



KANNUR UNIVERSITY
കണ്ണൂർ സർവകലാശാല

(Abstract)

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

ACADEMIC C SECTION

ACAD C/ACAD C4/22323/2024

Dated: 30.12.2025

Read:-1. U.O. Nos. ACAD /ACAD C4/22323/2024 dated: 29/10/2024. 04.02.2025

- 2.The Minutes of the Meeting of Board of Studies in History(UG) held on 14.10.2025
3. E-mail from the Chairperson, Board of Studies in History (UG), dated 29.10.2025
4. E-mail dated 24.11.2025 from the Dean, Faculty of Humanities
5. Minutes of the Meeting of the Standing Committee of the Academic Council held on 05.12.2025
6. Orders of the Vice-Chancellor in the file of even No. dated 24.12.2025

ORDER

1.The Scheme and Syllabus for the FYUGP History Programme (First to Eighth Semesters) were approved and implemented in the affiliated colleges under the University with effect from the 2024 admission, vide paper read as (1) above.

2.Subsequently, the Board of Studies in History (UG), vide paper read as (2), recommended to submit a modified fourth semester syllabus for the FYUGP History Programme. Accordingly, the Chairperson, vide paper read as (3), submitted the modified Scheme and Syllabus for the fourth semester of the FYUG History Programme for approval.

3.The BoS included an additional SEC course, **KU4SECHIS202 – Archival Studies**, in the already approved syllabus.

4.The Scheme and Syllabus prepared by the Board of Studies were forwarded to the Dean, Faculty of Humanities for verification.

5.The Dean, Faculty of Humanities, after vetting the modified Fourth Semester syllabus of the FYUG History Programme, suggested certain changes. Accordingly, the Chairperson resubmitted the revised syllabus on 22.11.2025. Vide paper read as (4) above, the Dean recommended to approve the modified syllabus of Fourth Semester FYUG History Programme,

6.The Vice-Chancellor, after examining the matter in detail, ordered to place the modified Scheme and Syllabus, along with the minutes of the Board of Studies meeting and the remarks of the Dean, before the Standing Committee of the Academic Council for consideration

7.The Standing Committee of the Academic Council, at its meeting held on 05.12.2025 considered



the modified Scheme & Syllabus of the Fourth Semester FYUG History Programme and recommended to approve the same.

8.The Vice Chancellor after considering the recommendation of the Standing Committee of the Academic Council and in exercise the powers of the Academic Council conferred under the Section 11 (1) chapter III of Kannur University Act 1996, and all other enabling provisions read together with, **approved modified Scheme & Syllabus for the Fourth Semester of the History (FYUGP) programme, and accorded sanction to implement the same w.e.f 2024 admission in the Affiliated Colleges under the University, subject to reporting to the Academic Council.**

9.The modified Scheme & Syllabus for the Fourth Semester of History -FYUG Programme is appended with this U.O. and uploaded in the University website.(www.kannuruniversity.ac.in)

Orders are issued accordingly.

Sd/-

Jisha K P


Assistant Registrar II

For REGISTRAR

To: 1.The Controller of Examinations(through the PA)
2.The Principals of Arts and Science Colleges affiliated to Kannur University
3.The Chairperson, Board of Studies in History (UG).

Copy To: 1. PS to VC / PA to PVC / PA to R/PA to FO/PA to CE (to circulate among the section concerned)
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6. SF/DF/FC

Forwarded / By Order


SECTION OFFICER







KANNUR UNIVERSITY



FOUR-YEAR UNDERGRADUATE PROGRAMME (KU-FYUGP)

B.A. HISTORY PROGRAMME

CURRICULUM AND SYLLABI

(2024 ADMISSIONS ONWARDS)



PREFACE

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

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

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

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

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

students will develop a greater appreciation for the richness and complexity of the world we inhabit.



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

Kannur,
May, 2024.

Dr.Girish Vishnu Namboodiri
Chairperson
Board of Studies in History (UG)



The Board of Studies History (UG)

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KANNUR UNIVERSITY

PROGRAM OUTCOMES (POs)

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

- PO1: Critical Thinking and Problem-Solving:** Apply critical thinking skills to analyse information and develop effective problem-solving strategies for tackling complex challenges.
- PO2: Effective Communication and Social Interaction:** Proficiently express ideas and engage in collaborative practices, fostering effective interpersonal connections.
- PO3: Holistic Understanding:** Demonstrate a multidisciplinary approach by integrating knowledge across various domains for a comprehensive understanding of complex issues.
- PO4: Citizenship and Leadership:** Exhibit a sense of responsibility, actively contribute to the community, and showcase leadership qualities to shape a just and inclusive society.
- PO5: Global Perspective:** Develop a broad awareness of global issues and an understanding of diverse perspectives, preparing for active participation in a globalised world.
- PO6: Ethics, Integrity and Environmental Sustainability:** Uphold high ethical standards in academic and professional endeavours, demonstrating integrity and ethical decision-making. Also acquire an understanding of environmental issues and sustainable practices, promoting responsibility towards ecological well-being.
- PO7: Lifelong Learning and Adaptability:** Cultivate a commitment to continuous self-directed learning, adapting to evolving challenges, and acquiring knowledge throughout life.



