

**B.C.M COLLEGE, KOTTAYAM**

**UNDERGRADUATE PROGRAMME IN HISTORY**

**RESTRUCTURED SYLLABUS- CREDIT & SEMESTER SYSTEM**

**2017**

## **BOARD OF STUDIES**

### **MEMBERS**

- 1. DR. SUMI MARY THOMAS  
ASSISTANT PROFESSOR  
DEPARTMENT OF HISTORY  
C.M.S COLLEGE, KOTTAYAM**

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ASSISTANT PROFESSOR  
DEPARTMENT OF HISTORY  
ST.MARY'S COLLEGE  
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- 4. SUMAN ABRAHAM  
ASSISTANT PROFESSOR  
DEPARTMENT OF HISTORY  
B.C.M COLLEGE, KOTTAYAM**

**MEMBER**

GPO No.	Graduate Programme Outcomes
GPO No. 1	<p><b>Disciplinary Knowledge &amp; Critical Thinking:</b>            Articulate knowledge of one or more disciplines that form a part of UG programme.            Critically think, analyse, apply and evaluate various information and follow scientific approach to the development of knowledge.</p>
GPO No. 2	<p><b>Communication Skill:</b>            Communicate thoughts and ideas clearly in writing and orally. Develop careful listening, logical thinking and proficiency in interpersonal communication.</p>
GPO No. 3	<p><b>Environmental Awareness:</b>            Sustainable approach to use of natural resources. Capable of addressing issues, promoting values and give up practices that harm the ecosystem and our planet.</p>
GPO No. 4	<p><b>Ethical Awareness:</b>            Uphold ethics/morals in all spheres of life. Identify and avoid unethical behaviour in all aspects of work.</p>
GPO No. 5	<p><b>Social Commitment:</b>            Be aware of individual roles in society as nation builders, contributing to the betterment of society. Foster social skills to value fellow beings and be aware of one's responsibilities as international citizens.</p>
GPO No. 6	<p><b>Lifelong learners:</b>            Equip students to be life long learners. Be flexible to take up the changing demands of work place as well as for personal spheres of activities.</p>

## DEPARTMENT OF HISTORY

### Programme specific outcome, Course outcome and Course description

SEMESTER	Core/ Complementary	COURSE NAME
FIRST	Core	PERSPECTIVES AND METHODOLOGIES IN SOCIAL SCIENCES
	Complementary [Economics]	SOCIAL FORMATIONS IN PRE MODERN INDIA
	Complementary [ Sociology]	ROOTS OF THE MODERN WORLD.
SECOND	Core	UNDERSTANDING EARLY INDIA: FROM HUNTING GATHERERS TO LAND GRANTS
	Complementary [Economics & sociology]	TRANSITION TO THE CONTEMPORARY WORLD
THIRD	Core 1	POLITY AND SOCIETY IN PRE COLONIAL INDIA
	Core 2	CULTURAL TRENDS IN PRE-COLONIAL KERALA
FOURTH	Core 1	MAKING OF MODERN KERALA
	Core 2	RESEARCHING THE PAST
FIFTH	Core 1	INHERITANCE AND DEPARTURES IN HISTORIOGRAPHY
	Core 2	INDIA – NATION IN THE MAKING.
	Core 3	STATE AND SOCIETY IN ANCIENT AND MEDIEVAL WORLD
	Core 4	ENVIRONMENTAL STUDIES AND HUMAN RIGHTS IN HISTORICAL OUTLINE
	Open Course	SOCIAL IMPLICATIONS OF MODERN REVOLUTIONS
SIXTH	Core 1	MAKING OF CONTEMPORARY INDIA
	Core 2	UNDERSTANDING MODERN WORLD
	Core 3	CAPITALISM AND COLONIALISM
	Core 4	GENDER IN INDIAN PERSPECTIVES
	Choice Based Core	ARCHAEOLOGY IN INDIA

## **PROGRAMME SPECIFIC OUTCOMES [PSO]**

PSO No.	OUTCOME	GPO
1	To evolve a strong theoretical base to understand various issues and trends in social sciences	1,4,5
2	Develop progressive and humanistic approach to socio-cultural and political problems	1,3,4,5,6
3	Inculcate moral and ethical values among students	1,3,4,5,6
4	Develop a reverent awareness of the achievements of ancient and contemporary societies	1,4,5,6
5	Develop a sense of self-esteem and confidence and Mould good citizen	1,3,4,5,6
6	Understand the socio-economic and political changes in pre-colonial and modern Kerala	1,4,5
7	Inculcate patriotism and nationalism through catering the ethos of national movement	1,4,5,6
8	Develop a world view of peace, harmony and toleration footing on the historical roots of the modern world	1,4,5,6
9	Understand the deliberate efforts in historiography to distort and misinterpret history for achieving political ends	1,4,5,6
10	Evaluate the transformation of Indian polity in the pre-colonial and post-colonial period	1,4,5,6
11	Understand the concept of gender and its socio- historical constructions in India	1,4,5,6
12	Analyse different economic systems and their developments in international context	1,4,5,6
13	Enrich creative and critical thinking skills in social science	1,2,4
14	Help the student to contribute in the field of historical research by synthesising historical facts	1,2,4,5,6
15	Understand the principles and methods of Archaeology	1,4,5

## SEMESTER 1

Course Code: HY1CRT01

<b>Code</b>	<b>HY1CRT01</b>
<b>Title</b>	<b>PERSPECTIVES AND METHODOLOGIES IN SOCIAL SCIENCES- HISTORY</b>
<b>Degree</b>	<b>BA</b>
<b>Branch(s)</b>	<b>HISTORY</b>
<b>Semester</b>	<b>I</b>
<b>Type</b>	<b>Core</b>
<b>Credits</b>	<b>5</b>
<b>Total Hours</b>	<b>80</b>
<b>Hours /week</b>	<b>6</b>

<b>CO</b>	<b>Course Outcome</b>	<b>Cog;level</b>	<b>PSO</b>
1.	Understand the unique relevance of Social Sciences among various sciences	Understand	01
2.	Critically evaluate the role of social sciences in solving contemporary issues at regional, state and global levels	Evaluate	01, 02
3.	Understand the basic principles and concepts in Social Sciences	Understand	01, 13
4.	Compare the relationship between History and other Social Science disciplines	Analyse	1
5.	Identify various methodologies and approaches in History	Understand	01,13
6.	Recognise the nature and scope of History and it's epistemology	Understand	01,

## COURSE DESCRIPTION

MODULE	COURSE DESCRIPTION	INSTRUCTIONAL HOURS	C O
<b>1.0</b>	<b>INTRODUCTION TO SOCIAL SCIENCES</b>	<b>24</b>	<b>1,2,3</b>
1.1	Social science introduction	2	1
1.2	Definition of Social science	2	1
1.3	Social Science Historical Setting	4	1
1.4	Relevance of Social Science in understanding and solving contemporary problems	1	2
1.5	Understanding and solving problems at the regional level	2	2
1.6	Understanding and solving problems at the national level	2	2
1.7	Understanding and solving problems at the global level	2	2
1.8	Discussion of basic concepts in Social science	3	3
1.9	Discussion of basic principles in Social science	3	3
1.10	Basic epistemology of Social Sciences	3	3
<b>2.0</b>	<b>SURVEY OF SOCIAL SCIENCES</b>	<b>18</b>	<b>1,3,4</b>
2.1	Social Science and Science	1	1
2.2	Social Sciences: How they are related	2	1
2.3	Social Sciences: how they are different	2	1,3
2.4	Social Science disciplines Relation to other fields of knowledge	4	1,3
2.5	History and its relation with other social sciences	3	4
2.6	Differing nature of history as a social science	2	4
2.7	Multi disciplinary and Interdisciplinary Methodology	2	4
2.8	Interdisciplinary approaches in History	2	4
<b>3.0</b>	<b>NATURE OF SOCIAL SCIENCES</b>	<b>19</b>	<b>5</b>
3.1	What is Objectivity?	2	5
3.2	What is subjectivity?	2	5
3.3	objectivity in Social Science	2	5
3.4	subjectivity in social sciences	2	5

