide movement & peace proposals- camp David Agreements – Role of Yasser Arafath- Towards a Palestenian state.

Module.4.End of Cold War – USA- USSR- summits Collapse of USSR- Glasnost & perestroika
a- Events in Europe- Eastern Europe- European common Market- European union- Disarmament-
SRART- Nuclear War- proliferation Treaty- National Missile Defense system

Module. 5 Emergence of Afro-Asian- Nationalism- Characteristics of National Movements in
Asia & Africa Freedom Struggle in Indonesia- South East Asia, indo- China Neo- imperialism-
indo- china- GATT-WTO- Globalisation- problem of Third World

Reading

1. Caroline Wac and K.M. Panikar (ed) : The Twentieth Century
2. : The New Cambridge Mode history(vols)
3. H.A.L.Fisher : History of Europe
4. R.R. Palmer : History of Western World
5. Peter Stachura : The Shaping of the Nazi State
6. Crr.E.H : A History of Soviet Russia- The Boleshevik
Revolution (3vols)
7. Calvocoreesi Peter : World Politics since 1945
8. Graefiner Norman : Cold War Diplomacy 1945-60
9. Einzing Paul : The World Economic Crisis – 1929-31
10. Vinacke : History of the Far East
11. Nathanier Peffer : The Far East
12. Anderson M.S : The Eastern Question
13. Triskan,Jan,F & Finnchy David D : Soviet Foreign Policy
14. Panikkr K.M : Asia and Western Dominance
15. D.G.E. Hall : A History of South East Asia
16. David .S. Mason : The concised History of Modern Europe.
17. Melvin P.Leffeter and Old Westart(Ed) : The Cambridge History of the Coldwar Vol.I,
II and III.
- 18.Karan N. Polith : Women of honour, 2012 OBS
- 19.D.R. Nagaraj : Flaming feet and other – Essays on Dalit
women, 2012.
- 20.Roselint O Hanion : Caste, Conflict & Ideology, 2011.
21. Yilmaz Akyus : Financial crisis and Global imbalances, 2012.
22. Karan Bakker : Privatised water, 2012.
23. Ritty A Loukose : Liberalisation childrens, 2012.
24. Sanjay Battocharya : Social determinance of health,2010 (OBS)
25. Anand Sakharia, R Srivastava : Towards a critical medical practice.
26. Harold J. Cook (ed) : History of the social determinance of health,
Global History , Contemporary Debate.
- 27.Rajith.K.Majumdar : Indian Army and the Making of Punjab,2011.
- 28.Shabnam Thejani : Indian Secularism, 2011
- 29.Sumit Sarkkar : Women and social reform in modern India.
- 30.Gushwant Singh : History of the six (Oxford – Reprint)
- 31.Arjun Dev : History of the world from late 19 to early 21st
century.
- 32.Rajan Harsha : WTO and India, the issue and negotiating
strategies engaging with the world. (edd) OBS
- 33.George J.Diboy & Eric Higgin Botham : Chinese and Indian Strategic Behaviour
- 34.Terrence .C.Holliday Lucian Karpic
& Malcom L.Philey : OFails of British Liberalism in the British post
colony- the politics of the legal complex.
(Cambridge University Press)
- 35.Ralph and Burns : Western Civilisation (ABC Vols.)

CORE COURSE CODE-HIS4C15

HISTORIOGRAPHY

The Past remains constant, but the writings about the past change. The course entitled 'Historiography' is meant to impress upon the students this eternal and irreconcilable dichotomy between the past in the absolute and its relative character in the representation that are done down the ages. Among the social sciences, history is the only discipline dating back to the very dawn of civilization, maintaining its unbroken hold on human mind. Of late, however, it

is passing through an existential crisis being confronted with powerful projection of the past in electronic media and intense attacks mounted by the post modernists rejecting its claim to authenticity and objectivity. The course highlights the necessity of evolving a suitable strategy for the makeover of history from its unidimensional 'grand narrative' character to a multidimensional 'meta narrative' perspective on the past. Then course enables to students to analyse critically the approaches of Positivist historians, the Annals historians and the Post- Structuralism historians.

1. **Historical perceptions during Enlightenment** – Vico, Hume and Herder- Romanticism, Nationalism and narrative histories- Legacy of Hegel- positivism and History as a Science- Rankean positivism – Critiques of Positivism : Dilethey, Croce and Collingwood.
2. **Historical Materialism** – Early Perceptions of Marx- Criticism of Positivism and evolutionism- Gramsci's view of Hegemony- Structural Marxism- Critical Theory – Social History – Historical Anthropology- History from below- Cultural History and Gender History
3. **The Annales:** The agenda of Total History- Braudelian Concepts of structure, Conjuncture and Event- the return of the narrative and explanatory narrative approach – History of mentalities and emotions- History of every day of life.
4. **Nationalism and historiography in India**
Euro-centric Image of the Indian Past – Asiatic Society and the work of the Indologists Oriental Despotism, Asiatic Mode of Production. The work of Nationalist Historians – Critique of Orientalism and Imperialism – Construction of the nation- Communalist Interpretations – Marxist Perspective . New Cambridge historiography.
5. **Current debates**
The linguistic turn- Foucault- Post Structuralism and History- Deconstructionism – Post modernism and new historicism- Post colonialism and History

Reading List

A Gramsci : Selections from the Prison Note books
Allen Munslow, Deconstructing History, London, 2004

Arnolodo Momigliano : Ancient and Modern Historiography, Oxford 1977
Aron V. Cicourel (ed) Advances in Social Theory and Methodology, Routledge
Arthur Marwick : The New Nature of History, London 1998
Daud Alied, Viewing the Past, OUP, 2000
David Ludden,ed, Reading Subaltern Studies, Anthem Press, 2005
Dominance without Hegemony
E. Balibar : Historical materialism
E. Bentley : A Companion to Historiography
E. Hobsbawm : On History
E.H. Carr, : What is History ?
E.P. Thomson : Making of History
E.P. Thomson : Making of History
Edward Said : Orientalism
F.Braudel : On History
Francois Drosse : A History of the Annales

G.A. Cohen. Karl Marx's Theory of History, London, 1978
Joyce Appleby, Margaret Jacob and Lyan Hunt(eds): Telling the Truth about History, London, 1995.
Karl Marx: Selections from German ideology "Feuerbach"
L.Marshack . The Nature of Historical Enquiry

M.C. Lemon : The Philosophy of History
 Marc Block : The Historian's Craft
 Max Horkheimer : History and Social Sciences
 R.G. Collingwood : The Idea of History
 Ranajit Guha et. al. ed, Subaltern Studies, VOL. I- XII
 Raphael Samuel (ed) People's History and Socialist Theory
 Robert Burns and H.R. Richard (ed) Philosophies of History, Black well
 C.A. Bayley (ed): History, Historians + Development Policy – a necessary dialogue
 Gary Hall + Clare Bischall (ed) – New Cultural Studies (Adventures in theory)
 2009
 Vijaya Ramaswamy + Yogesh Sharma (ed)- Biography as History – Indian
 Perspectives. 2008.
 Aroop Banerji - Writing History in the Soviet Union, 2008.
 E. Sreedharan - A text book of Historiography, 2004.
 Partha Chatterjee + Aryanghosh - History and the present – 2004.
 Joe Lee – Postmodernism for Beginners
 Jim Powell- Derrida for Beginners.
 Lydhia Alix Fillingham - Foucault for Beginners

Elective/Optional HIS1E01

I Semester MA History

HISTORY OF SOUTH INDIA UP TO 6TH CENTURY AD

MODULE-1: Historiography: Legends as History – The colonial intervention and discovery and publication of sources – Epigraphical discoveries and studies – the discovery of Sangam literature – Early colonial Writings – Nationalist enthusiasm and Tamil Regionalism – Nilakanta Sastri and the integration – the establishment of the historiographical convention – The study of oral literature and the insights – integration of archeology, anthropology and literature – the contemporary scene.