BA PROGRAMME IN HISTORY

PROGRAMME SPECIFIC OUTCOMES (PSOs)

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



FOUR-YEAR UNDERGRADUATE PROGRAMME IN HISTORY

DETAILS OF COURSES OFFERED

1. LIST OF DISCIPLINE-SPECIFIC COURSES (DSC)

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



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



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

2. DISCIPLINE SPECIFIC ELECTIVE COURSES

| SEMESTER | COURSE CODE | COURSE NAME | MARKS | | | CREDITS | HOURS/ WEEK |
|----------|--------------|--|-------|-----|-------|---------|----------------|
| | | | CA | ESE | TOTAL | | |
| V | KU5DSEHIS301 | Developmental History of Kerala | 30 | 70 | 100 | 4 | 4 |
| | KU5DSEHIS302 | Environmental History of India | 30 | 70 | 100 | 4 | 4 |
| | KU5DSEHIS303 | Revolutions in the Modern World | 30 | 70 | 100 | 4 | 4 |
| VI | KU6DSEHIS305 | Gender and Society in India | 30 | 70 | 100 | 4 | 4 |
| | KU6DSEHIS306 | Science, Technology and Society in Ancient India | 30 | 70 | 100 | 4 | 4 |
| | KU6DSEHIS307 | History of Indian Archaeology | 30 | 70 | 100 | 4 | 4 |

3. MULTIDISCIPLINARY COURSES

| | | | | | | | |
|-----|--------------|--|----|----|----|---|---|
| I | KU1MDCHIS101 | Looking into the Cultural History of North Malabar | 25 | 50 | 75 | 3 | 3 |
| | KU1MDCHIS102 | Understanding Social Reform Movements in Kerala | 25 | 50 | 75 | 3 | 3 |
| II | KU2MDCHIS104 | Film and History | 25 | 50 | 75 | 3 | 3 |
| | KU2MDCHIS105 | Historical Tourism in Kerala | 25 | 50 | 75 | 3 | 3 |
| | KU2MDCHIS106 | History of Indian National Movement | 25 | 50 | 75 | 3 | 3 |
| III | KU3MDCHIS201 | Tribal Studies | 25 | 50 | 75 | 3 | 3 |
| | KU3MDCHIS202 | History of Martial Arts in Kerala: Kalaripayattu | 25 | 50 | 75 | 3 | 3 |
| | KU3MDCHIS203 | History of Medicine and Healing Practices | 25 | 50 | 75 | 3 | 3 |

4. VALUE ADDITION COURSES



| | | | | | | | | |
|-------------------------------------|--------------|---|--|----|----|----|---|---|
| III | KU3VACHIS201 | History of Human Rights Movements in Modern India | | 25 | 50 | 75 | 3 | 3 |
| IV | KU4VACHIS202 | Climate and History | | 25 | 50 | 75 | 3 | 3 |
| IV | KU4VACHIS203 | Gandhian Political Ideologies and Practices | | 25 | 50 | 75 | 3 | 3 |
| 5. SKILL ENHANCEMENT COURSES | | | | | | | | |
| IV | KU4SECHIS201 | Academic writing in History | | 25 | 50 | 75 | 3 | 3 |
| IV | KU4SECHIS202 | Archival Studies | | 25 | 50 | 75 | 3 | 3 |
| V | KU5SECHIS301 | Cartography- Map making | | 25 | 50 | 75 | 3 | 3 |
| VI | KU6SECHIS302 | Museology and History | | 25 | 50 | 75 | 3 | 3 |



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

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

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

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

Course Outcomes (CO):

| CO | CO Statement | Cognitive Level* |
|--|--|------------------|
| CO1 | To introduce the students to the diverse types of sources related with Kerala history. | R |
| CO2 | To explore the various types of studies on Kerala History | An |
| CO3 | To understand the pre-history and early human settlements in Kerala | U |
| CO4 | To recognize and analyze the historical importance of political formations in Kerala | An |
| CO5 | To develop a critical and analytical understanding of the decentralised polity in Kerala | C |
| * - Remember (R), Understand (U), Apply (Ap), Analyse (An), Evaluate (E), Create (C) # - Factual Knowledge(F) Conceptual Knowledge (C) Procedural Knowledge (P) Metacognitive Knowledge (M) | | |

Mapping of Course Outcomes with PSO

| CO1 | PSO 1 | PSO 2 | PSO3 | PSO 4 | PSO5 | PSO6 | PSO7 |
|-----|-------|-------|------|-------|------|------|------|
| CO2 | ✓ | | | ✓ | | | |
| CO3 | | ✓ | | | ✓ | | |
| CO4 | | | ✓ | | | | ✓ |
| CO5 | | | ✓ | | | ✓ | |



| Module | Unit | Content | Hrs |
|--------|---|---|-----------|
| I | <u>Sources and Political Geography of Kerala</u> | | 14 |
| | 1 | Sources- primary and secondary sources - Traditional sources - Archaeological sources – material remains – inscriptions – coins- Oral sources | |
| | 2 | Studies on early Kerala- Fawcett, Elamkulam PN Kunjan Pillai, Rajan Gurukkal, MGS Narayanan, Raghva Varier, Kesavan Veluthat | |
| | 3 | Geographical features of Kerala- rivers, climate, mountains | |

Suggested readings specific to the module.

11. Elamkulam Kunjan Pillai, Studies in Kerala History, Kottayam, National Book Stall, 1970
12. K N Ganesh, Keralathinte Innalakkal, State Institute of Languages, Thiruvananthapuram, 2011.
13. Kesavan Veluthat, Brahman Settlements in Kerala, Calicut, 1978.
14. M G S Narayanan Perumals of Kerala, Cosmo Books, Trissur.
15. NK Ramesh , Vadakkan Keralam, Charithratheethakalam, Kerala Institute of Languages, 2024
16. P J Cherian [ed], Perspectives on Kerala History, KCHR, Thiruvananthapuram, 1999.
17. A Sreedhara Menon, A Survey of Kerala History
18. Raghava Varier & Rajan Gurukkal, Kerala Charithram (Mal), Vallathol Vidyapeedam