3.5	subjectivity in social sciences	2	5
3.6	Objectivity in History	2	5
3.7	Subjectivity in History	3	5
3.8	Use of theories in history.	4	5
<b>4.0</b>	<b>ON HISTORY</b>	<b>17</b>	<b>4,5,6</b>
4.1	Understanding History	1	4,5,6
4.2	Definitions of History	2	4,5,6
4.3	Nature of History	2	6
4.4	Scope of History	2	6
4.5	Uses and abuses of History	3	6
4.6	Epistemologies relevant to history	2	6
4.7	Introducing the idea of kinds of History	1	6
4.8	Explaining kinds of History	2	4,5,6
4.10	Local History	1	5,6
4.11	Oral Histories	1	5,6

## REFERENCE

- Hunt, Elgin F, Social Science and its Methods, in Social Science an Introduction to Study of Society, Allyn and Bacon, 2008
- Perry John, Through the Lens of Science, in Contemporary Society: An Introduction To Social Science, Allyn and Bacon, 2008
- Natraj V.K., et. Al, Social Science: Dialogue for Revival, Economic and Political Weekly, August, 18, 2001
- Weber, Max, Objectivity in Social Science and Social Policy in the Methodology of Social Sciences, Free Press, Illinois, 1949
- E.H Carr, What is History, Penguin 2008
- Arthur Marwick, Nature of History, Macmillian, 1989
- Arthur Marwick, New Nature of History, Palgrave, 2001
- Marc Bloch, Histrian's Craft, Manchester University Press, 1992
- Shashibhushan Upadhyaya, Historiography in the Modern World, OUP, 2016
- John Tosh, Pursuit of History, Rutledge, 2005



**Course Code: HY1CMT01**

<b>Code</b>	<b>HY1CMT01</b>
<b>Title</b>	<b>ROOTS OF THE MODERN WORLD</b>
<b>Degree</b>	<b>BA</b>
<b>Branch(s)</b>	<b>HISTORY</b>
<b>Semester</b>	<b>1</b>
<b>Type</b>	<b>Complementary [For Sociology]</b>
<b>Credits</b>	<b>4</b>
<b>Total Hours</b>	<b>74</b>
<b>Hours /week</b>	<b>6</b>

<b>C.O</b>	<b>Course Outcome</b>	<b>Cog:level</b>	<b>PSO</b>
1.	Describe the decline of feudalism and explain the growth of capitalism.	Remember, Understand.	1,8
2.	Identify the significance of the renaissance period in sowing the seeds of capitalism.	Analyse , Evaluate	2,9
3.	Judge the role of intellectuals in the social transformation of the middle age Europe.	Create.	2,8.
4.	Illustrate the legacy of industrial and agricultural revolutions in the collapse of feudalism and growth of capitalism.	Understand.	1,8
5.	Estimate the works of the French revolutionaries in challenging the absolute monarchies of Europe.	Apply	2.
6.	Summarise the efforts of colonialist powers to transform the ideas and cultural life of the colonies.	Understand.	2,5

**COURSE DESCRIPTION**

<b>Module</b>	<b>COURSE DESCRIPTION</b>	<b>INSTRUCTIONAL HOURS</b>	<b>C O</b>
1.1	Pre-capitalist formations in the pre modern world	4	

	- Decline of Feudalism		1
1.2	Pre capitalist formations in Afro-Asian societies-Asiatic Mode of production - Prebendalism -Tributary State Segmentary State	6	1
1.3	Manchu State in China and Feudalism in Japan.	5	1
2.1	Renaissance and Reformation	6	2
2.2	Origin of the Nation State,Genesis of Capitalism	3	2
2.3	Mercantilism - Commercial revolution.	4	2
2.4	Transformation of ideas and cultural life in Europe - Protestant Ethics.	4	3
2.5	The Ideology of Enlightenment from Locke to Rousseau.	3	3
3.1	Scientific Revolutions - Industrial revolution and Agricultural revolution	6	3,4
3.2	Evolution of English Democracy	6	3
3.3	French Revolution- History of Nationalism - Liberalism and Democracy	6	5
3.4	History of Socialism	2	5
4.1	Capitalism World System Theory	3	4
4.2	Colonialism- in Asia , Africa and South America	5	4
4.3	Colonial Encounters-Piracy, Proselytisation - Slave trade	4	4
4.4	Orientalism in theory and Practice, Civilizing Mission	3	4
4.5	Education Religion, Role of Missionaries	2	6
4.6	Socio-Economic Transformation of colonies	2	6

## REFERECES

1. A.J. Stavrianos, World since 1500.
2. R.R. Palmer, History of the Western World.
3. R.Hilton, (ed.,) The Transition From Feudalism to Capitalism.
4. Maurice Dobb, Studies in the Development of Capitalism.
5. Cranbriton, Anatomy of Revolution
6. E.J. Hobsbawn, Age of Revolution.
7. L. Huberman, Mans Worldly Goods.
8. L.S. Stavrianos, A Global History.
9. UNESCO : History of Mankind (All the Vols.)
10. K.N.Panikkar, Asia and Western Dominance.

## 11. Rondo Cameron, A Concise Economic History of the World

### Course Code: HY1CMT 02

<b>Code</b>	<b>HY1CMT02</b>
<b>Title</b>	<b>SOCIAL FORMATIONS IN PRE-MODERN INDIA</b>
<b>Degree</b>	<b>BA</b>
<b>Branch(s)</b>	<b>HISTORY</b>
<b>Semester</b>	<b>1</b>
<b>Type</b>	<b>Complementary [For Economics]</b>
<b>Credits</b>	<b>4</b>
<b>Total Hours</b>	<b>79</b>
<b>Hours /week</b>	<b>6</b>

<b>C.O</b>	<b>Course Outcome</b>	<b>Cog:level</b>	<b>PSO</b>
1.	Examine the role of trade and urbanism in ancient India	Analyse	04
2.	Differentiate the teachings of various heterodox religions and their impact on Pre-modern India	Analyse	04,10
3	Understand various features of polity, society and economy under Aryans, Mauryans and in Tamizhakom	Understand	04, 05
4.	Develop a critical approach towards the casteism in India	Create	02,03,05
5.	Analyse the features of Indian feudalism	Analyse	04, 05
6.	Understand the technological innovations and their impact on the economy of Delhi Sultanate	Understand	10.
7.	Evaluate power structure and social formations in pre-colonial India	Evaluate	10
8.	Understand the socio-economic and religious condition of Mughal India	Understand	02,10

### COURSE DESCRIPTION

<b>MODULE</b>	<b>COURSE DESCRIPTION</b>	<b>INSTRUCTIONAL HOURS</b>	<b>C O</b>
<b>1</b>	<b>ANCIENT SOCIETY</b>	<b>27 Hours</b>	<b>1,2,3,4</b>
1.1	Harappan civilization- Technology, craft, trade and urbanism	4	1

1.2	Vedic age social stratification	5	1,3,4
1.3	Second Urbanisation	4	1
1.4	Mauryan state and society	5	3
1.5	Heterodox Religions	5	2,4
1.6	The Tamil South- Sangam Age	4	1, 3
<b>2</b>	<b>EMERGENCE OF FEUDAL ORDER</b>	<b>19 Hours</b>	<b>3,5</b>
2.1	Expansion of agriculture, Land grants, Graded land rights	4	5
2.2	Decline of trade, urban settlements and currency, Emergence of closed economy	5	5
2.3	Indian Feudalism	5	5
2.4	Temple society and economy- The Tamil Bhakti movement	5	3
<b>3</b>	<b>THE POLITICAL ECONOMY OF THE DELHI SULTANATE</b>	<b>19 Hours</b>	<b>6,7</b>
3.1	Sultanate Economy- Technological innovations	5	6,7
3.2	Changes in production and exchange	4	6,7
3.3	Urban centres, Craft production	3	6,7
3.4	Vijayanagara society and power structure	5	6,7
3.5	Warlordism in Vijayanagara empire	2	6,7
<b>4</b>	<b>THE MUGHUL SOCIAL FORMATION</b>	<b>14 Hours</b>	<b>7,8</b>
4.1	Agricultural expansion, trade, money and banking	5	7,8
4.2	Urban centres and their character	3	7,8
4.3	Mansab, Jagir, and revenue	3	7,8
4.4	Bhakti movement and its social base	3	7,8