MODULE-2: **Sources:** Archeology – excavations – Megaliths and their culture – coins – Roman coins – local issues – Epigraphy – the cave labels – literature – Early Tamil poetry – Greco-Roman literature – the methodology of using literature.

MODULE-3: **Pre-historic beginnings** – Early Stone Age sites – New Stone Age and beginnings of agriculture – Megaliths – Variations in the Cultural tradition – interface with the historical period.

MODULE-4: **Early historic Period:** Early Tamil poetry – the oral nature of poetry – poetic conventions – the concept of Tinai – production, distribution and differentiation – exchange, local and long distance – political processes – chief of various levels – *Velir* and *ventar* – modes of legitimacy.

MODULE-5: **End of the Early historical Period:** Expansion of plough agriculture – rise of non-cultivating intermediaries – migrations and settlement – infiltration of ideas and institutions – contradiction in economy and society – the Kalabhra problem.

Reading:

K.A.Nilakanda Sastri	History of South India
”	Sangam Literature – Its Cults and Cultures
N.Subrahmanian	Sangan Polity
”	Pre-Pallavan Tamil Index
Burten Stein(ed)	Essays on South India
K.Kailasapathy	Tamil Heroic Poetry
Rajan Gurukkal	Forms of production and Forces of Change in Ancient Tamil Society “studies in History, New Series – Vol.No.2
George Hart	The Poems of the Ancient Tamil, their milieu and Sanskrit it counter part.
Leon Leshnik	The South Indian Megalithic Burials, the Pandukal Complex.
T.V.Mahalingam	South Indian Polity
Kamil Zvelebil	The Smile of Murugan.
Kesavan Veluthat	Into the Medieval and Out of it – Presidential address L.H.C.
Francis.S.Tom	Gorbachev Phenomenon
William.R.Keylor	The Twentieth Century World.
Mirsa.K.P. &	Non Alignment in Contemporary International Relations
K.R.Narayanan	
R.R.Palmer	A History of Modern World(1976)
Hobsbawn.E.J.	Industry and Empire (1989)
Hobsbawn.E.J.	Age of Extreme
Andre Gunther	Latin America: Under development or Revolution (1978)
Frank	
Krushchev	Krushchev Remembers.

Elective/Optional

HIS1E02 I Semester MA History

SCIENCE AND TECHNOLOGY IN PRE-MODERN-INDIA

The Course focuses on scientific and technological traditions and its advancement in ancient India. The continuity and change in scientific traditions can be seen in every aspects of technological development through the ages. The student should examine technology of pottery making, weaving or any other traditional technology and find out the difference between the traditional technology and modern technology.

MODULE-1: Relation between science and technology – Sources of History of Science and Technology – Archeological sources – Stone age Technology – rock art – Indus science and technology – Literary sources – Vedic – Vedantas – Vedic Geometry – Ganitha – Botany – Zoology – Element of medicine in Adharva veda – Ayurveda – Coinage.

MODULE-2:Development of Concepts - Pancha Bhutha or Doctrine of Five Elements Theory of Atomism and attributes of matter in ancient times – Jain and Buddhist attitude towards this concepts – Jain and Buddhist medicine Astronomy – Mathematics – Charaka and Development of Ayuvedic medicine – Susruta and Development of Surgery – Metallurgy – types technology – variety – script and technology of writing – Coinage.

MODULE-3:Science and technology in Arthasasthra – treatment of plants and Animals alchemy – Irrigation techniques – textile technology – transport on land and water – ship building – science and technology in Dharma Sastra Kamasuthra.

MODULE-4: Astronomy in the Guptha period – Greco – Roman influence – Bhaskara I – Bhaskara II Aryabhatta _ Growth of astrology and Varaha Mihira – Commentaries Calendar – Coinages.

MODULE-5: Science and technology in Mughal period – Textile technology – Coinage Calligraphy – Metallurgy – Jewellery – Pottery.

MODULE-6: Science and Technology in Kerala – Pottery – Boat building – tools and implements – textile technology Cart making – astrology – Mathematics – Kadapayadi system – Astronomy – Traditional healing practices – Mirror making – Bell metal works – Botany – Coinages.

READING LIST

Adas Michael, *Machines as the Measures of Men, Sciences, Technology and Ideologies of Western Dominance*, OUP, Delhi, 1992.

Anirudha Roy and S.K.Bhaghchi, *Technology in Ancient and Medieval India*, Sundeep, 1986.

Arnold David, 1993, *Colonizing the Bod*, Delhi 1999.

.....Science, Technology and Medicine in Colonial India, The New Cambridge History of India Series, OUP, Cambridge.

Brennad.W., *Hindu Astronomy*, Sundeep, 1938.

Bernal.J.D., *The social functions of science*, Routledge, London, 1939.

Biswas.A.K., *Science in India*, Kolkata, 1969.

Chathopadhyaya.B.D., *A History of Science and Technology in Ancient India*, (Kolkata, Firm KLM, 1986).

Dharampal, *Indian Science and Technology in Ancient India*.

Dharampal, *Indian Science and Technology in the 18th Century* (Delhi, 1971).

Grover.R., *Green Imperialism*, OUP, Hdh.....et.at(eds) *Nature and Orient*(Delhi, OUP, 1998), the Nineteenth Century, OUP, New York.

Ian Inkstem, *Science and Technology in History* (Macmillian, London, 1991).

Kurnar Anil, *Mediscience and the Raj Sage*, Delhi 1998.

Kumar Deepak, *Science and the Raj*, OUP, Delhi, 1995.

.....Disease and Medicine in India a Historical Over view, Tulika Publication, Delhi 2000.

Kuppu Ram.G., *Ancient Indian Mining Metallurgy and Metal Industries 2 Vols*. Sundeep Books, 1989.

Kuppuram.G., K.K.Kumudhamani, *History of Science and Technology in India*, 12 Vols. Sundeep Books, 1990.

Macleod, Roy and Kumar Deepak(eds), *Technology and the Raj Sage*, Delhi, 1995.

Petitjean, P,etal(ed) *Science and Empires* Kluwet Dordrecht, 1992.

Prakash Gyan, *Another Reason, Science and the Imagination of Modern* OUP Delhi.

Quaiser, A.J., *The Indian Response to European Technology and Culture*, OUP Delhi, 1982.

Raina.D. and Habib I, (eds), *Situating History of Science Dialogues with Joseph Needham*, OUP, Delhi, 1999.

Sangwan.S., *Science, Technology and Colonization. Indian Experience* Anamika, Delhi 1990.

Sen.S.N. *Scientific and Technical Education in India*, INSA New Delhi, 1991.

Vija Ramaswamy *Weaving Communities of South India*.

Viswanathan.S., *Organizing for Science*, OUP, Delhi, 1985.

ELECTIVE COURSE CODE-HIS2E03

CASTE AND SOCIAL STRATIFICATION IN MEDIEVAL INDIA

1. Theories of Caste in India

European perception of the caste –social division and ethnicity- Dumont and Homo Hierarchius – critical evaluation- occupational and labour based theories- Bougle, Senart and Melillasoux – Endogamy and ‘marriage circles’ jaiswal and Klass- Ambedkar’s position on caste system – graded inequality

II. Caste and the Village community

Structure of power and the caste system, Brahmanical hegemony- systems of distancing and pollution- differentiation of access to resources- caste and forms of labour- caste and the lay out of the village – nucleated and continuous villages and distribution of population – legal system – differential system – differential systems of punishments untouchability - theory and practice

III- Caste and Urban Centers

Growth of the artisanal castes in North India- caste and temple centers – artisans, kaikkolar and the kudis- castes in the South Indian Nagaram- Occupational differentiation with in the urban centers.

IV. Caste and Medieval Ideology

Legitimation of the caste- Varnasrama dharma- Karma theory- rituals and ceremonies- caste, marriage and gender – gender, patriarchy and caste Bhakti as a legitimation process of stratification – role of Sufism- Bhakti and the oppressed castes- Western Indian Bhakti – Siddha Literature.