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

Suggested readings specific to the module

12. Kailasapathy, *Tamil Heroic Poetry*. London, 1968
13. NK Ramesh , Vadakkan Keralam, Charithratheethakalam, Kerala Institute of Languages, 2024
14. Rajan Gurukkal and Raghava Varier, *Cultural History of Kerala, Vol.I*, Dept of Cultural; Publications Government of Kerala, Thiruvananthapuram, 1999.
15. Raghava Varier and Rajan Gurukkal, *Kerala Charithram Vol.I*. Current Books, Kottayam, 2004.
16. P J Cherian [ed], *Perspectives on Kerala History*, KCHR, Thiruvananthapuram, 1999.
17. Gopalakrishnan, P. (1999). *Kerala Under Colonial Rule*. Kerala Sahitya Akademi.



| Module | Unit | Content | Hrs |
|--------|--|--|-----------|
| III | Unit III : Political Formations | | 15 |
| | 1 | Emergence of new power structure –Perumal’s of Mahodayapuram | |
| | 2 | Polity and society- role of temples- Devaswam - Brahmaswams | |
| | 3 | Economy- trade- Jews, Trade guilds - Christians and Arabs | |

Suggested readings specific to the module

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

| Module | Unit | Content | Hrs |
|--------|-----------------------------|---|-----------|
| IV | Decentralised Polity | | 16 |
| | 1 | Emergence of Nadus – Swaroopams - militia – Ankam – Poithu-Mamankam | |
| | 2 | Social stratification – Occupational groups | |
| | 3 | Marumakkathayam- Janmi system | |

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

Suggested readings specific to the module

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



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

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

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

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

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

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

K N Ganesh, *Keralathinte Innalakkal*, State Institute of Languages, Thiruvananthapuram, 2011.

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

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

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

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

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

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

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

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

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

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

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

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

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

MR Raghava Varier- Jainamatham Keralathil. Kottayam SPCS, 2012

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



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

NK Ramesh , Vadakkan Keralam, Charithratheethakalam, Kerala Institute of Languages, 2024

N Sam [ed], *Ilamkulam Kunjanpillayute Therenjeduth Krithikal*, International Center for Kerala Studies University of Kerala , Thiruvananthapuram, 2005.

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

N M Nampoothiri and P K Sivadas, *Kerala Charithrathinte Nattuvazhikal*, D C Books Kottayam, 2009.

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

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

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

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

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

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

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

Assessment Rubrics:

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



COURSE TITLE: PERSPECTIVES ON HISTORIOGRAPHY

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

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

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

Course Outcome:

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

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



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

Mapping of Course Outcomes with PSO

| CO1 | PSO 1 | PSO 2 | PSO3 | PSO 4 | PSO5 | PSO6 | PSO7 |
|-----|-------|-------|------|-------|------|------|------|
| CO2 | ✓ | | | ✓ | | | |
| CO3 | | ✓ | | | ✓ | | |
| CO4 | | | ✓ | | | | ✓ |
| CO5 | | | ✓ | | | ✓ | |

Course Contents :

| Module | Unit | Content | Hrs |
|------------|--|---|-----------|
| I | Ancient and Medieval historiography | | 14 |
| | 1 | Historical traditions of Ancient Greece (Herodottus and Thucydides) | |
| | 2 | Historical traditions of Ancient Rome (Lvy and Tacitus) | |
| | 3 | Medieval Historiography- features- St.Agustine and Ibn Khaldun | |
| II | Renaissance and Enlightenment | | 16 |
| | 1 | Impact of Renaissance on historical writing- Rene Descartes | |
| | 2 | Contributions of Voltaire and Gibbon | |
| | 3 | Rousseau and Carlyle | |
| III | The Nineteenth century Historiography | | 14 |
| | 1 | Idealism and Hegel | |
| | 2 | Materialism and Karl Marx | |
| | 3 | Positivism- Comte and Ranke | |
| IV | Changing Trends in Historiography | | 16 |
| | 1 | The Annales- (Bloch, Febvre and Braudel) Subaltern trends in historical writing | |
| | 2 | Structuralism and Post Modernism - Foucault and Derrida | |
| | 3 | New Historicism – Stephen Greenbalt | |
| 5 | Teacher Specific Module | | 5 |
| | ➤ Directions : Conduct Class room presentations, discussions, Debates, Book reviews etc.. for developing students interest in the course | | |



Essential Readings Specific to Module-1

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

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

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

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

Arthur Marwick, *New Nature of History*

Marc Bloch, *Historian's Craft*

Shashibushan Upadhyaya, *Historiography in the Modern World*

Vikas Bhattacharya, *An Introduction to Historiography*

Keith Jenkins, *Rethinking History*

Essential Readings Specific to Module-2

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

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

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

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

Arthur Marwick, *New Nature of History*

Marc Bloch, *Historian's Craft*

Shashibushan Upadhyaya, *Historiography in the Modern World*

Vikas Bhattacharya, *An Introduction to Historiography*

Keith Jenkins, *Rethinking History*

Essential Readings Specific to Module-3

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

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

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

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

Arthur Marwick, *New Nature of History*

Marc Bloch, *Historian's Craft*

Shashibushan Upadhyaya, *Historiography in the Modern World*

Vikas Bhattacharya, *An Introduction to Historiography*



Essential Readings Specific to Module-3

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

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

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

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

Arthur Marwick, *New Nature of History*

Marc Bloch, *Historian's Craft*

Shashibushan Upadhyaya, *Historiography in the Modern World*

Suggested Readings:

John Tosh, *Pursuit of History*

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

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

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

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

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

Assessment Rubrics :

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



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

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

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

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

Course Outcomes (CO):

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

Mapping of Course Outcomes with PSO

| CO1 | PSO 1 | PSO 2 | PSO3 | PSO 4 | PSO5 | PSO6 | PSO7 |
|-----|-------|-------|------|-------|------|------|------|
|-----|-------|-------|------|-------|------|------|------|



FYUGP "HISTORY"

| | | | | | | | |
|-----|---|---|---|---|---|---|---|
| CO2 | ✓ | | | ✓ | | | |
| CO3 | | ✓ | | | ✓ | | |
| CO4 | | | ✓ | | | | ✓ |
| CO5 | | | ✓ | | | ✓ | |

Course Content:

Content for classroom transactions:

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

Suggested readings specific to the module.