## REFERENCE

- Stuart and Piggot, Pre-historic India
- Rajesh Kochhar, The Vedic People, Orient Blackswan Pvt Ltd
- Romila Thapar, The Penguin History of Early India, Penguin Books, 2002
- Romila Thapar, From Lineage to State, OUP
- Romila Thapar, Ancient Indian Social History, Orient Blackswan Pvt Ltd
- D.D Kosambi, An Introduction to the Study of Indian History, Popular Prakashan, Bombay
- K.A.N. Sastri, A History of South India, OUP, New Delhi
- D.N. Jha, Economy and Society in Early India: Issues and Paradigms
- B D Chattopadhyaya, The Making of Early Medieval India
- R. S. Sharma, Aspects of Political Ideas and Institutions in Ancient India
- R. S. Sharma, Material Culture and Social Formations in Ancient India
- R. S. Sharma, Indian Feudalism, Mac Millan, Madras.
- Kesavan Veluthat, The Political Structure of Early Medieval South India
- Kesavan Veluthat, The Early Medieval in South India, OUP, 2009.
- Burton Stein, Vijayanagara. Cambridge
- Tapan Raychaudhuri, Irfan Habib, The Cambridge Economic History of India Orient Longman, New Delhi

- Irfan Habib, Essays in Indian History, (1995), Tulika, New Delhi
- K.A.N. Sastri, A History of South India, 4th Ed, OUP, New Delhi, 2008.

## COURSE OUTCOME

Course Code: HY2CRT02

<b>Code</b>	<b>HY2CRT02</b>
<b>Title</b>	<b>Understanding Early India: From Hunting Gatherers to Land Grants</b>
<b>Degree</b>	<b>BA</b>
<b>Branch(s)</b>	<b>HISTORY</b>
<b>Semester</b>	<b>2</b>
<b>Type</b>	<b>Core</b>
<b>Credits</b>	<b>5</b>
<b>Total Hours</b>	<b>73</b>
<b>Hours /week</b>	<b>6</b>

<b>CO</b>	<b>Course Outcome</b>	<b>Cog;level</b>	<b>PSO</b>
1.	Identify prehistoric cultures in India	Understand	04
2.	Appraise the achievements of Harappans in the fields of urbanism and trade	Evaluate	04,05
3.	Identify the pre-harappan cultures and sites in India	Understand	04
4.	Identify various literary and archaeological sources of early India	Understand	04
5.	Compare the society, polity and economy of early and later vedic people	Analyse	04,05
6.	Understand the process of state formation in early India and in Mauryan period	Understand	04,05
7.	Compare the teachings of various heterodox sects	Analyse	04
8.	Evaluate the features of administration under Mauryans, post-mauryans and Guptas	Evaluate	04,05
9.	Critically evaluate the growth of Feudalism	Evaluate	04,05
10.	Appraise the achievements of early India in the fields of art and architecture	Evaluate	04.05

## COURSE DESCRIPTION

<b>MODULE</b>	<b>COURSE DESCRIPTION</b>	<b>INSTRUCTION</b>	<b>C O</b>
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		AL HOURS	
<b>1</b>	<b>PRE-HISTORIC CULTURES IN INDIA</b>	<b>15</b>	<b>1,2,3</b>
1.1	Prehistoric Cultures in India-Hunting gathering to settled agriculture	1	1
1.2	Palaeolithic-Neolithic Revolution	4	1
1.3	Pre Harappan Cultures and sites	2	1,3
1.4	Chalcolithic settlements	2	1,3
1.5	Harappan Civilization	6	2
<b>2</b>	<b>AGE OF EARLY LITERATURES</b>	<b>17</b>	<b>4,5,6</b>
2.1	Age of early literatures-1500-600BCE	1	4
2.1	Sources-Literature- Pottery	2	4
2.2	Identity of Aryans- Debate	2	5
2.3	Early and Later Vedic Age	6	5
2.4	Social Stratification-Varna to Jati	4	5
2.5	Tribal Society- State Formation	2	6
<b>3</b>	<b>SECOND URBANISATION AND HETERODOX RELIGIONS</b>	<b>18</b>	<b>1,3,5,6,7</b>
3.1	Second Urbanization	4	5
3.2	Jana- Mahajanapadhas- Magadha-	6	6
3.3	Heterodox Sects- Jainism-Buddhism- Ajivikas-Charvakas	6	7
3.4	Early Tamilakam-Literature and Polity.-Rise of Urban centers-Trade.	2	1,3
<b>4</b>	<b>EARLY STATE FORMATION</b>	<b>23</b>	<b>6,8,9,10</b>
4.1	Early State Formation- Mauryas-Sources-The first centralized Empire- Polity-Administration-diplomatic policy of Dhamma- Post Mauryan dynasties	8	6, 8
4.2	Gupta Age- Age of land grants- Indian Feudalism-Debate	7	9
4.3	Development in Art and Architecture-Gandhara Mathura and Andhra School of art-Temple Architecture-Nagara-Dravida and Vesara	8	10

## REFERENCE

- D. D. Kosambi, An Introduction to the Study of Indian History, Sangam Books, 2004.
- D. N. Jha, Economy and Society in Early India: Issues and Paradigms
- D.N Jha, The Feudal Order: State, Society, and Ideology in Early Medieval India
- Gamble Clive, Archaeology: The Basics, Routledge, 2007. Gregory L Possehl, The Indus Civilization, A Contemporary Perspective, Sage, 2010.

- Irfan Habib, The Indus Civilization: A People's History Of India 2, Tulika, 2002.
- Irfan Habib, The Peoples History of India-1(Pre History), Tulika, 2002.
- Irfan Habib-Vivekanad Jha, A People`s History of India 5 – Mauryan India, Tulika,
- Kesavan Veluthat, The Early Medieval in South India, OUP, 2009.
- N. Karashima, State and Society in South india, OUP, 2001.
- Partha Mitter, Oxford History of Indian Art, Oxford, 2001.
- R. Champakalakshmi, Trade, Ideology and Urbanization : South India 300 BC to AD 1300, OUP, 1996
- R. S. Sharma, Aspects of Political Ideas and Institutions in Ancient India, Motilal Banarsidas, 2002.
- R.S Sharma, Indian Feudalism, MacMillan Publication, 2005.
- R.S Sharma, India's Ancient Past, Oxford, 2006.
- Raymond Allchin, Archaeology of Early Historic South Asia, Cambridge, 1995
- Romila Thapar, From Lienage to State, OUP, 1985.
- Romila Thapar, Interpreting Early India, OUP, 1999.
- Romila Thapar, Cultural Past, OUP, 2003.
- Romila Thapar, The Mauryans Revisited, Centre for Studies in Social Sciences, 1987
- Romila Thapar, The Penguin History of Early India, Penguin Books, 2002.
- Shereen Ratnagar, Understanding Harappa – Civilization in the Greater Indus Valley, Tulika Books, 2002.
- Thomas R Trautmann, The Aryan Debate: Debates in Indian History and Society
- Uma Chakravarthi, The Soicial Dimensions of Early Buddhism, Munshiram Manoharlal Publishers, 1996
- Upinder Singh, A history of ancient and early medieval India, Pearson, 2009.