V. Caste in Organised form

Early rebellions – the Kaivartta revolt- Formations of Idangi and Velangai- Panthic sects in North India- Caste and peasant rebellions- jats, Sikhs and Satnamis-caste organization of the Marathas.

Readings

Nicholas Dirks : Castes of the Mid,;London,2002

Louis Dumont: Homo Hierarachus ,London, 1970

Morton Klass: Caste

Savira Jaiswal: Caste

Savira Jaiswal: Karahima: South Indian History and Society, OUP,1984

Burton Stein:Peasant State and Society in Medieval..... India

T.V. Mahalingam: South Indian Polity, Madras, 1968

Brenda Beck: The Peasant Society in Konku, New York, 1972

Charlotte Vasudeville : Kabir

S.C. Malik:Dissent and Protest in Indian Tradition,

Dev Nathan (ed):From Tribe to Caste, Shimla 1996

K.L. Sharma(ed) Caste and Class in India

Richard E. Fox (ed) Kin, Clan, Raja and Rule

W.H.Mc Leod, Guru Nanak and Sikh Religion

H.Kotari (ed)Caste, Untouchability and the Depressed, Manohar,1997

David Mandelbaum: Society in India, Delhi, 1970

Ambedkar : who were the untouchables, Annihilation of caste, who were the sudras

Gopal Guru & Sunder Sarukkai :Cracked Mirror –Modern, Debate on Experience and Theory

OUP

Umma chakravarti : Beyond kings & Brahmins

ELECTIVE COURSE CODE-HIS2E04

Archival studies and documentation

Course objectives:

The course is designed to introduce students to the fundamentals of archival sources and repositories of records in India. An understanding of the internal structure of Archives is imperative to carry out historical investigations. Course is primarily lecture driven but combine discussion, practical exercises and demonstrations. Post graduate students working on projects must gain solid groundings in the history of profession, an understanding of basic archival terminology, principle, theory as well as an appreciation of current practices and how digital technologies have impacted both archival management and research in history.

The course is intended to provide

1. Understanding of the nature of archival documents, as recorded information and the institutions responsible for preserving them
2. Acquaintance of principles of archival science
3. Opportunity to explore methods of retrieving information from archival records, organization and preservation management systems, physical control of archival records.

Module I : History of Archives – Archives as a source of information – Archives in Ancient Greece, Rome and Medieval world- Modern archives – Classic British Record offices- Record offices in colonial India

Module II- National and Regional archives- specified archives- Documents presented with Govt. Archives - Modes of preservation -Private collection- folklore archives – Local history maps and surveys, photographs as records – legal records- institutional and business archives.

Module III- collecting – preserving – Documentations and cataloguing archives- preservation of documents- factoring deterioration – Method of preservation – bleaching method- removal of stains – Tissues repair- backing- chiffon repair- lamination- docketing- conservation and restoration - Liquid ammonia method- calcium Hydroxide – Binding

Module IV - Physical forms of Archives- clay tablets- stone inscriptions, Metal plates- palm leaf to proper records- Scabs- photography – Cartographic records- – video tapes- sound records- Reprography- Non photographic techniques- photographic techniques- Micrographic Techniques- Electrostatic Techniques – Computer graphic techniques

Module V: -Acquisition and Accession of Archives – arrangement of Archives – data- Kerala state Archives.

Reference Books

- (1) Pearce and Moses R, *A glossary of Archives Records terminology* ,Chicago, 2005
- (2) Roe.K. *Arranging and preserving archives and manuscripts*, Chicago 2005
- (3) T.R. Schellan burg, *Modern Archives, Principles and Techniques* ,1957
- (4) A.S. Singh, *Conservation and Museum- Techniques* , 1985
- (5) P.S.C kumar , *Archival historians* , BR. Pub. 2008

- (6) Alden Joe, *the Care and Repair of Books* 1960
- (7) Mukherji B.B, *.preservation of library, Materials Archives and Document* ,1973
- (8) National Achieves India, *As Introduction to Material Archives* ,1958
- (9) Jenkerison, *History, A Manual of Archive administration*
- 10 Law, DA .. *govt. Achieves in South Asia, London,1996 Cambridge,1969*
- (10) Basu, P. *Records and the public NAI*, 1951

ELECTIVE COURSE CODE-HIS3E05

Environmental History of India

1. Basic concepts

Earth and Environment- Litho sphere, hydro sphere and Atmosphere – Habitat- Foraging- Eco system- predators and food Chain- Ecology and Environment- Relations between Ecological History Environmental studies and Environmental History.

2. Environmental in Pre-modern India

Environment, Population, technology and migrations, Forest fallow cultivation to multi cropping – Pastoralism and agriculture during prehistoric period –Environment and India civilization-debate on then rise and decline. Forest and hydraulic resources and in ancient India- Pastoralists and agriculture in Medieval India- forests in Medieval India.

3. Colonialism and Environment

Ecological imperialism – concept and debate, Colonialism and Continental Forestry – Colonial forest Policy and management in India- Colonial constructions of Nature in the East Deforestation and ecological change- Pastoralists and tribal livelihood under Colonialism Plantations and environment

4. Environmental Movements in Independence India

Movements against deforestation and Big Dams- Chipko Movement, Silent Valley Movement. Struggles against Tehri Dam, Narmada Bacchao Antholan, Plachimada Movement and Anti-endosulfan Movement in Kerala.

Readings

Al Gore, *Earth in the Balance* , London 1992

Afred W. Crosby, *Ecological Imperialism: the Biological Expansion of Europe 900-1900* New York, 1986

Amita Baviskar, (ed), *Contested Grounds: Essays on Nature, Culture and Power*, New Delhi, 2008

Amita Baviskar, *In the belly of the River: Tribal Conflicts over Development in the Narmada Valley* OUP, New Delhi

Arnold, David and Ramachandra Guha, eds, *Nature, Culture and Imperialism : Essays on the Environmental History of South Asia* Delhi: Oxford University Press 2008

Donald Worster, ed *The Ends of the Earth : Perspective of Modern Environmental History*, New York ,1988

Grove, Richard, Vinita Damodaran and Satpal Sangwan, eds *Nature and the Orient : The Environmental History of South East Asia* Delhi: Oxford University Press: 1998

Habib, Irfan, *Man and Environment: The Ecological History of India* : Aligarh: Tulika 2010

J.F. Richards and R. Tucker.(ed) *World Deforestation in the Twentieth century*, Durham, 1988

James Connelly and Graham Smith, Vandana Shiva, *Staying Alive: Women, Ecology and Development* London, 1989

Maadhve Gadgil and Ramachandra Guha, *This Fissured Land: an Ecological History of India*, OUP, New Delhi, 1992

Mahesh Rangarajan, *Environmental Issues in India*, New Delhi, 2007
Ramachandra Guha, *The Unquiet Woods*, OUP, Delhi, 1989

Mahesh Rangarajan, and K. Sivaramakrishnan, eds, *India's Environmental History: Volumes I and 2* Delhi : Permanent Black 2011

Richard H Grove, *Green Imperialism*, OUP, 1995

S Fernandez and Kulkarni (ed) *Towards a New Forest Policy : Peoples Right and Environmental Needs*

Skaria, Ajay, *Hybrid Histories: Forests, Frontiers and Wildness in Western India*, New Delhi 1999

Stebbing E.P, *The Forest Of India*, Vols,11,London ,1922-27

Sverker Sorlin and Paul Warde, *The Problem of Environmental History : A Re-reading of the field.*

Elective/Optional HIS3E06**III Semester MA History****Diplomatic History of Modern India**

The course focuses on forces, movements and institutions rather than details of military and diplomatic events in modern India. The developments in Indian Society, economy and polity in the 18th century are discussed in order to draw the attention of students to the historical conditions which enabled a company of foreign merchants to conquer the vast country. The purpose of the course is to communicate to the students the nature of British imperialism and politics pursued by the colonial masters in India, as well as their impact on Indian economy, society, culture, and administrative system. The contradictions between colonial performances are adequately exposed.