19. Arjun Dev and Indira Dev, *History of the World*, Orient Blackswan, 2009.
20. Stavrianos, *World Since 1500*, Prentice Hall, 1990.
21. R. R. Palmer, *History of the Modern World*, Knopf, 2002.
22. E. J Hobsbawm, *Age of Revolutions*, Vintage, 1962.
23. James Joll, *Europe Since 1870*, Penguin, 1970
24. George Lefebvre, *Coming of the French Revolution*, Princeton, 2005.
25. Andrew Roberts, *Napoleon: A Life*
26. Brian E Vick, *The Congress of Vienna: Power and Politics after Napoleon*.

| Module | Unit | Content | Hrs |
|-----------|--|---|-----------|
| II | Intellectual changes and Transformation of Europe | | 16 |
| | 1 | Scientific revolution- - Philosophy – art | |
| | 2 | Enlightenment - Growth of new ideologies | |
| | 3 | Industrial capitalism | |

Suggested readings specific to the module

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



24. Jonathan Sperber, *The European Revolutions 1848-1851*

25. Vladimir Lenin, *Imperialism: The Highest Stage of Capitalism*.

| Module | Unit | Content | Hrs |
|--------|--|--|-----------|
| III | Political revolutions in the modern world | | 16 |
| | 1 | English revolution- struggle between king and parliament- Glorious revolution | |
| | 2 | American Revolution- colonial background- political and economic issues- Declaration of Independence-American constitution | |

Suggested readings specific to the module

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

| Module | Unit | Content | Hrs |
|--------|------------------------------------|--|-----------|
| IV | French Revolution and after | | 14 |
| | 1 | French Revolution-intellectual currents-Legacy of the Revolution | |
| | 2 | Napoleonic era-Vienna Congress | |

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

Suggested readings specific to the module

6. Richard Overy, *The Interwar Crisis: 1919-1939*.
7. Hannah Arendt, *The Origin of Totalitarianism*.
8. Robert O Paxton, *The Anatomy of Fascism*.
9. Martin Blinkhorn, *Mussolini and Fascist Italy*.
10. Richard Bessel, *Fascist Italy and Nazi Germany: Comparisons and Contrasts*.
11. Richard J Evans, *The Third Reich Trilogy*



12. Ian Kershaw, *Hitler: A Biography*
 13. Antony Beevor, *The Second World War*.

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

58. Andrew Roberts, *Napoleon the Great*
 59. David G Chandler, *The Campaigns of Napoleon*.
 60. Gregor Dallas, *1815: The Roads to Waterloo*.
 61. C.M. Cipolla, *Fontana Economic History of Modern Europe*, Barnes and Noble, 1979.
 62. Robert A McMahon, *The Cold War: A Very Short Introduction*.
 63. Mike Rapport, *1848: The Year of Revolution*.
 64. Dane Kennedy, *Colonialism: A Very Short Introduction*.
 65. Frantz Fanon, *The Wretched of the Earth*
 66. Barbara U Tuchman, *The Guns of August*.
 67. G J Meyer, *A World Undone: The Story of the Great War, 1914 to 1918*.
 68. Martin Gilbert, *The First World War: A Complete History*.
 69. China Mieville, *October: The Story of the Russian Revolution*.
 70. S A Smith, *The Russian Revolution: A Very Short Introduction*.
 71. E H Carr, *The Bolshevik Revolution 1917-1923*.
 72. Dietmar Rothermund (ed.), *The Global Impact of the Great Depression, 1929-1939*
 73. Peter Temin (ed.), *The Great Depression and the World Economy 1929-1939*.
 74. Michael D Richards, *Twentieth Century Europe: A Brief History*.
 75. Martin Kitchen, *Europe Between the Wars*.
 76. Benito Mussolini, *The Doctrine of Fascism*.
 77. Kevin Passmore, *Fascism: A Very Short Introduction*.
 78. John Pollard, *The Fascist Experience in Italy*.
 79. Ian Kershaw, *The Nazi Dictatorship: Problems and Perspectives of Interpretation*.
 80. Andrew Roberts, *The Storm of War: A New History of the Second World War*.
 81. Martin Gilbert, *The Second World War: A Complete History*

Assessment Rubrics :

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

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

| Semester | Course Type | Course Level | Course Code | Credits | Total Hours |
|----------|-------------|--------------|-------------|---------|-------------|
|----------|-------------|--------------|-------------|---------|-------------|



| | | | | | |
|----|-----|---------|--------------|---|----|
| IV | DSC | 201-299 | KU4DSCHIS210 | 4 | 60 |
|----|-----|---------|--------------|---|----|

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

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

Course Outcomes

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

Mapping of Course Outcomes with PSO

| CO1 | PSO 1 | PSO 2 | PSO3 | PSO 4 | PSO5 | PSO6 | PSO7 |
|-----|-------|-------|------|-------|------|------|------|
| CO2 | ✓ | | | ✓ | | | |
| CO3 | | ✓ | | | ✓ | | |



| | | | | | | | |
|-----|--|--|---|--|--|---|---|
| CO4 | | | ✓ | | | | ✓ |
| CO5 | | | ✓ | | | ✓ | |

Course Content

Content for classroom transactions

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

Suggested readings specific to the module

V A Smith- Early History of India

R C Majumdar- Ancient India

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

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

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

DN Jha- Ancient India in Historical Outline

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

A.L Basham- The Wonder that was India

| Module | Unit | Content | Hrs |
|--------|------|--|-----------|
| II | | Changes in the Post Mauryan period | 14 |
| | 1 | Decentralized polity- The Shakas, Parthians, Sungas, Sathavahanas- Indo-Greeks- Kushanas | |
| | 2 | Different Religion- Bhagavatism, Saivism, Mahayana Buddhism and Hinayana, | |
| | 3 | Mathura and Gandhar Art | |