**Course Code: HY2CMT03**

<b>Code</b>	<b>HY2CMT03</b>
<b>Title</b>	<b>TRANSITION TO THE CONTEMPORARY WORLD</b>
<b>Degree</b>	<b>BA</b>
<b>Branch(s)</b>	<b>HISTORY</b>
<b>Semester</b>	<b>2</b>
<b>Type</b>	<b>Complementary [Sociology, Economics]</b>
<b>Credits</b>	<b>4</b>
<b>Total Hours</b>	<b>70</b>
<b>Hours /week</b>	<b>6</b>

<b>CO</b>	<b>Course Outcome</b>	<b>Cog;level</b>	<b>PSO</b>
1.	Describes the end of absolute monarchy and it's continental impact	Understand	08

2.	Recognise the growth of principles of nationalism and democracy	Analyse	08
3.	Examine the cause and consequence of imperialism upon world	Analyse	08
4.	Judge Aggressive nationalism and its world wide consequences	Evaluate	08
5.	Sketch the Spread of new ideologies and its impact upon East European and Asian countries	Application	08
6.	Explain Turbulences and transitions in the world economy and it's results	Understand	08,12
7.	Identify Boons and curses of modern world	Understand	08

## COURSE DESCRIPTION

MODULE	COURSE DESCRIPTION	INSTRUCTIONAL HOURS	C O
<b>1</b>	<b>FRENCH REVOLUTION -IMPACT</b>	<b>13</b>	<b>1,2</b>
1.1	Implications of French Revolution	3	1
1.2	Continental impact and reactions	3	1
1.3	Metternich and Congress of Vienna	3	1
1.4	German & Italian Unification	4	1,2
<b>2</b>	<b>IMPERIALISM- IMPACT , RUSSIAN REVOLUTION</b>	<b>30</b>	<b>3,4,5</b>
2.1	Imperialism-Theories of Imperialism	2	3
2.3	Inter Imperialist Rivalry and the two World Wars.	5	3
2.4	Rise of Fascism and Nazism in Europe.	4	4
2.5	Russian Revolution of 1917	3	
2.5	Leninand Stalin	2	5
2.6	Spread of Communist Ideology	1	5
2.7	New Economic Policy	2	5
2.8	The Soviet Union an itsfortunes.	3	5
2.9	The spread of Communism in East Europe.	3	5
2.10	The Chinese Revolution of 1948- Interpretation, Impact and Consequences.	5	5
<b>3</b>	<b>THE GREAT DEPRESSION</b>	<b>12</b>	<b>6</b>
3.1	The Great Depression in 1929-33.	2	6
3.2	Post-depression economic political order Globalization	6	6



	and its instruments		
3.3	Development vs. Sustainable Development debate.	4	6
<b>4</b>	<b>ANTI-COLONIAL MOVEMENTS, LEAGUE OF NATIONS, UNO</b>	<b>15</b>	<b>7</b>
4.1	Emergence of Anti-Colonial Movements in Asia and Africa	3	7
4.2	World Bodies-League of Nations UNO - NAM and other Regional Groupings.	6	7
4.3	Growth of Mass Media and Information Technology	4	7
4.5	Terrorism	2	7

## REFERENCES

- Arjun Dev and Indira Dev, History of the World, Orient Blackswan
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**Course Code: HY3CRT03**

<b>Code</b>	<b>HY3CRT03</b>
<b>Title</b>	<b>POLITY, SOCIETY AND ECONOMY IN PRE COLONIAL INDIA</b>

<b>Degree</b>	<b>BA</b>
<b>Branch(s)</b>	<b>HISTORY</b>
<b>Semester</b>	<b>3</b>
<b>Type</b>	<b>Core</b>
<b>Credits</b>	<b>4</b>
<b>Total Hours</b>	<b>70</b>
<b>Hours /week</b>	<b>4</b>

<b>CO</b>	<b>Course out come</b>	<b>Cog;level</b>	<b>PSO</b>
1.	Understand the historiography of medieval India	UNDERSTAND	4
2.	Identify polity , institutional structures, Economic production in pre colonial India.	ANALYSING	4
3.	Analyse the administrative system of medieval empires in India.	ANALYSING	10, 4
4.	Appraise medieval India's contributions in the field of art and architecture	EVALUATE	4
5.	Recognise the importance and impact of religious movements in the political ,social fields of medieval society	UNDERSTAND	4
6.	Evaluate the emergence of Regional political formations and withering away of mighty medieval empires	EVALUATE	4

### **COURSE DESCRIPTION**

<b>MODULE</b>	<b>COURSE DESCRIPTION</b>	<b>INSTRUCTIONAL HOURS</b>	<b>C O</b>
<b>1.0</b>	<b>INTERPRETING THE SOURCES</b>	<b>6</b>	<b>1</b>
1.2	Survey of Sources and Historiography	1	1
1.3	Sufi literature Malfuzat, Premakhyans.	1	1
1.4	Mughal sources	1	1
1.5	AbulFazal	1	1
1.6	Badauni	1	1
1.7	Bernier	1	1

<b>2.0</b>	<b>POLITY AND INSTITUTIONAL STRUCTURES IN DELHI SULTANATE</b>	<b>33</b>	<b>1,2,3,4</b>
2.1	Arab Conquest of Sind	1	2
2.2	Nature of Turkish campaign	1	2
2.3	Foundation, expansion and consolidation of Sultanate	3	2
2.4	Slave	1	2
2.5	Khalji	2	2
2.6	Thuglaq	2	2
2.7	Sayyid	1	2
2.8	Lodi , Mangol Menace	1	2
2.9	Kingship	1	2
2.10	Concept of sovereignty	1	2
2.11	Administration	3	2,3
2.12	Revenue system	2	2,3
2.13	Nature and composition of ruling class: Nobility and <i>Ulema</i>	2	3
2.14	<i>Iqtasystem</i>	1	2
2.15	Urban and Rural Societies	2	3
2.16	<i>Sufi</i> and Bhakti cults	2	1,4
2.17	Art and architecture	2	4
2.18	Agricultural - Non-agricultural production –	3	2
2.19	Inter regional and maritime trade	2	2
<b>3.0</b>	<b>MUGHUL EMPIRE</b>	<b>23</b>	<b>2,3,4,5</b>
3.1	Campaign and Conquest	3	2
3.2	Babur and Humayun – Shersha’s interregnum and reforms	3	2
3.3	Administrative system under Akbar: <i>Zabt, Mansab, Jagir, Suhli-i-Kul</i> –	3	2,3
3.4	Akbar’s religious policy- Akbar’s Rajput policy -	3	2,3
3.5	Mughal ruling class	1	2,3
3.6	Decline of Mughal empire: <i>Jagirdari</i> crisis, Popular revolts	2	2,3
3.7	Agricultural Production- Rural society – Non-agricultural production –Urban centres -	3	2,3
3.8	Commerce and maritime trade -	2	2,3
3.9	Science and technology	1	2,3
3.10	(c) Syncretic religious movements –	1	5

3.11	Art, painting and architecture.	1	4
<b>4.0</b>	<b>REGIONAL POLITICAL FORMATIONS</b>	<b>8</b>	<b>2,3,5,6</b>
4.1	Vijayanagara society and power structure	2	2
4.2	Warlordism: <i>Nayakas</i>	1	2,3,6
4.3	Bhahmini Sultanate	2	2,3,6
4.4	Emergence of Marathas	2	2,3,5
4.5	Ashtapradhan	1	3

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**Course Code: HY3CRT 04**

<b>Code</b>	<b>HY3CRT04</b>
<b>Title</b>	<b>CULTURAL TRENDS IN PRE-COLONIAL KERALA</b>
<b>Degree</b>	<b>BA</b>
<b>Branch(s)</b>	<b>HISTORY</b>
<b>Semester</b>	<b>3</b>
<b>Type</b>	<b>Core</b>
<b>Credits</b>	<b>4</b>
<b>Total Hours</b>	<b>73</b>
<b>Hours /week</b>	<b>4</b>