MODULE-1: Origin of modern diplomacy difference between diplomacy and foreign policy -Foreign Policy of British Indian Govt: Afghan Policy – Tibetan Policy – South Africa – Problem of Indian abroad – Russo – Phobia – India and I World War, India and II World War India and South East Asia.

MODULE-2: Evolution of Independent Indian Foreign Policy – Nehru, Krishna Menon, Panch Sheel – Bandung Conference – Non Alignment Movement – Indo-Chinese Relations, Indo-Pak Relations – Indias relations with Srilanka, Afghanistan and Mali.

MODULE-3: Indo-USSR and Indo-USA relations – Taskant Pact Common wealth and India.

MODULE-4: Foreign Policy of Indira Gandhi – West Asia, Uganda, Kenya etc – Bangladesh – Treaty with USSR.

MODULE-5: Foreign Policy of Janatha Govt. Recent trends in foreign policy Unipolar world.

Readings:

- | | | |
|----|----------------------------------|--|
| 1 | Roberts.P.E. | History of Modern India |
| 2 | Pattabhi Sitaramayya | History of Indian National Congress(1 & II Vols.) |
| 3 | K.M.Panikkar | India and Indian Ocean. |
| 4 | Ram Manohar Lohiya | Indians in South Africa |
| 5 | Roy.M.N. | Memories. |
| 6 | Gopal.S. | Jawaharlal Nehru |
| 7 | J.Nehru | Indian Foreign Policy |
| 8 | B.R.Nanda | Indian Foreign Policy – Nehru years. |
| 9 | De Silva | A History of Srilanka |
| 10 | Musra K.P. and
K.R.Narayanan | Non Alignment in Contemporary International Relations. |
| 11 | Brown | The origins of an Asian Democracy |
| 12 | Appa Dorai.A. and
Rajani.M.S. | India's Foreign Policy and Relations(1985) |
| 13 | Bhatia, Vinod | Indo-Soviet Relations – Problems and Prospects(1984) |
| 14 | Duncan, Peter J.S. | The Soviet Union and India (1989) |
| 15 | Rajan Harshe | Engaging with the world, 2009 |
| 16 | K.V.Krishna Rao | Invisibility, challenges and Leadership. |

QUESTION PAPER PATTERN FOR P.G.HISTORY KUCBSS 2014 ADMISSIONS

(See University Regulations KUCBSS 2014& Annexure-XVI)

A question paper shall be a judicious blend of essay, one word and one sentence, short note and short essay. Different type of questions shall be assigned marks as given below.

Question type	No. of questions to be answered	Marks per question	Total marks
Essay	2 out of 4	12	24
One word/one sentence	4 out of 6	1	4
Short note	4 out of 6	3	12
Short essay	4 out of 6	5	20
total	14/22		60

**First Semester MA Degree Examination
HISTORY**

Core Course.HIS1CO1: Social Formations in pre modern Kerala

Time: 3 Hours

Max.Marks:60

SECTION A

(Essays):

Answer any two questions; each carries 12 marks

1. Discuss the archaeological evidence on the iron age in Kerala. How far are they related to the Kerala landscape?
2. Bring out the evidence on early settlements In Kerala from early Tamil Literary texts. What is the role of agriculture and trade in the formation of early settlements?
3. Describe the formation of agrarian social order in Kerala. Do you agree with the thesis that state formation in Kerala was the result of wetland paddy cultivation?
4. Discuss the role of temple in the social formation of early medieval Kerala.

(2X12=24 Marks)

SECTION B

Part-I

Answer any four questions in a sentence or a word.

5. Stoneage in Kerala.
6. Transmarine contacts of early Kerala.
7. Chera chieftain.
8. Brahmanas in Kerala.
9. Vaishnava Bhakti traditions in Kerala.
- 10.Kudi and Atiyar in the production process.

(4X1=4 MARKS)

II . Answer any four questions each carries three marks(short note)

- 11.Trace the role of Nadu and Naduvazhi in the political structure of Kerala.
- 12.What is the significance of Uralar and Karalar in land relations?
- 13.Discuss the role of trade corporations in the early medieval economy of Kerala.

14. Discuss the forms of early coinage in Kerala.
15. Critically examine the geographical and environmental features of Kerala.
16. Discuss the major characteristics of the iron age societies.

(4X3=12 MARKS)

III. Answer any four questions; Each carries 5 marks(Short essay)

17. Discuss the power structure of the Chera chiefdom.
18. Trace the social implication of the Bhakti cult.
19. Discuss 'Karanmai' system.
20. Write note on the role of Temples.
21. Critically examine the making of a new social formation .
22. Evaluate the emergence of paddy fields and the expansion of organized agriculture.

(4X5=20 MARKS)

Model question paper

Core COURSE : CODE HISIC02

**FIRST SEMESTER M.A. DEGREE EXAMINATION
STATE AND SOCIETY IN EARLY INDIA**

Time : 3hrs

Max.marks : 60

SECTION A

Answer any two questions (essay)

1. Discuss the limitations of conventional historiography in characterising the state and society in Early India
2. Examine the process of transformation from lineage society to state
3. Review the various factors that contributed to the second urbanization in India
4. Analyse the reciprocal relationship between the Megaliths and early Tamil literature in the second phase of the early south Indian history

(2x12 =24 Marks)

SECTION B (PART I)

Answer any four questions(answer in one sentence or one word)

5. The Great Bath
6. Arthasastra
7. James Mill
8. Indolgy
9. Megalithic culture
10. D.D. Kosambi

(4x1=4 Marks)

SECTION B (PART II)

Answer any four questions(short note)

11. Explain the major ideas of Asoka's Dhamma
12. P.G.W. culture
13. What led to the pre eminence of Magadha
14. Picture of Indian society given by Megasthenese
15. Explain the features and functions vedic tribal assemblies
16. Emergence or varna in the vedic society

(4x3=12 Marks)

SECTION B (PART III)**Answers any four questions(short essay)**

17. Examine the Theories on the Harappan political organization.
18. Describe the concept of oriental despotism in Asiatic mode of production.
19. Sketch the Persian influence on Indian society.
20. Describe the concept of oriental despotism in Asiatic mode of production.
21. Evaluate the provincial administration of the Mauryas
22. Analyse "Sapthanga" theory of state

(4x5=20 Marks)**Core COURSE CODE : HIS1C03****MA HISTORY model question paper****Time: 3hrs****Max Marks: 60 Marks****BRONZE AGE CIVILISATION****SECTION A****I. Answer any two questions (essay)**

1. Analyze the salient features of the early civilization?
2. Discuss about urban character and material culture of Harappan Civilization?
3. Does the Chou period represent a classical age in Chinese Civilization? Discuss.
4. Write in detail the achievement of Egyptian in Science, Arts, Philosophy etc?

(2x12=24)**SECTION B (Part I)****II. Answer any four questions(answer in one sentence or word)**

5. What was the importance of Ziggurat in ancient Sumerian Society?
6. Write a note on the Egyptian Script?
7. What was the status of middle class in ancient Babylonian Society?
8. What was the religion of the Indus people?
9. What is the code of Hammurabi?
10. What was the philosophy of Lao Tze?

(4x1=4 marks)**SECTION B (PART II)****III. Answer any four questions (short note)**

11. Explain the religious evolution in Egypt under Akhenaton?
12. Describe the attempts made by Kavathrim Mahadevan to read the Harappan script?
13. Explain the chief features of early Indus Culture?
14. How far the economic policies of early Sumerian rulers led to the decline of civilization?
15. Explain the reasons for the decay of Indus cities?
16. What was the status of women in ancient Egypt?