Suggested readings specific to the module

V A Smith- Early History of India



R C Majumdar- Ancient India

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

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

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

DN Jha- Ancient India in Historical Outline

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

A.L Basham- The Wonder that was India

| Module | Unit | Content | Hrs |
|--------|------|--|-----------|
| III | | Feudal polity | 16 |
| | 1 | Gupta Age- polity economy society and religion- Art and Architecture | |
| | 2 | Regional kingdoms- Vakataka, Harshavardhana.- Palas | |
| | 3 | South India – Rashtrakutas, Cholas, Pallavas and Chalukyas | |
| | 4 | Socio-economic, Cultural Life, Art and Architecture, Philosophy of Shankracharya | |

Suggested readings specific to the module

V A Smith- Early History of India

R C Majumdar- Ancient India

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

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

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

DN Jha- Ancient India in Historical Outline

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

A.L Basham- The Wonder that was India



| Module | Unit | Content | Hrs |
|--------|--|---|-----------|
| IV | Era of Invasions | | 16 |
| | 1 | The Arabs in Sind -Mohammadbin-Qasim, Mohammad Ghazni, Mohammad Ghori | |
| | 2 | Cultural trends | |
| | 3 | Impact of Arab contact | |
| V | Teacher Specific Module | | 5 |
| | ➤ Directions : Conduct Class room presentations, discussions, Debates, Book reviews etc.. for developing students interest in the course | | |

Suggested readings specific to the module

V A Smith- Early History of India

R C Majumdar- Ancient India

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

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

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

DN Jha- Ancient India in Historical Outline

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

A.L Basham- The Wonder that was India

Assessment Rubrics :

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



Course Title: Climate and History

| Semester | Course Type | Course Level | Course Code | Credits | Total Hours |
|----------|-------------|--------------|--------------|---------|-------------|
| IV | VAC | 200-299 | KU4VACHIS202 | 3 | 45 |

| Learning Approach (Hours/ Week) | | | Marks Distribution | | | Duration of ESE (Hours) |
|---------------------------------|-----------------------|----------|--------------------|-----|-------|-------------------------|
| Lecture | Practical/ Internship | Tutorial | CE | ESE | Total | |
| 3 | - | 1 | 25 | 50 | 75 | 1.5 |

Course Summary: With far-reaching effects on human cultures, climate change is an important and serious worldwide issue. The historical aspects of climate change and its effects on human civilizations are examined in this course. Students who study the intricate connections between climate, global warming and cooling, and human societies will have a thorough grasp of how the current condition of the climate crisis—which is often regarded as a defining characteristic of the Anthropocene—came to be. It accepts students from a variety of academic backgrounds, including the humanities and social sciences, by introducing them to interdisciplinary learning. The link between climate, scientific knowledge, and human societies is examined in this course. Rather than using the climate as a backdrop for social, political, and economic events, the course will first examine the role of climate as a historical actor of global history.

Learning outcomes

After completing this course, students should be able to -

CO: 1 - Understand the past interactions between human societies and the climate.

CO: 2 - Explore climate as an active historical actor rather than a passive backdrop.

CO: 3-Examine case studies from around the world to illustrate the impact of climate on human civilizations.

CO: 4 - Comprehend the basis of current discussions over global warming, climate change and understand the history of meteorology and climate science.

Mapping of Course Outcomes with PSO

| CO1 | PSO 1 | PSO 2 | PSO3 | PSO 4 | PSO5 | PSO6 | PSO7 |
|-----|-------|-------|------|-------|------|------|------|
| CO2 | ✓ | | | ✓ | | | |

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| | | | | | | | |
|-----|--|---|---|--|---|---|---|
| CO3 | | ✓ | | | ✓ | | |
| CO4 | | | ✓ | | | | ✓ |
| CO5 | | | ✓ | | | ✓ | |

| M od ule | Unit | Content | Hrs |
|----------------|--|---|-----------|
| I | Climate and History | | 15 |
| | 1 | What is Climate- Definitions - Relationship between climate and history – Climatic changes and early human settlements- Climate change and Homo sapiens | |
| | 2 | Hunter-gatherers - Domestication of animals - Migration - The Great Rift Valley- Savannah - Beginning of settled life - Farming- cultivation | |
| | 3 | Impact of Climate on Early Civilisations - Indus Valley - Greco-Roman - Trade Winds - Tropical Monsoon - Madagascar | |
| II | Climate in Middle Ages and in New World | | 15 |
| | 1 | Population, Famine and Disease in the 14th Century - Climate Change and Black Death | |
| | 2 | Little Ice Age - Seventeenth Century Crisis - Losers and Winners of the Little Ice Age - the Ottomans and the Dutch | |
| | 3 | Exploration of America - American Floods and Droughts - New Energy - Fossil Fuels and Industrial revolution - Roots of Global Warming | |
| III | The Coming of Anthropocene: The Human Epoch | | 15 |
| | 1 | 'The Great Acceleration' - Capitalism, Colonialism and Climate Change - El Niño Famines - Meteorology and the World Wars | |



| | | | |
|--|---|---|--|
| | 2 | Nuclear Winter - The Great London Smog - Hole in the Ozone - Pollution of the Atmosphere | |
| | 3 | Global Warming - Climate conflict - Planetary Boundaries - Major Climate Agreements - Climate Management and Geoengineering | |

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

Essential Readings Specific for the Modules

Alfred W. Crosby, Ecological Imperialism: the biological expansion of Europe

Anderson, Katharine, Predicting the Weather: Victorians and the Science of Meteorology, Chicago: University of Chicago Press, 2005.