<b>C.O</b>	<b>Course Outcome</b>	<b>Cog:level</b>	<b>PSO</b>
1.	Examine the relevance of ecology in the history of Kerala	Analyse	04,05
2	Understand various primary and secondary sources of Kerala History	Understand	04,05
3	Analyse the features of pre historic cultures of Kerala	Analyse	04,05
4	Investigate the influence of various religions on the socio-cultural life of Kerala	Create	02,04, 13
5	Discuss the impact of foreign trade contacts on the economic growth of pre-colonial Kerala	Understand	04, 12
6	Compare the changes in the status of women in Pre-colonial Kerala	Analyse	03, 04,05, 11
7	Critically examine the caste system and social stratification in Pre-modern Kerala	Evaluate	02, 03, 05

8	Understand the various political systems of Pre-colonial Kerala	Understand	04, 05
9	Understand various achievements of pre colonial Kerala society in various fields like mathematics, science etc.	Understand	04,05

## COURSE DESCRIPTION

MODULE	COURSE DESCRIPTION	INSTRUCTIONAL HOURS	C O
<b>1</b>	<b>GEOGRAPHY MOULDS HISTORY</b>	<b>11 HOURS</b>	<b>1 &amp; 2</b>
1.1	Kerala's physiological features	2	1
1.2	Role of Arabian Sea and Indian Ocean in determining Kerala history	2	1
1.3	Historiography – Traditional sources	2	2
1.4	Primary and Secondary sources- folklore and oral history	5	2
<b>2</b>	<b>EARLY SETTLEMENTS</b>	<b>23 HOURS</b>	<b>3,4,5,7 &amp;8</b>
2.1	Pre-historic- Palaeolithic and Neolithic periods	2	3
2.2	Iron Age settlements – Megalithic settlements and culture	3	3
2.3	Tinai concept -Exchange patterns, Tamil heroic culture	2	3
2.4	Socio-cultural groups, social divisions- melor,kizhor Izhichinan, izhipirappalan	2	8
2.5	Sangam polity, society- Kizhan, Velir, Mannan	3	8
2.6	Roman trade, Presence of Buddhist-Jain	4	4,5
2.7	Brahmin migrationans settlements, Sankaracharya	4	4
2.8	Consolidation of agrarian hierarchy- Uralar, Karalar, Paniyalar, Subjugation of the Kutis	3	7, 8
<b>3</b>	<b>AGE OF PERUMALS AND SWAROOPAMS</b>	<b>28 HOURS</b>	<b>4,5,6,7,8 &amp; 9</b>
3.1	Perumals of Makotai	4	8
3.2	Establishment of temple related society and economy	3	4,6,7
3.3	Trade guilds- Anchuvannam, Manigramam, Nanadesikal	2	5
3.4	Bhakti cult- Alwars and Nayanars	3	4, 7

3.5	Transition to Swaroopams- Kolathiri,Nediyiruppu, Venad, Perumpadappu	4	8
3.6	Venad- Polity, adhikari, prakriti, Nizhal, Kutipati	3	7, 8
3.7	Expansion of agriculture- Sanketam, Changatham	3	4, 7 , 8
3.8	Jati, Marumakkathayam, tharavadu Status and role of women	3	4,6,7
3.9	Literature- Manipravalam, science, astronomy, Mathematics , Medicine , Philosophy, Arts	3	9
<b>4</b>	<b>SOCIAL CONTROL, TRADE AND CULTURE</b>	<b>11 HOURS</b>	<b>4,5,7,8 &amp;9</b>
4.1	Social stratification and caste formation- customs and practices	3	4, 7
4.2	Law and justice, Trade- Internal and External- Arab & Chinese	3	5,9
4.3	Cultural synthesis, On the eve of European Arrival	5	4,5, 8

## REFERECES

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- M.R Raghava varrier,Keralolpathy Grandhavari, SPCS, 2016

**Course Code: HY4CRT05**

<b>Code</b>	<b>HY4CRT05</b>
<b>Title</b>	<b>MAKING OF MODERN KERALA</b>
<b>Degree</b>	<b>B A</b>
<b>Branch</b>	<b>HISTORY</b>
<b>Semester</b>	<b>4</b>
<b>Type</b>	<b>Core</b>
<b>Credits</b>	<b>4</b>
<b>Total hours</b>	<b>77</b>
<b>Hours per week</b>	<b>4</b>

<b>CO</b>	<b>Course Outcome</b>	<b>Cog;level</b>	<b>PSO</b>
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1.	Critically evaluate the impact of European advent on the socio-economic life of Kerala	Evaluate	10
2.	Analyse the formation of modern Travancore and Kochi	Analyse	6
3.	Understand the socio-economic impact of Mysorean invasion	Understand	6
4.	Discuss the anti-British struggles and political movements in Kerala	Understand	6,7
5.	Develop an attitude towards caste discriminations and social evils in Kerala society	Create	3,5
6.	Understand role of various reformers and missionaries in making modern Kerala	Understand	5,6
7.	Investigate the developments and changes that took place in social, political and cultural spheres since 1956	Create	6

### COURSE DESCRIPTION

MODULE	COURSE DESCRIPTION	INSTRUCTIONAL HOURS	C O
<b>1</b>	<b>BEGINNING OF EUROPEAN COLONISATION</b>	<b>24</b>	<b>1,2,3,4</b>
	Arrival of European trading companies-Portuguese,Dutch, English French - relation with Calicut and Cochin	8	1
	Formation of Modern Travancore and Kochi	5	2
	Mysorean Invasion-socio-economic impact	2	3
	Early resistance against English East India Company	3	4
	Sakthan Thampuran- Pazhassi Raja- Veluthasmpi-Paliath Achan-Kurichia revolts.	6	4
<b>2</b>	<b>TOWARDS MODERNITY</b>	<b>22</b>	<b>5,6</b>
	The role of Missionaries-Printing, press and education-Herman Gundert- Bailey –Kuriakose Elias Chavara etc. Indigenous and modern medicine-Hortus malabaricus	5	5,6
	Socio-religious reform movements - anti-caste and anti-untouchability movements	3	5,6
	Nature and scope of the movement-impact on family-system of inheritance-marriage-demand for opportunities	3	5,6
	Sree Narayana Guru – Kumaranasan-Chattampiswamikal-Ayyankali – Sahodaran Ayyappan- Pandit Karuppan- K.P Vallon – Vagbhatananda-Poykayil Yohannan - V.T.Bhattathirippad-Vakkom Abdulkhadar Moulavi-Arya Pallom - Parvathy Nenminimangalam-Kallumala Samaram	9	5,6
	Emergence of caste and communal organizations	2	5,6
<b>3</b>	<b>EARLY POLITICAL AND CULTURAL MOVEMENTS IN KERALA</b>	<b>16</b>	<b>4,5,6</b>
	Movements for political reform and responsible Government	4	4

	Early leaders of Indian National Congress-Ottappalam, Manjeri, Palakkad, Vadkara Conferences	3	4
	Khilaphat-Malabar Rebellion-Non-cooperation Movement Civil Disobedienc-Salt satyagraha- Quit India Movement-Aikya Kerala Movement	5	4
	Vaikom Satyagraha- Guruvayoor Satyagraha- Temple Entry Proclamation-Memorials- Malayali and Ezhava Memorials	4	5,6
<b>4</b>	<b>KERALA SINCE INDIAN INDEPENDENCE</b>	<b>15</b>	<b>7</b>
	General Elections-1952- Formation of Kerala as a linguistic state	4	7
	First Communist Ministry: Land reforms and policies on education	5	7
	Commercialisation of agriculture-Migration– Kerala Model of development	2	7
	Marginalized of Social Groups and alienation of land	2	7
	Ecology and sustainable development	2	7