(4x3=12marks)**SECTION B (PART III)****IV. Answer any four of the following questions. (short essay)**

17. How did the system of Chinese? Writing differ from that of Indus?
18. How did the Egyptian monotheism reflect the absolutism of pharaoh?
19. What was the nature of the trade of ancient civilization?
20. What was the town planning of Indus people?
21. Explain the tragedy of Assyrian Militarism?
22. Trace the evolution of Mesopotamians religion?

(4x5=20 marks)

Core Course Code : **HISIC04**

MODEL QUESTION PAPER
PAPER : ARCHEOLOGICAL HISTORY OF INDIA

Time : 3 Hours

Max Marks: 60

SECTION A

Part-I. Answer any two of the following (essay)

1. Bring out the sequence of Paleolithic industries and examine the distribution of hand are elements in the middle Paleolithic period
2. Examine the material life reflected in the Rock arts of India
3. Describe briefly the technological achievements of lithic and metal industries of Harppan people
4. Briefly sketch the history of Indian Archaeological up to 1947

(12x2= 24 marks)

SECTION B (Part I)

Answer any four (answer in one sentence or word)

5. The Sanskrit term for the great Indian land mass
6. Which Archaeological method was popularized by Mortimer wheeler in India
7. Name of the Viceroy who started the conservation movement
8. Bimibetka rock arts is in which state of India
9. Name the places where KotDiji cultures have been excavated
10. What is the meaning of the word 'Mohanjodaro in Sindhi languages ?

(4x1= 4 Marks)

SECTION B (PART II)

Answer four questions (short note)

11. The Jewellery types obtained from various Indus sites indicates affluence and aristocracy in India . What suggestions do you have on the possibilities of a political system?
12. Human skeletons have been unearthed at various sites, Mohanjodara Harappa, Lothal, Kalibagan and Dhoeavira. Make an inferences of the genetic continuum between the Harappans and the present day people of India.
13. Make an analysis of the following finds in the Post- Harappan sites. Wheel made red pottery, anthropomorphic Terracotas and Iron.
14. The excavations at Watgal in Karnataka and Bhawar in Vidharba shows that Mesolithic burial style emerged in the context of the Neolithic – Chaleolithic distribution area. Explain in the light of above statement, what impression you have on Megalithic cultures and show how its formed part of the Neolithic cultural milieu ?
15. Asokan inscription were engraved in four scripts Brahmi, Kharosthi, Aramaic and Greek. Explain how these scripts came to India and its distribution sites
16. Examine the relevance of geo-political perspective of early Indian political history

4X3=12

Section B (Part III)(short essay)

17. What are the major geographical issues of India in relation to the rest of Asia.
18. Compare and contrast the paliolithic tool industries with misolithic and its cultural milieu.
19. Trace the pattern of exchange and subsistence under milolithic and chalcolithic cultures.
20. Explain the trade transanction of Harappan's through Gujarat and the external trade linkage.
21. Analys the circumstances for the establishment of the Asiatic society of Bengal 1784.
22. Examine the significance of Edakkal cave engravings and bring out the milieu represented in it.

(4 x 5 20 marks)

Second Semester M.A Degree Examination
HISTORY
Core Course Code: HIS2C05- Colonial Process and Resistance Movements in Kerala

Time: 3 Hours
Max.Marks: 60

SECTION A

Answer Any 2 Questions (essay)

1. Critically examine the tenurial reforms introduced by the native rulers of Travancore.
2. Why did Velu Thampi rise in revolt ? What led to the failure of his revolt ?
3. Analyse the nature and significant of Malabar Rebellion.
4. Write a note on the growth of peasant movement in colonial Kerala.

(2X12=24 Marks)

SECTION B

Part I Answer Any 4 Questions (answer

5. Kurichiya Revolt.
6. Sadhu Jana Paripalana Yogam.
7. Sahodaran Ayyappan
8. Vakkom Abdul Khader Maulavi'.
9. Congress in Kerala politics.
10. Communist Party in Malabar.

(4X1= 4 Marks)

Part II. Answer Any 4 Questions

11. What is the social significant of the Yogakshema Sabha ?
12. Evaluate the nature of the Guruvayur Satyagraha. Who were its prominent leaders ?
13. Write an account on the Salt Satyagraha in Kerala.
14. Analyse role of Socialist Radical Groups in Kerala politics before independence.
15. Prepare a short account on the formation of students' organisations in colonial Kerala.
16. How far was Sir C.P. Ramaswami Aiyar responsible for the outbreak of the Punnapra-Vayalar upsurge ?

(4X3= 12 Marks)

Part III. Answer Any 4 Questions

17. Examine the significance of Sadhujana Paripalana Sangham in the social history of Kerala.
18. How do you evaluate Guruvayur Satyagraha ?
19. Write a note on the Abstention Movement.
20. Explain the detail of Ezhava Memorial.
21. What is the political significance of Kochi Prajamandalam ?
22. Briefly sketch the origin of Youth Movement in Malabar.

(4X5= 20 Marks)

Core COURSE CODE : HIS2C06

MODEL QUESTION PAPER

PAPER - STATE AND SOCIETY IN EARLY MEDIEVAL INDIA

Time : 3 hrs

Max marks : 60 Marks

SECTION A

Answer any two questions(essay)

1. 'The traditional varna system was adjusted to the landed hierarchy'. Discuss medieval Indian Society in the light of this statement.
2. Examine the chief factors leading to the change in state power under gupta rule
3. "Dominance of landlords led to the loss of peasant control over land" Explain
4. Do you agree the establishment of Muslim Turkish rule introduced great changes in social and political organization of the country

2x12= 24

SECTION B (PART I)**Answer any four question(in one sentence or one word)**

5. Allahabad pillar inscription
6. Pallavas
7. Caste proliferation in Early Medieval India
8. Iqta system
9. Land grants
10. Rashtrakutas

(4x1= 4)**SECTION B (PART II)****Answer any three questions(short note)**

11. Local self government under the cholas
12. Examine the importance of the writing of regional history
13. Analyse the agrarian system that existed during the gupta period
14. Analyse the nature of polity under the Rajputs
15. Rise of fort cities under the sultanate
16. The status of nobility under the sultanate

(4x3=12)**SECTION B (PART III)****Answer any four questions (short essay)**

17. Explain the concept of segmentary state in south Indian polity
18. Explain the transformation of peasants into castes
19. Do you agree with the argument that the Post Gupta period was a Dark age in the history of India
20. Discuss the nature of state under the Delhi sultanate
21. Explain the remarkable features of Indian Feudalism
22. Explain the land revenue system under the sultanate

(4x5= 20)**Model Question Paper****Core Course Code :HIS2C07 - Iron Age Civilizations.**

Time 3 hours

Max marks 60

Section-A-

Answer any Two Questions-Essays

1. How did the Kassite period mark the end of the Bronze age in Mesopotamia
2. Examine the growth of productive forces with the introduction of Iron in Greece and the development of democratic traditions.
3. Describe briefly the achievements of the Greeks in philosophy, Science and art.
4. Analyse the impact of the Struggle between orders on the establishment Roman republic.

12x2=24**Section B****Part 1- write in one sentence or word - Answer any four**

5. What was the name of the Spartan form of the Slavery?
6. Explain the term ECCLESIA?
7. What was the composition of the Delian League?
8. Who was the architect of PAX Romana? Indicate its meaning.
9. Name the form of property owned by the slaves in Rome with the permission of their owner.
10. What was the mode of surplus extraction relation in Rome?

1x4=4**Part 2 -Answer any four questions. (Short note)**

11. Examine the factors responsible for the transition of Bronze Civilizations to Iron Age.
12. Briefly sketch Gordon Child's diffusionist model of civilization from West Asia to Greece.
13. Briefly mention the features of Minoan cities and port town.
14. Who discovered the Mycenaean civilization? What were the archaeological findings on the ruined civilization?
15. Briefly explain the processes of roman expansion from 500 to 280 BC.