Benjamin Lieberman & Elizabeth Gordon, Climate Change in Human History, Bloomsbury, London.

Behringer, W. (2010). A Cultural History of Climate, Cambridge: Polity Press.

Brooke, John L. (2014). Climate Change and the Course of Global History: A Rough Journey, New York: Cambridge University Press

Davis, "Late Victorian Holocausts. El Niño Famines and the making of the Third World"

Dipesh Chakrabartt, The Climate of History in a Planetary Age, University of Chicago Press.

Dipesh Chakarabarty, The Climate of History: Four Theses. University of Chicago Press, 2020.

John R. McNeill, "The Great Acceleration: An Environmental History of the Anthropocene since 1945"

Grove, Richard (1997), Ecology, Climate and Empire. Delhi: Oxford University Press

Grove, Richard. (1995). Green Imperialism: Colonial Expansion, Tropical Island



Edens and the Origins of Environmentalism, 1600-1860, Cambridge: Cambridge University Press

Hannah Holleman, Dust Bowls of Empire: Imperialism, Environmental Politics, and the Injustice of "Green" Capitalism, Yale University Press, London

Irfan Habib, Man and Environment: The Ecological History of India, Tulika Books, 2010.

John Robert McNeill, The Great Acceleration: An environmental History of the Anthropocene since 1945, Belknap Press, 2016.

John Bellamy Foster, The Vulnerable Planet, Monthly Review Press, New York, 1999.

Assessment Rubrics:

| Evaluation Type | | Marks |
|-------------------------|----------------------|-------|
| End Semester Evaluation | | 50 |
| Continuous Evaluation | | 25 |
| | Test Paper- 1 | |
| | Test Paper-2 | |
| | Assignment | |
| | Seminar | |
| | Book/ Article Review | |
| Total | | 75 |



COURSE TITLE: Gandhian Political Ideologies and Practices

| Semester | Course Type | Course Level | Course Code | Credits | Total Hours |
|----------|-------------|--------------|--------------|---------|-------------|
| IV | VAC | 200-299 | KU4VACHIS203 | 3 | 45 |

| Learning Approach (Hours/ Week) | | | Marks Distribution | | | Duration of ESE (Hours) |
|---------------------------------|-----------------------|----------|--------------------|-----|-------|-------------------------|
| Lecture | Practical/ Internship | Tutorial | CE | ESE | Total | |
| 3 | - | 1 | 25 | 50 | 75 | 1.5 |

Course Summary: This course familiarize students with Gandhian ideology and practices in India. It gives gives students an insight into the importance of Gandhian thoughts in the present world. The values and principles through this course will help students for leading a useful citizen

Course out comes

After completion of the course student will be able to:

- Acquire knowledge and understand the nonviolent experiments undertaken by Gandhiji
- Understand and assimilate the core concepts and ideals of Gandhian Political Thought
- Understand the various forms of Satyagraha, Swaraj, Sarvodaya and other political ideas.
- Learn Gandhian Philosophy of Truth, Sarvodaya and Satyagraha and its significance.
- Realize relevance of Gandhian Political Thought

Mapping of Course Outcomes with PSO

| CO1 | PSO 1 | PSO 2 | PSO3 | PSO 4 | PSO5 | PSO6 | PSO7 |
|-----|-------|-------|------|-------|------|------|------|
| CO2 | ✓ | | | ✓ | | | |
| CO3 | | ✓ | | | ✓ | | |
| CO4 | | | ✓ | | | | ✓ |
| CO5 | | | ✓ | | | ✓ | |

Course Contents

| Module | Unit | Content | Hrs |
|--------|------|--|-----------|
| I | | Foundations of Gandhi's Political Thought | 15 |
| | 1 | Non-Violence: Concepts, Meaning and Contemporary Relevance | |
| | 2 | Doctrine of Means and Ends | |



| | | | |
|------------|--|---|-----------|
| | 3 | Satyagraha: Meaning, Methods and Significance Satyagraha and Passive Resistance | |
| II | Views on Sovereignty and Freedom | | 15 |
| | 1 | Spiritualization of Politics | |
| | 2 | Swaraj, Self-rule and Sarvodaya | |
| | 3 | Constructive programmes- Scheme of basic education | |
| III | State and Democracy | | 15 |
| | 1 | State and Ideal Society : The concept of Ram Rajya | |
| | 2 | Democratic Decentralization – Gram swaraj | |
| | 3 | Relevance and Assessment of Gandhi's Political Thought | |
| | Teacher Specific Module | | 5 |
| IV | ➤ Directions : Conduct Class room presentations, discussions, Debates, Book reviews etc.. for developing students interest in the course | | |

Essential Readings Specific for the Modules:

1. Bhattacharyya, Buddhadeva (1969). Evolution of the political philosophy of Gandhi. Calcutta: Calcutta Book House.
2. Gandhi, M.K. (1992). Satyagraha in South Africa. Ahmedabad: Navajivan Publishing House.
3. Gandhi, M.K. (1995). India of my dreams (compiled by Prabhu, R.K.). Ahmedabad: Navajivan Publishing House.
4. Gandhi, M.K. (1959). Panchayati raj. Ahmedabad: Navajivan Publishing House.
5. Mishra, Usha (2008). The multi-dimensional thought of Mahatma Gandhi. Mumbai: Mani Bhavan
6. Parekh, Bhikhu (1989). Gandhi's political philosophy: A critical examination. Delhi: Ajanta.
7. Verma, V. P. (1980-81, 4th Revised and Enlarged Edition). Political philosophy of Mahatma Gandhi and Sarvodaya. Agra: Laxmi Narayan Aggarwal.