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  - Dr.V.V Haridas, Samoothirikalathe kozhikkode,kathayum charithravum, SPCS, 2009.
  - M.R.Raghava Varrier, Madhyakalakeralam Swaroopaneethiude charithrapathangal
  - M.R Raghava varrier,Keralolpathy Grandhavari, SPCS, 2016

**Course Code: HY4CRT06**

<b>Code</b>	<b>HY4CRT06</b>
<b>Title</b>	<b>RESEARCHING THE PAST</b>
<b>Degree</b>	<b>B A</b>
<b>Branch</b>	<b>HISTORY</b>
<b>Semester</b>	<b>4</b>
<b>Type</b>	<b>Core</b>
<b>Credits</b>	<b>4</b>
<b>Total hours</b>	<b>70</b>
<b>Hours per week</b>	<b>5</b>

<b>CO</b>	<b>Course Outcome</b>	<b>Cog;level</b>	<b>PSO</b>
1.	Identify the basic terms, concepts and categories in research	Understand	14
2.	Examine the importance of sources in History	Analyse	14

3.	Value the importance of interpreting sources in historical research and methodology of historical writing	Evaluate	14
4.	Sketch the importance of documentation in research	apply	14
5.	Understand the discipline as an intelligent knowledge system	Understand	14
6.	Identify the basic terms, concepts and categories in research	Understand	14
7.	Examine the importance of sources in History	Analyse	14

### COURSE DESCRIPTION

MODULE	COURSE DESCRIPTION	INSTRUCTIONAL HOURS	C O
<b>1.0</b>	<b>BASICS OF HISTORICAL RESEARCH</b>	<b>16</b>	<b>1,5</b>
1.1	Historical Research :Methods- Methodology-	4	1,5
1.2	Research Problem in history- Synopsis Writing	4	1.
1.3	Research Plan-Literature Review- Hypothesis: Induction and Deduction	4	1
1.4	Types of research: descriptive,analytical, quantitative and qualitative.	4	1
<b>2</b>	<b>TREASURES OF PAST</b>	<b>8</b>	<b>2</b>
2.1	Repositories: Archives: Government and Private- Museums- Fields	4	2
2.2	Classification: Primary,secondary, tertiary- non conventional sources: Visual sources- Memory and history	4	2
<b>3</b>	<b>ON INTERPRETING</b>	<b>12</b>	<b>3</b>
3.1	Textual analysis - Heuristics and Hermeneutics	4	3
3.2	New methods: Structural linguistic methods	4	3
3.3	Post Structuralism - Objectivity and Subjectivity- Causation and Generalization	4	3
<b>4</b>	<b>ON REFERENCING</b>	<b>16</b>	<b>4, 5</b>
4.1	Techniques of documentation - Style Manuals – MLA, APA, Chicago	2	4,5
4.2	Footnotes	2	4
4.3	Use and abuse - Bibliography- Types of bibliography and its importance	5	4
4.4	Index, Glossary, Appendix,	5	4

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**Course Code: HY5CRT07**

<b>Code</b>	<b>HY5CRT07</b>
<b>Title</b>	<b>INHERITANCE AND DEPARTURES IN HISTORIOGRAPHY</b>
<b>Degree</b>	<b>B A</b>
<b>Branch</b>	<b>HISTORY</b>
<b>Semester</b>	<b>V</b>
<b>Type</b>	<b>Core</b>
<b>Credits</b>	<b>4</b>
<b>Total hours</b>	<b>70</b>
<b>Hours per week</b>	<b>5</b>

<b>C.O</b>	<b>Course Outcome</b>	<b>Cog:level</b>	<b>PSO</b>
1.	To develop critical thinking about the nature and merits of classical Historiographical trends	Evaluate	14

2.	To develop skills in comparing western, oriental trends and notions in Historiography	Evaluate and Application	13,14
3.	Comparing interpretation shifts in the philosophy of History	Application	14
4.	Classifying classical and medieval Historiographical trends in the philosophy of History	Application	14
5.	Identifying developments in post modern Historiography	Understand	1
6.	Recognise the importance of post colonial Historiography	Understand	1
7.	Understand Historiography of marginalised sections	Understand	1

### COURSE DESCRIPTION

MODULE	COURSE DESCRIPTION	INSTRUCTIONAL HOURS	C O
<b>1.0</b>	<b>CLASSICAL NOTION OF HISTORY</b>	<b>24</b>	<b>1,2,4</b>
1.1	History and Historiography	3	1
1.2	The European versions	2	1
1.3	Greek Notion of History	4	1,2
1.4	Roman Histories	3	1
1.4	Church Historiography	3	4
1.5	The Persian version of History	2	4
1.6	Ancient Indian conceptualization of past	4	1,2
1.7	Notions of time in history	3	1,2
<b>2.0</b>	<b>THE POSITIVIST TURN</b>	<b>16</b>	<b>3</b>
2.1	Positivist Historiography	3	3
2.2	Interpretation Shift to Explanation Hegalian Philosophy of History	4	3
2.3	Marxian Materialism	4	3
2.4	Spengler	2	3
2.5	Toynbee	3	3
<b>3.0</b>	<b>THE PARADIGM SHIFT</b>	<b>18</b>	<b>5,6</b>
3.1	Annales –Lucien Febvre and Marc Bloch-	4	5
3.2	Braudelian approach-Third and Fourth generation	4	5
3.3	Annales- Idea of Total History	1	5
3.4	History of Mentalities and Emotions-	2	5

3.5	The Post Modern Turn	4	5
3.6	Post Colonial History	3	6
<b>4.0</b>	<b>HISTORY FROM THR MARGINS</b>	<b>12</b>	<b>7</b>
4.1	History from below-Subaltern Studies	4	7
4.2	Local History	4	7
4.3	Oral History	3	7
4.4	Women's History	1	7

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**Course Code: HY5CRT08**

<b>Code</b>	<b>HY5CRT08</b>
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<b>Title</b>	<b>INDIA – NATION IN THE MAKING</b>
<b>Degree</b>	<b>B A</b>
<b>Branch</b>	<b>HISTORY</b>
<b>Semester</b>	<b>V</b>
<b>Type</b>	<b>Core</b>
<b>Credits</b>	<b>4</b>
<b>Total hours</b>	<b>70</b>
<b>Hours per week</b>	<b>5</b>

<b>C.O</b>	<b>Course Outcome</b>	<b>Cog:level</b>	<b>PSO</b>
1.	Examine and describe the impoverishment of the Indian economy in colonial period	Remember	5, 7
2.	Explain the revolt of 1857 to check the correctness of terming it the first war of independence.	Understand , analyse	1,5
3.	Illustrate the contributions of social reformers and estimate the influence of them on the growth of nationalism in India.	Understand , apply	5,7
4.	Estimate the role of Indian national congress and distinguish the functioning with other political outfits.	Apply, analyse	7,9
5.	Describe the significance of the political leadership of Mahatma Gandhi in integrating and encouraging the masses for the national movement.	Remember, evaluate	5,7
6.	Critically analyse the errors in understanding the partition as a result of communal antagonism	Evaluate, analyse.	9.