16. Write a note on Julius Caesar.

3x4=12

Part 3. Answer any four questions.(short essay)

17. Examine the tradition of Epic poetry in Greece and evaluate the historicity of Iliad and Odyssey.

18. Examine how far did monetary crisis a contributory factor for the decline of roman trade?

19. Sketch the route of iron technology transmitted to Greece around 1200 BC.

20. What was the nature of the Greek peasantry glimpsed from the Greek literature around 8 th century BC.

21. Give reasons for the decline of Roman Empire and the role of Barbarian tribes.

22. Examine the political, civil and citizenship rights of the inferior citizens of the Roman Empire.

5x4=20

Core Course code : HIS2C08

**MA HISTORY KANNUR
UNIVERSITY' MODEL
TYPE QUESTION
HISTORICAL METHOD**

Time : 3hrs

Max. marks: 60

SECTION A

I. Answer any two questions(essay)

1. Examine the Subject matter of History and possibility of its application in Historical research

2. Critically establish the knowledge of the past as facts through different sources

3. Trace the different phases of source criticism in Historical writing

4. Explain the techniques of exposition

(2x12= 24)

SECTION B (PART I)

Answer any four of the following(one word or one sentence)

5. Cliometrics

6. Herodots

7. Ibn khaldun

8. Samuel Huntington

9. "History is bunk- is the statement of....."

10. Subaltered victory

(4x1=4)

SECTION B (PART II)

Answer any four of the following(short note)

11. History is philosophy teaching by examples critically evaluate the definition

12. Examine the Environmental impact on historical development

13. Does History repeats it self or not?

14. What is meant by textual analysis

15. What are the interdisciplinary nature of History

16. Adaptation of Oral texts for Historical Composition – criticize

(4x3=12)

SECTION B (PART III)

Answer any four of the following (short essay)

17. Briefly sketch the nature and scope of History

18. Explain the authority, credibility and veracity of the sources material.

19. History is an unending dialogue between the historian and his facts. Critically Analyse this view point

20. Explain internal and external criticism

21. Write a note on the problem of representation

22. State the theory causation and generalization along with the statement that History is a vital magistrate

(4x5=20)

**Third Semester M.A Degree Examination
HISTORY**

Core Course Code: HIS3C09- History Of Contemporary Kerala

Time : 3 Hours

Max.Mark :60

SECTION - A

Answer Any 2 Questions (essay)

Critically examine the historical importance of liberation struggle in Kerala

1. Discuss the internal emergency in India with special reference to Kerala and Human Rights Violation in Kerala.
2. Evaluate the impact of peasant migration to Malabar on Malabar society .
3. Critically examine land question and Dalits in Kerala.

(2X12 = 24 Marks)

SECTION - B

Part-I. Answer Any 4 Questions in one sentence or a word.

5. Muthanga Struggle.
6. Chengara Agitation.
7. Grandhasala Sangham.
8. Modern Malayalam Theatre.
9. Kudumbasree.
10. Prohibition movement.

(4X1 = 4 Marks)

Part II. Answer Any 4 Questions.(short note)

11. Discuss the gulf migration and cultural changes in Kerala.
12. Critically examine economic impact of migration to Europe.
13. Evaluate decentralised planning.
14. Explain the role of Farmers Movement In Kerala.
15. Evaluate social change and transformation of Matrilineal System in Kerala.
16. Discuss the development of Higher Education in Kerala.

(4X3 = 12 Marks)

Part III. Answer Any 4 Questions.(short essay)

17. Discuss the Aikya Kerala Movement.
18. Evaluate the Educational reforms of First E M S Ministry.
19. Critically analyse the Land Reforms in 1950's and 1960's.
20. Examine the rise and growth of Regional Parties.
21. Write a note on Caste and Communal Organisations in Kerala.
22. Analyse the Naxalite Movement in Kerala.

(4x5 = 20 Marks)

Time : 3 Hours

Total : 60 Marks

**MODEL QUESTION PAPER
STATE AND SOCIETY IN LATE MEDIEVAL INDIA**

Core Course Code : HIS3C10-III SEMESTER

SECTION A

Answer any two questions (essay)

1. Critically evaluate the imperialist and natural view on Mughal rule in India
2. Do you agree to the point that the mughal rule was a continuity of the Sultanate rule?
What are the difference ?
3. Write an essay on the formation of Maratha confederacy and its failure
4. Briefly explain the Vijayanagara Suzerintiy

(2x12=24 Marks)

SECTION B (PART I)

Answer any four questions(one word or one sentence)

5. Battle of Panipat
6. Ranpratap
7. Patta system
8. Hemu
9. Sadasiva Rao

10. Battle of Talikotta

(4x1=4 Marks)

SECTION B (PART II)

Answer any four questions(short note)

11. Write short note on Mughal agrarian system
12. . What is meant by Mansabdari System specify along with its hierarchy
13. Briefly explain the reforms of shersha the Sur
14. Cultural contribution of Shahajahan
15. Critically evaluate the religious policy of Akbar
16. What was the nature of Vijayanagra state Discuss

(4x3 = 12 Marks)

SECTION B (PART III)

Answer any four questions(short essay)

17. Discuss the theory of cultural, administrative and agrarian crisis for the decline of the
Mughal empire
18. Write a short essay on Maratha administrative system
19. Briefly explain the agricultural and commercial development in South India under the
Vijayanagara Kingdom
20. Critically evaluate the role of Sivaji in Indian History
21. Explain the theory of collaboration of provincial capital and foreign capital in
Indian Economy under the Mughals.

22. Discuss the heritage of Sultanate upon the Mughal State

(4x5=20)

**Model Question Paper
India in the process of Making a Nation**

Core Course Code: HIS3C11

Time 3 hours

Max marks 60

Section-A- Answer any Two Questions-Essays

1. Examine various debates regarding the nature of colonial state in Indian History Congress
2. asses the significance of economic critique of colonialism in the development of nationalism in India
3. Give a critical assessment of two nation theory and the partition of Indian History Congress
4. Discuss the role of various political organizations like dalits, women, castes and Communal in the struggle for Indian Independence
(12x2=24 marks)

Section B

Part 1- answer any four - write in one sentence or word

5. Whiteman's burden
6. "*poverty and un british rule in India*"
7. The Indian prince who actively participated in the revolutionary movement
8. Indian association
9. Lucknow session of the Congress in 1916
10. Total revolution

(1x4=4 marks)

Part 2 -Answer any four questions. (Short answers)

11. Write a note on English East India Company
12. Examine the nature of Subsidiary alliance and its impact on Indian princess
13. Analyse the 'ideology of the Raj '
14. explain the term commercialization of agriculture
15. Discuss the critique of the Nationalist movement by the Cambridge historians
16. Briefly note the high lights of Gandhian techniques

(3x4=12 maarks)

Part 3. Answer any four questions.