8. Bondurant, Joan V. (1959). Conquest of violence. The Gandhian philosophy of conflict. Bombay: Oxford University Press.
9. Gandhi, M.K. (1999). Hind swaraj. Ahmedabad: Navajivan Publishing House.
10. Huxley, Aldous (1937). Ends and Means. New York: Harper.
- Kumar, Ravinder (2003) (Ed.). Essays on Gandhian politics: The Rowlatt Satyagraha of 1919. Oxford: Clarendon Press. Nanda, B.R. (1998). Making of a Nation: India's road to independence. New Delhi: Harper Collins.
12. Singh, Ramjee (1993). The relevance of Gandhian thought. New Delhi: Classical Publishing Co.

Assessment Rubrics:

| Evaluation Type | | Marks |
|-------------------------|----------------------|-------|
| End Semester Evaluation | | 50 |
| Continuous Evaluation | | 25 |
| a) | Test Paper- 1 | |
| b) | Test Paper-2 | |
| c) | Assignment | |
| d) | Seminar | |
| e) | Book/ Article Review | |
| Total | | 75 |



SKILL ENHANCEMENT COURSES



COURSE TITLE: ACADEMIC WRITING IN HISTORY

| Semester | Course Type | Course Level | Course Code | Credits | Total Hours |
|----------|-------------|--------------|--------------|---------|-------------|
| IV | SEC | 200-299 | KU4SECHIS201 | 3 | 45 |

| Learning Approach (Hours/ Week) | | | Marks Distribution | | | Duration of ESE (Hours) |
|---------------------------------|-----------------------|----------|--------------------|-----|-------|-------------------------|
| Lecture | Practical/ Internship | Tutorial | CE | ESE | Total | |
| 3 | - | 1 | 25 | 50 | 75 | 1.5 |

Course Description: The paper has an object to introduce the content and relevance of the research oriented academic world. As frequent researches are going on in different fields, the researcher should know the updates in the field. The paper aimed at introducing the conditions, norms and standards of a academic writing by walking in lines with the supreme rule, the academic ethics. The paper therefore, introduces the methodology, structuring of the contents, tools of analysis, referencing styles, etc.

Course Outcome :

1. Familiarise the concept of the academic writing and develop an ability to differentiate the academic writing from others.
2. To know the patterns and rules of academic writing.
3. To well understand academic ethics.
4. To promote knowledge on the historic evolution and objectives of academic writing.
5. To acquaint the students the methods of writing, citation and bibliographical methods.

Mapping of Course Outcomes with PSO

| CO1 | PSO 1 | PSO 2 | PSO3 | PSO 4 | PSO5 | PSO6 | PSO7 |
|-----|-------|-------|------|-------|------|------|------|
| CO2 | ✓ | | | ✓ | | | |
| CO3 | | ✓ | | | ✓ | | |
| CO4 | | | ✓ | | | | ✓ |
| CO5 | | | ✓ | | | ✓ | |



Course Contents :**Module I**

| Module | Unit | Content | Hrs |
|---------------|-------------|--|------------|
| I | | Need for academic writing | 15 |
| | 1 | Concept of academic writing- Need and uses of academic writing Evolution of the scientific history writing- Ranke and Berlin Revolution | |
| | 2 | Seminar method | |
| | 3 | Annales and publication of journals | |
| II | | Methodology of academic writing | 15 |
| | 1 | Selection of topic- Preparation of synopsis | |
| | 2 | Textual analysis – Heuristics and Hermeneutics | |
| | 3 | Categorisation of Journals - ISSN, ISBN, CARELIST, PEER - REVIEWED - IMPACT FACTOR | |
| III | | Referencing | 15 |
| | 1 | Citation - Plagiarism | |
| | 2 | Style in History- MLA, CHICAGO MANUAL, APA | |
| | 3 | Footnotes - Endnotes - Methods of exposition - Indexing, glossary, appendices AI and academic writing in History | |
| | | Teacher Specific Module | 5 |
| IV | | ➤ Directions : Conduct Class room presentations, discussions, Debates, Book reviews etc.. for developing students interest in the course | |



Essential Readings :

Modern Humanities Research Association, MHRA style guide: *A Handbook for Authors, Editors, and Writers of Theses*, Modern Humanities Research Association, London, 2008.

Dunleavy, P, *Authoring a PhD*, Bloomsbury Publishing, 2017.

Raworth, K n.d., *Writing Terms of Reference for Research*, Oxfam, 2005.

Turabian, KL, *Student's Guide to Writing College Papers*, University of Chicago Press, 2019.

Muguiro, N, *Citations in Interdisciplinary Research Articles*, Cambridge University Press, 2020.

Pears, R & Shields, *Cite Them Right: The Essential Referencing Guide*, Palgrave Macmillan, Basingstoke, 2010.

Coghill, AM & Garson, LR, *ACS Style Guide*, Oxford University Press, 2006.
 Lenburg, J, *The Facts on File Guide to Research*, Infobase Publishing, 2009.
 Letherby, G, Scott, J & Williams, M, *Objectivity and Subjectivity in Social Research*, SAGE, 2012.

Thomas, CG, *Research Methodology and Scientific Writing*, Springer Nature, S.L, 2021.
 4. Yates, S & Open University, *Doing Social Science Research*, Sage, London, 2004.

Barzun, J & Graff, H, *The Modern Researcher*, 6th edition, Wadsworth Publishing Co, 2003.

Best, JW & Kahn, JV, *Research in Education*, Pearson India, 1989.

Oman, C, *On the Writing of History*, Routledge, 2018.