## **COURSE DESCRIPTION**

<b>MODULE</b>	<b>COURSE DESCRIPTION</b>	<b>INSTRUCTIONAL HOURS</b>	<b>C O</b>
<b>1</b>	<b>IMPACT OF BRITISH RULE</b>	<b>22</b>	<b>1,2,3,4</b>
1.1	Three phases of British economic imperialism	3	1
1.2	De industrialisation, Commercialisation of agriculture, Impoverishment of Peasantry	4	1
1.3	Economic drain, nationalist critique of colonial economy.	3	1
1.4	Revolt of 1857 – Nature & Consequences	4	2
1.4	Initiatives in social reforms in the 18 th & 19 th century	3	3
1.5	Disruption of traditional village economy Rural Indebtedness, Famine and poverty.	2	1
1.6	Rise of industrial Bourgeoisie & working class.	3	4
<b>2.0</b>	<b>PHASES OF NATIONAL MOVEMENT</b>	<b>18</b>	<b>4,5</b>



2.1	Early phase of Indian National Movement; Nationalism – Rise of political movements as the expression of Indian nationalism	3	4
2.2	Pre congress political organizations and its campaigns. Formation of INC, safety Valve theory Moderates	2	4
2.3	Minto Morley Reforms First World War and nationalist response, Home Rule movement, Lucknow pact Montagu Chemsford Reforms, Dyarchy.	4	5
2.4	Gandhiji & Indian National Movement Era of Mass Nationalism. Gandhian perspectives and methods.	4	5
2.5	Partition of Bengal Swadeshi & Boycott, Muslim League,	2	5
2.6	Nonco-operation movement, Swaraj party, Simon Commission, Nehru Report, Civil Disobedience movement, Round Table Conference, Communal Award, Poona pact, Govt. of India Act 1935, congress Rule in provinces,	3	5
<b>3.0</b>	<b>TOWARDS FREEDOM AND PARTITION</b>	<b>18</b>	<b>6</b>
3.1	II World War & Nationalist Response, August offer, Cripps Mission, Quit India Movement, INA, Cabinet Mission, Atlees statement, Mount batten plan, Indian Independence Act.	6	6
3.2	Long term dynamics of national movement.	4	6
3.3	Atlees statement, Mount batten plan, Indian Independence Act.	5	6
3.6	Integration of states, Constituent Assembly and the making of the Indian constitution, Role of B.R. Ambedkar.	3	6
<b>4.0</b>	<b>UPRISINGS AGAINST THE BRITISH</b>	<b>12</b>	<b>5</b>
4.1	Movement from the margins- the subaltern - Tribal uprisings, Caste & class organization	4	5
4.2	Peasant and workers movements, Caste and Gender Associations	4	5
4.3	Theorising Indian National movement- STS Strategy- dynamics of the movement	4	5

## REFERENCE

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**Course Code: HY5CRT 09**

<b>Code</b>	<b>HY5CRT09</b>
<b>Title</b>	<b>STATE AND SOCIETY IN ANCIENT AND MEDIEVAL WORLD</b>
<b>Degree</b>	<b>BA</b>
<b>Branch(s)</b>	<b>HISTORY</b>
<b>Semester</b>	<b>5</b>
<b>Type</b>	<b>Core</b>
<b>Credits</b>	<b>4</b>
<b>Total Hours</b>	<b>77</b>
<b>Hours /week</b>	<b>5</b>

<b>C.O</b>	<b>Course Outcome</b>	<b>Cog:level</b>	<b>PSO</b>
1.	Identify the various stages of human evolution process	Understand	05
2.	Compare the features of different phases of stone age	Analyse	04, 05
3.	Differentiate the features and achievements of various bronze age civilizations	Analyse	03, 04,05
4.	Discuss the implications of iron technology in the life and culture of Greeks and Romans.	Understand	04, 05
5.	Appraise the achievements of iron age civilizations in the fields of democracy, economy , Philosophy and law	Evaluate	04,05
6.	Discuss the rise, growth and contributions of Christianity and Islam	Understand	03,04, 05

7.	Examine the growth of medieval towns, universities and Guilds	Analyse	04,05
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## COURSE DESCRIPTION

MODULE	COURSE DESCRIPTION	INSTRUCTIONAL HOURS	C O
<b>1</b>	<b>PRE-HISTORIC SOCIETIES</b>	<b>12 HOURS</b>	<b>1 &amp; 2</b>
1.1	Biological evolution from hominids to homo sapiens	3	1,2
1.2	Cultural evolution of early societies- Pre-historic human land relationships	2	1,2
1.3	Evolution of tool technology from Palaeolithic to Mesolithic	4	2
1.4	Towards food production during late stone age- Transition to metal age	3	1,2
<b>2</b>	<b>THE BRONZE AGE CIVILIZATIONS</b>	<b>21 HOURS</b>	<b>3</b>
2.1	Cultural attributes of Bronze age civilizations- role of environment, role of bronze technology	2	3
2.2	Egyptian civilization and its architecture	5	3
2.3	Mesopotamian civilization and agriculture	6	3
2.4	Harappan civilization and urbanism	4	3
2.5	Chinese civilization	4	3
<b>3</b>	<b>IRON AGE CIVILIZATIONS</b>	<b>21 HOURS</b>	<b>4,5 &amp; 6</b>
3.1	Advent of Iron- implications of Iron technology	1	4
3.2	Ancient Greek societies – Agrarian economy, Trade	4	4, 5
3.3	Political transformation in Greece- Athenian democracy, Sparta. Contributions to the world	4	5
3.4	Roman civilization- Rise of Roman republic, Roman empire	4	4, 5
3.5	Social hierarchies-Slavery, Economic development	2	4,5
3.6	Downfall of Roman Empire	2	5
3.7	Rise and growth of Christianity in Roman empire	4	6
<b>4</b>	<b>MIDDLE AGES</b>	<b>23 HOURS</b>	<b>6 &amp; 7</b>

4.1	Monasticism and Christianity in middle ages, Crusades	6	6
4.2	Rise of medieval towns and cities-expansion of trade and guild system	5	7
4.3	Medieval universities	3	6,7
4.4	Rise and spread of Islam in Arabia, Caliphate, Islamic contributions in science, medicine, art etc.	6	6
4.5	Mongols under Gengiz Khan	3	6

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**Course Code: HY5CRT 10**

<b>Code</b>	<b>HY5CRT10</b>
<b>Title</b>	<b>ENVIRONMENTAL STUDIES AND HUMAN RIGHTS IN HISTORICAL OUTLINE</b>

<b>Degree</b>	<b>BA</b>
<b>Branch(s)</b>	<b>HISTORY</b>
<b>Semester</b>	<b>5</b>
<b>Type</b>	<b>Core</b>
<b>Credits</b>	<b>4</b>
<b>Total Hours</b>	<b>72</b>
<b>Hours /week</b>	<b>5</b>

<b>C .O</b>	<b>Course Outcome</b>	<b>Cog:level</b>	<b>PSO</b>
1.	Recognise the importance and value of Environment and inculcate a positive attitude towards environment	Understand	2,5
2.	Formulate an enthusiasm to address upcoming global environmental issues	Create,Appl-ication	2,5
3.	Examine the causes of environmental crisis in India and it's apparent relation with colonialism	Application	2,5
4.	Identify post colonial developmental drives and its impact on environment there by recognise the importance of unique struggles from the margins of society	Understand	5
5.	Recognise the legacy of Human Rights and it's value dimensions	Understand	5
6.	Critical Appraisal of UN's contributions in the genesis and growth of Human Rights	Evaluate	5
7.	Identify the efforts of Indian constitution to protect human rights	Understand	5

## **COURSE DESCRIPTION**

<b>MODULE</b>	<b>COURSE DESCRIPTION</b>	<b>INSTRUCTIONAL HOURS</b>	<b>C O</b>
<b>1</b>	<b>ENVIRONMENTAL STUDIES : AN INTRODUCTION</b> What is Environmental Studies? – Nature of Environmental Studies – Definition, Scope and Importance	<b>12</b>	<b>1</b>
1.2	Natural Resources: Renewable and Non-renewable – Forest Resources, Water Resources, Mineral Resources, Food Resources, Energy Resources and Land Resources	9	1
1.3	Concept, Structure and Functions of Ecosystems	1	1
<b>2</b>	<b>BIO-DIVERSITY, SOCIAL ISSUES AND THE ENVIRONMENT</b>	<b>7</b>	<b>1,2</b>