17. What do you mean by De-industrialization
18. Examine the role of Theosophical society in furthering education and political empowerment
19. Analyse the Communalisation of Indian polity by the colonial state
20. Trace the significant aspects of social reform movements in the 19th century
21. Examine the role of INA in the Indian freedom struggle
22. Was Indian independence a product of British munificence or the fruit of bitter struggle by the Indian people? Comment

(5x4=20 MARKS)

MODEL QUESTION PAPER
PAPER - RISE OF THE MODERN WEST

Time 3 hours

Max marks.60

Core Course Code : HIS3C12-III SEMESTER**Section A: Answer any two questions(essay)**

1. Examine the impact of colonial expansion on mining, plantations and slave trade
2. Trace the road roots of Renaissance humanism and its expression in Art
3. Analyse the consequence of shift in trade from Mediterranean to Atlantic
4. Examine the political and economic currents in the English Revolution of 1688

2x12=24

II. Section B Answer any four questions**Part I :- Answer in one sentence**

5. On the transition from feudalism to Capitalism Monrice Dobb stated that they were “essentially parasitic on the old economic order” which class did he mean ‘they ‘
6. Give one word for “Central of our people by an alien one”
7. The Bengal Governor Warren Hastings was (1772) Vehemently criticised for the method of colonial rule. Who was his critic ?
8. “No taxation without Representation” is a famous of a revolution movement. Which Revolution
9. Which great ideal was spread by Renaissance to Europe ?
10. Name the economic theory and practice common in Europe from 16th century to 18th century

1X4=4

Part II**Answer any Four questions(short note)**

11. Mercantilism dominated western European economic policy and discourse from 16th to 18th century. Assess its major features.
12. Define nation- state and explain its origin in Europe
13. Examine the results of the protestant Reformation in England ?
14. Write a note on Parlimentary monarchy ?
- 15, Discuss the role of African slaves in the plantation company of the South Amercia?
16. Examine the role of Ann bolly in French Revolution

3x4= 12

Part III**Answer any Four questions(short essay)**

17. Analyse the impact of voyages and explorations on colonization
18. Examine the social roots of Italian Renaissance
19. Briefly sketch the cause and consequence of American war of Independence
20. Bring out the features of commercial Revolution and show how it prepared the back ground for industrial Revolution
21. Write a note on Napoleonic reforms in law and society
22. Examine the course of radical Movement in Europe between 1830-48

5x4=20 MARKS

Model Question paper
IV SEMESTER M.A. HISTORY
Contemporary India

Core Course Code: HIS4C13

Time 3 hours

Max marks 60

Section-A- Answer any Two Questions-Essays

- 1.Examine the regional imbalances and ethnic strives in contemporary India.How do you view the separatist tendencies of certain regional groups
- 2.Trace the origin of communalization of Indian politics and asses the role of various marginalized group claims
- 3.Analyse the politics of Nehruvian Era and contrast it with internal emergency and subsequent trajectories of politics
- 4.Asses the impact of Globalisation on Indian economy and society

(12x2=24marks)

Section B

Part 1- Answer any four – write in one sentence or word

5. Mixed economy
- 6.linguistic states
- 7.Adivasi question
- 8.operation blue star
- 9.chipko movement
- 10.Telengana state formation

1x4=4

Part 2 -Answer any four questions. (Short note)

11. Write a note on five year plans
- 12.Examine the features of Panchayathi Raj
- 13.How did the state re organization achieved
- 14.Mention the impact of Mandal commission report on reservation policy
- 15.What do you mean by neo liberalism
- 16.Examine the root cause of terrorism in India

3x4=12marks

Part 3.Answer any four questions.(short essay)

17. Elucidate on the process of urbanization and its consequences
- 18.highlight the achievements of first five year plans
19. How far did womens movement in India instrumental for the empowerment initiatives by the government
- 20.What are the problems and prospects of combating terrorism in India
- 21.Examine the new trends in literature and performing arts in contemporary India
- 22.Asses the achievements of Jawaharlal Nehru in the diplomatic field as India's Prime Minister

5x4=20 MARKS

MODEL QUESTION PAPER
Core Course Code :HIS4C14 CONTEMPORARY WORLD

Time : 3 hour

Marks : 60 Mark

1. **Answer any two questions(essay)**
2. Explain the diplomatic background of Tripple dual alliance
3. Critically evaluate the performance of league of nations
4. Evaluate the causes that led to the Sino- japaneses war
5. Write an essay on Arab - Israel conflict **(2x12=24)**

SECTION B (PART I)

Answer any four questions(in one sentence or word)

6. Moroccan crisis
7. Truman doctrine
8. Camp david agreement
9. Yaser Arafat
10. Glastnos and perestroika
11. Gatt **(1x4=4)**

SECTION B (PART II)

Answer any Four questions(short note)

12. Kuomintang china
13. Economic crisis and II world war
14. Write short note on De-colonization
15. Briefly explain the phases of Arab- Israel conflict and the establishment of Israel
16. Describe the process that led to the Afro Asian nationalism
17. Explain the problem of Third world with reference to North-South Dialogue.

3x4= 12

SECTION B (PART III)

Answer any four questions (short essay)

18. State the political and Economic condition of Europe between the 2 world wars
19. Write an essay on the emergence of Super powers with special reference to Truman doctrine and Marshal plan
20. Briefly discuss the rise of Eastern European countries and European common market
21. Evaluate the characteristics of national movements in Asia + Africa
22. Discuss the Jasmine revolution and global terrorism

(5x4= 20)

SEMESTER IV
Model Question Paper
M.A. HISTORY

Core Course Code :HIS4C15 Historiography

Time 3 hours

Max marks 60

Section-A- Answer any Two Questions-Essays

1. Describe the salient features of Intellectual Revolution in modern Europe and estimate the role of enlightenment historiography.
2. Examine the importance of Annales historiography and bring out the difference between the first generation and second generation of historians.

3. Critically assess the post- modernist position on history and 'meta narratives'.
4. Review the responses of nationalist historians to the Indian revolt of 1857.

12x2=24marks

Section B

Part 1- writes one sentence or word

Answer any four questions

5. What do you mean by the term 'Positivism'?
6. Who was the father of 'Romanticism'? what does it cannot?
7. What was E.H.Carr's position on 'What is History'?
8. Who was the author of the work 'Archaeology of Knowledge'?
9. What is meant by Long duree'?
10. Who wrote the book 'Indian Feudalism'?

1x4=4marks

Part 2 -Answer any four questions. (Short note)

- 11.Account for Rajatarangini as a historical source?
12. Evaluate the contributions of Collingwood to historiography?
13. What do you mean by economic determinism?
14. Examine the psycho – historical approach of Wihelm Dilthey?
15. Bring out the essential features of 'Structuralism'.
16. What is 'de construction ' technique proposed by Derrida

3x4=12marks

Part 3. Answer any four questions.(short essay)

17. Analyse what is text and textual analysis in historical writing.
- 18.What is meant by empiricism ? Write a note on anti- empiricist approach by Michael Foucault
19. Examine salient features of the writings of Fernand Braudel
20. Critically assess the contribution of Karl Marx to historiography.
21. Examine the arguments countering the traditional historical writings of D.D. Kosambi in his 'Introduction to the study of Indian History'.
22. Assess the impact on historiography in the 80's by social and literary theory on 'Fallacies of ...'

5x4=20marks

HISTORY OF SOUTH INDIA UPTO 6th CENTURY AD

Elective/Optional – HIS1EO1

MODEL QUESTION PAPER
I SEMESTER M.A. HISTORY

Time : 3 Hrs.

Total Marks 60

SECTION A

Answer any of the two questions(essay)

1. Critically evaluate the veracity of historical sources, historiography on South Indian History with special references to legends.
2. Write an essay on Archeological excavation on South Indian Megaliths.
3. What are the methods used for rewriting history through literature.
4. Write an essay on Early Historic period.

(2 x 12 = 24marks)

SECTION B (Part I)

Answer any of the four questions.(one word or one sentence)

5. Numismatics.
6. Epigraphy.
7. Megaliths.
8. Tinai
9. Velir.
- 10.Vendar.

(4 x 1 = 4 marks)

Part II -Answer any of the four questions.(short note)

- 11.Megalithic Culture of South India.
- 12.How do we can reconstruct history of South India upto 6th Century through Tamil literature;

13. Specify the variation in the Cultural Tradition South India at the end of the Pre Historic period.
14. What are the innovative devices in agriculture that appeared on the early phase of Historical period and its far reaching results.
15. How did infiltration of ideas + institution helped the growth of culture.
16. Critically evaluate the Kalabhra interregnum.

(4 x 3 = 12 marks)

Part III - Answer any of the four questions.(short essay)

17. Critically evaluate the view point of colonial writers on Tamilakam.
18. Discuss the Nationalist enthusiasm and Tamil Regionalism.
19. Explain Salient features of Early stone age.
20. Critically evaluate the concept of Tnay in the process of production and distribution.
21. Discuss the role of known cultivating intermediaries in the field of Agriculture during the early historical period.