Chartier, Roger, "Texts, Symbols and Frenchness," *In Cultural History: Between Practice and Representations*, Polity Press, Cambridge, 1988.



Darnton, Robert, "The Great Cat Massacre," *In The Great Cat Massacre and Other Episodes in French Cultural History*, Basic Books, New York, 1984.

Elton, G.R., *The Practice of History*, Fontana Press, London, 1997.

Evans, Richard J., *In Defence of History*, Granta Books, London, 1999.

Gaddis, John Lewis, *The Landscape of History: How Historians Map the Past*, Oxford University Press, Oxford, 2004.

Jenkins, Keith, *Rethinking History*, Routledge, London, 2003.

Lynn, Hunt, *Writing History in the Global Era*, W.W. Norton & Company, New York, 2014.

Ricoeur, Paul, *Time and Narrative*, University of Chicago Press, Chicago, 1984.

Southgate, Beverley, *History: What and Why?* Pearson Education, Harlow, 2017.

Stuart, Hughes H., *History as Art and as Science*, Joanna Cotler Books, New York, 1964.

Taylor, Charles, *Interpretation and the Sciences of Man*, Cambridge University Press, Cambridge, 1991.

White, Hayden, *Metahistory: The Historical Imagination in Nineteenth-Century Europe*, Johns Hopkins University Press, Baltimore, 2014.

Assessment Rubrics :

| Evaluation Type | Marks |
|-------------------------|-----------|
| End semester evaluation | 50 |
| Continuous evaluation | 25 |
| a) Test paper – 1 | |
| b) Test paper – 2 | |
| c) Assignment | |
| d) Seminar | |
| e) Book/article review | |
| f) Viva – voce | |
| g) Field | |
| Total | 75 |



COURSE TITLE: ARCHIVAL STUDIES

| Semester | Course Type | Course Level | Course Code | Credits | Total Hours |
|-----------|-------------|--------------|--------------|---------|-------------|
| IV | SEC | 200-299 | KU4SECHIS202 | 3 | 45 |

| Learning Approach (Hours/ Week) | | | Marks Distribution | | | Duration of ESE (Hours) |
|---------------------------------|-----------------------|----------|--------------------|-----|-------|-------------------------|
| Lecture | Practical/ Internship | Tutorial | CE | ESE | Total | |
| 3 | - | 1 | 25 | 50 | 75 | 1.5 |

Course Description: The paper has an object to introduce a basic idea on archives to the students of history. As a repository of primary sources archives is an important center for data collection to the students of history. This paper some primary knowledges related with archives and methods of preservation of documents.

Course Outcome :

1. Familiarize the students on the importance of archives in the study of history
2. To know the patterns and rules of document accession and preservation in archives.
3. To understand the duties of a good archivist
4. To promote knowledge on the need of preservation of documents
5. To familiarize students on important archival institutions of India

Mapping of Course Outcomes with PSO

| CO1 | PSO 1 | PSO 2 | PSO3 | PSO 4 | PSO5 | PSO6 | PSO7 |
|-----|-------|-------|------|-------|------|------|------|
| CO2 | ✓ | | | ✓ | | | |
| CO3 | | ✓ | | | ✓ | | |
| CO4 | | | ✓ | | | | ✓ |
| CO5 | | | ✓ | | | ✓ | |

| Module | Unit | Content | Hrs |
|----------|---|---|-----------|
| I | Introduction to Archival science | | 15 |
| | 1 | Meaning and definition of Archives- scope and importance – Origin and growth of archives | |
| | 2 | Key concepts –documents, records and manuscripts | |
| | 3 | Similarities and differences between Archives and Libraries – Public and Private Archives merits and demerits of archival sources | |



| | | | |
|------------|--|---|-----------|
| II | Fundamentals of Archival Organization | | 15 |
| | 1 | Methods -three fundamental aspects of archival organization - accession, preservation and management - supply of records - The principles of archival arrangement – respect des fonds, provenance | |
| | 2 | Archivist as the custodian of archival documents - qualities and duties of a good archivist | |
| | 3 | Sanctity of the original order - Enemies of records - overview of preservation techniques | |
| III | Major archival institutions of India | | 15 |
| | 1 | National archives of India –Origin, Growth and activities | |
| | 2 | Regional Archives –Tamil Nadu, Karnataka, Goa | |
| | 3 | Kerala State Archives Department - its regional repositories | |

Essential Readings

M Sundara Raj , A Manual of Archival systems and the World of Archives

Sailenghose , Archives of India

Schollen berg , Modern archives Principles and Techniques

TR. Schellenberg : Modern Archives: Principles and Techniques, The Society of American Archivists, Chicago, 2003

Jenkinso Hillary, A Manual of archives Keeping

Sarvaswaran , Archives Keeping

O'Toole,James M : Understanding Archives and Manuscripts, [Archival Fundamentals Series], (Chicago: SAA, 1990).

Ritzenthaler,Mary,Lynn, : Preserving Archives and Manuscripts, [Archival Fundamentals Series], (Chicago: SAA, 1993)

Bellardo, Lewis and : A Glossary for Archivists, Manuscript Curators and Records

Lynn Lady Bellardo Managers, [Archival Fundamentals Series] (Chicago: Society of American, Archivists [SAA], 1992)

Miller, Fredric M : Arranging and Describing Archives and Manuscripts, [Archival Fundamentals Series] (Chicago: SAA, 1990)



| Evaluation Type | Marks |
|-------------------------|--------------|
| End semester evaluation | 50 |
| Continuous evaluation | 25 |
| a) Test paper – 1 | |
| b) Test paper – 2 | |
| c) Assignment | |
| d) Seminar | |
| e) Book/article review | |
| f) Viva – voce | |
| g) Field | |
| Total | 75 |