(4 x 5 = 20 marks)

Elective/Optional – HIS1EO2**MODEL QUESTION PAPER
I SEMESTER M.A. HISTORY**

Time : 3 Hrs.

Total Marks 60

SECTION A**SCIENCE & TECHNOLOGY IN PRE-MODERN INDIA**

Answer any of the two questions(essay)

1. Write an essay on the relation between Science and Technology in pre-modern India.
2. Discuss the knowledge preserved in Artha Sasthra on ancient Indian Science & Technology;
3. Trace the development of Astronomy in ancient India.
4. Explain the development of concepts like Panchabhuta + Atomism in India.

(2 x 12 = 24marks)

SECTION B (Part I)

Answer any of the four questions.(one word or one sentence)

5. Susrutha
6. Early Indian Coins
7. Kamasasthra
8. Aryabhata
9. Kadapayatti system
10. Charaka.

(4 x 1 = 4 marks)

Section B Part II. Answer any of the four questions.(short note)

11. Which are the important traditional healing practices of Kerala?
12. What are methods adopted to develop script and technology in writing.
13. Critically evaluate the literary sources Veda + Vedanta in support of Indian Science.
14. Discuss the contributions of Varaha Mihira towards astrology.
15. What is meant by stone age technology;
16. Write short note on Jain and Buddhist System of Medicine.

(4 x 3 = 12 marks)

Section B Part III.

Answer any of the four (Short essay)

17. Discuss the contribution of Charaka and development of Indian System of Medicine.
18. Explain the Greco-Roman influence on Indian Astronomy
19. Discuss the development of textile technology under the Mughals.
20. What are the contributions of Kerala towards boat building technology.

21. How do the knowledge of Science and technology of Kerala led to inter-oceanic trade – Discuss.

(4 x 5 = 20 marks)

Elective/Optional HIS2E03

CASTE AND SOCIAL STRATIFICATION IN MEDIEVAL INDIA

Time : 3 Hours

Max.

Marks : 60

SECTION – A

I. Answer any two questions(essay)

(2x12=24)

1. How do you explain the relation of caste to gender and Brahmanical patriarchy?
2. Give an account of caste oppression and the condition of untouchable communities in Medieval India.
3. Describe the importance of caste and the Medieval protest movements
4. Critically evaluate caste system and occupational gradation in India.

SECTION – B (Part I)

Answer any four questions (one word or one sentence)

(4x1=4)

5. Caste system
6. Occupational gradation
7. Village community
8. Untouchability
9. Tukaram
10. hierarchy

SECTION B (PART-II)

Answer any four questions(short note)

11. Describe the European Construction of caste
12. Critically evaluate Homo – Hierarchius of Louis Dumont.
13. Give an account of the caste hierarchy and Brahmanical hegemony
14. Evaluate the caste system and village community
15. Give an account of the practice of untouchability
16. Examine the relation between caste and the medieval ideology.

(4x3=12)

SECTION B(PART – II)

Answer any four questions(short essay)

17. Explain the term graded 'inequality'
18. Describe the imported of Endogamy in the evolution of caste
19. Examine the relation between caste and differential access to resources
20. Delienate the occupational differentiation of caste in the urban centres
21. How did the varnasrama Dharma acted as an impediment in social mobility
22. Describe the evolution of idangai/valangai caste formations.

(4x5=20 marks)

Model Question Paper

Elective- HIS2E04

Archival Studies and Documentation

Time 3 hours

Max marks 60

Section-A-

Answer any Two Questions

1. Explain various forms of archival records accessible in an archives in India.
2. Discuss the methods of collecting, pressing and categorizing documents in an archives
3. Describe various techniques used to preserve documents in an archives.
4. Assess the role of Kerala State archives in providing information on Kerala history. How far did the archives dependable?

12x2=24**Section B****Part 1- write in one sentence or word - Answer any four questions**

5. Cartographic records
6. Docketing
7. Record office
8. Reprography
9. Cadastral Rolls
10. Manuscripts

1x4=4 marks**Part 2** –Answer any four questions. (Short answers)

11. Explain common hazards to information materials.
12. Explain how do a document is treated against fungi and insects.
13. What are the allied institutions and their functions?
14. Explain how a museum is different from an archive.
15. Write a note on National Archives of India.
16. What is a microfilm? How is it recorded?

(3x4=12 marks)**Part 3.** Answer any four questions.

17. Briefly narrate the history of Indian Archives.
18. Elaborate the role of regional archives since independence in promoting research in history.
19. Discuss the relevance of private collection in archives. Give example.
20. Explain the method of cataloging and accession of archives in India.
21. Examine the importance of computer graphic techniques used in the archives for preservation.
22. Write a note on how archives help a scholar to locate his topic of research.

5x4=20 marks**Elective/Optional HIS3E05-**

M.A.History

Model Question Paper

Environmental History Of India

Time 3 Hrs.

SECTION –A

Maximum marks 60

Answer any two questions (essay)

1. Do you think that the Environmental factors are responsible for rise and decline of Indus Civilization? Substantiate your views.
2. Critically examine the concept of Ecological Imperialism?
3. Illustrate the significance of Silent Valley Movement in the history of Environmental Movements in Modern India
4. Differentiate between *Prakriti* and *Sanskriti* as conceived in ancient India.

(2 x 12 = 24 marks)

SECTION B

Part I- Answer any four questions(in one word or sentence).

5. Who proposed the concept of Ecological Imperialism
6. Who is Dietrich Brandis
7. Indian forest Act of 1927
8. Name the highest Dam in India
9. What is Narmada Bacchavo Andolan?
10. Vinobha Bave

(4 x 1 = 4 marks)

SECTION B

Part II. Answer any four questions.(short note)

11. What is foraging?
12. Define Habitat.
13. What is Pollen analysis?
14. Who were *atavikas* in Early India ?
15. *Jhum* cultivation
16. Plachimada movement

(4 x 3 = 12 marks)

Part III Answer any four questions(short essay).

17. Define an Eco System
18. Differentiate between Environmental History and Ecological History
19. How far was the population changes responsible for environmental changes.

20. Examine the ideology of Forest Management during the colonial Period.
21. Discuss the state of pastoralism and tribal life during the Mughal period.
22. Trace the rise and Growth of Anti-Endosulfan Movement in Kerala.

(4 x 5 = 20 marks)

Elective/Optional: HIS3E06

MODEL QUESTION PAPER
DIPLOMATIC HISTORY OF MODERN INDIA

Time 3 hrs.

Total marks: 60

SECTION A

Answer any of the two questions(essay)

1. Differentiate political diplomacy and foreign policy.
2. Explain the construction of independent Indian foreign policy.
3. Critically evaluate Indo-USSR and USA relations in the light of cold war.
4. Discuss the foreign policy of Smt. Indira Gandhi.

(2 X 12 = 24 Marks)

Answer any of the four questions.(one word or one sentence)

5. Reinophobia
6. Panchasheel
7. Bandung conference
8. WHO
9. Moroccan crisis
10. glasnost and perestroika

(4 x 1 = 4 Marks)

Answer any of the four questions(short note).

11. Explain Afghan Policy of the British Indian Govt.
12. What were the problem faced by the Indians in abroad during the period of British Indian Govt.
13. Discuss the non-alignment movement of India Govt.
14. Explain the different phases of India-China diplomatic relations.
15. Critically evaluate the Bangladesh policy of Prime Minister Indira Gandhi.
16. Discuss the west Asian policy of India.

(4 x 3 = 12 marks)

Answer any of the four questions(short essay).

17. Analyse the Recent trends in Indian Foreign policy.
18. Explain the Economic Trade and Economic diplomacy as a part of globalization.
19. Foreign policy of Janab govt. – Discuss.
20. What is meant by unipolar world – Do you believe that it will be realized earlier.
21. Write on Ukrain crisis.
22. The role of European Union in Indian diplomatic world.

(End)