	Introduction to Bio-diversity – Value of Bio-diversity – Threats to Bio-diversity: Habitat Loss, Poaching of Wildlife and Man-Wildlife Conflicts		
2.2	Define Environmental Pollution –Causes, Effects and Control Measures of Air Pollution, Water Pollution, Soil Pollution, Marine Pollution, Noise Pollution, Thermal Pollution	5	1,2
2.3	Nuclear Hazards – Solid Waste Management: Causes, Effects and Control Measures of Urban and Industrial Waste	2	1,2
<b>3</b>	<b>INTRODUCTION TO ENVIRONMENTAL HISTORY</b>	<b>7</b>	<b>1,3</b>
3.1	Historical Outline – Environmental History and its Relations with Environmental Studies	1	1
3.1.1	Scope of Environmental Studies in History- Interdisciplinary Nature.	2	1
3.2	Roots of Environmental Crisis Four Modes of Resource Use: Hunting-Gathering, Nomadic Pastoralism, Settled Agriculture and Industrial Phase	2	3
3.3	Forest Resources: Colonial Phase – Use and Over-Exploitation, Forest Laws in British India- Concept of Scientific Forestry- Alienation of Adivasis from Forests – Hunting and Impact on Wildlife.	2	3
<b>4.0</b>	<b>THE POST-COLONIAL DEVELOPMENTS ON ENVIRONMENT</b>	<b>15</b>	<b>4</b>
4.1	Post Colonial Scenario – The Developmental Drive: Industrialization, Dams and Mines – Tribal Struggles.	5	4
4.2	The Struggles from the Margins – Land alienation and Tribal Protest Movementsits, Strategies and Ideology.	5	4
4.3	Environmental Movements: Chipko, Narmada Bachao Andolan, the Silent Valley and Plachimada Issues – Women and Environmental Struggles	5	4
<b>5</b>	<b>HUMAN RIGHTS</b> An Introduction to Human Rights, Meaning, concept and development	<b>18</b>	<b>5,6</b>
5.1.1	History of Human Rights	2	5
5.1.2	Different Generations of Human Rights- Universality of Human Rights	3	5,6
5.1.3	Basic international Human Rights Documents - UDHR, ICCPR, ICESCR.-Value dimensions of Human Rights	4	6
5.2	<b>HUMAN RIGHTS AND UNITED NATIONS</b> Human Rights co-ordination within UN system	2	6
5.2.3	Role of UN secretariat- The Economic and Social Council- The Commission Human Rights	2	6
5.2.4	The Security Council and Human rights	2	6

	The Committee on the Elimination of Racial Discrimination		
5.3	The Committee on the Elimination of Discrimination Against Women the Committee on Economic, Social and Cultural Rights-The Human Rights Committee- Critical Appraisal of UN Human RightsRegime.	3	6
<b>6</b>	<b>HUMAN RIGHTS – NATIONAL PERSPECTIVE</b>	<b>13</b>	<b>7</b>
6.1	The Constitutional Context of Human Rights-directive Principles of State Policy and Human Rights	3	7
6.2	Human Rights of Women-children –minorities- Prisoners	4	7
6.3	Science Technology and Human Rights	1	7
6.4	National Human Rights Commission	2	7
6.5	State Human Rights Commission	2	7
6.6	Human Rights Awareness in Education	1	7

## REFERENCE

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**Course code: HY5OCT02**

<b>Code</b>	<b>HY5OCT02</b>
<b>Title</b>	<b>SOCIAL IMPLICATIONS OF MODERN REVOLUTIONS</b>
<b>Degree</b>	<b>BA</b>
<b>Branch(s)</b>	<b>HISTORY</b>
<b>Semester</b>	<b>5</b>
<b>Type</b>	<b>Open Course</b>
<b>Credits</b>	<b>3</b>
<b>Total Hours</b>	<b>58</b>
<b>Hours /week</b>	<b>4</b>



<b>C.O</b>	<b>Course Outcome</b>	<b>Cog:level</b>	<b>PSO</b>
1.	Describe the meaning and relevance of revolutions .	Remember	2
2.	Discuss the legacy of renaissance and reformation in the social transformation of Europe.	Understand	1,8
3	Understand the impact of intellectual revolution and mercantilism	Understand	12
4	Estimate the influence of French revolution and explain its intercontinental impact.	Apply , understand.	2,5,8
5	Determine the significance of industrial revolution and agricultural revolution in bringing about capitalism	Apply , Evaluate.	1,2
6	Critically analyse the Bolshevik revolution and prove the theory of export of communism.	Create , analyse remember.	2,5
7	Critically analyse the relevance of technological revolution in the modern world	Create , Analyse	2 4

## **COURSE DESCRIPTION**

<b>MODULE</b>	<b>COURSE DESCRIPTION</b>	<b>INSTRUCTIONAL HOURS</b>	<b>C O</b>
<b>I</b>	<b>UNDERSTANDING REVOLUTIONS</b>	<b>16</b>	<b>1,2,3</b>
1.1	Revolution- Meaning, definitions and relevance	2	1
1.2	Renaissance and reformation as a prelude to scientific revolution	8	2
1.3	Intellectual revolution	2	3
1.4	Mercantilism	2	3
1.5	Commercial Revolution	2	3
<b>2</b>	<b>INDUSTRIAL REVOLUTION AND COMMUNICATION REVOLUTION</b>	<b>17</b>	<b>5,7</b>
2.1	Industrial and agricultural revolution- Effects	6	5
2.2	Process of capitalist development in industry and agriculture	3	5
2.3	Evolution and differentiation of social classes	2	5
2.4	Computer and Communication Revolution Impact of Technology	2	7
2.5	Revolution in Mass Media – printing, visual and electronic revolutions	4	7
<b>3</b>	<b>FRENCH REVOLUTION AND ITS EUROPEAN REPERCUSSIONS</b>	<b>13</b>	<b>4</b>
3.1	Crisis of ancient regime – Political developments	5	4
3.2	Intellectual currents – Social Classes and	4	4

	emerging gender relations		
3.3	Legacy of the revolution.	4	4
<b>4</b>	<b>RUSSIAN REVOLUTION AND EXPERIMENTS IN SOCIALISM</b>	<b>12</b>	<b>6</b>
4.1	Bolshevik Revolution of 1917	5	6
4.2	Civil War and War Communism 1918-1921	4	6
4.3	Programme of Socialist construction – The New Economic Policy	3	6

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**Course Code: HY6CRT11**

<b>Code</b>	<b>HY6CRT11</b>
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<b>Title</b>	<b>MAKING OF CONTEMPORARY INDIA</b>
<b>Degree</b>	<b>B A</b>
<b>Branch</b>	<b>HISTORY</b>
<b>Semester</b>	<b>6</b>
<b>Type</b>	<b>Core</b>
<b>Credits</b>	<b>4</b>
<b>Total hours</b>	<b>75</b>
<b>Hours per week</b>	<b>5</b>

<b>CO</b>	<b>Course Outcome</b>	<b>Cog;level</b>	<b>PSO</b>
1.	Analyse the situations that led to the partition of India	Analyse	10,7
2.	Evaluate the problems of migration and rehabilitation that followed the partition	Evaluate	2,3
3.	Appraise the efforts put forward by the nationalist leaders to achieve peace and progress in Independent India	Evaluate	4,5,7
4.	Recognise the importance of Five Year Plans and other programmes in making contemporary India.	Understand	4,5,7,
5.	Critically evaluate caste and communal threats in new and contemporary India	Evaluate	2,3,7
6.	Understand the role of NEP and Globalization in bringing progress to the nation	Understand	10
7.	Develop a sense of pride and confidence for being the citizens of India	Create	5

### **COURSE DESCRIPTION**

<b>MODULE</b>	<b>COURSE DESCRIPTION</b>	<b>INSTRUCTIONAL HOURS</b>	<b>C O</b>
<b>1</b>	<b>PARTITION AND AFTER</b>	<b>14</b>	<b>1,2</b>
	Government of India Act 1935	2	1
	Popular Movements-Partition- Independence	6	2
	Famine- Riots- Migration and Rehabilitation-issue of refugees	6	2
<b>2</b>	<b>INDEPENDENT INDIA- REFORMS AND POLICIES</b>	<b>24</b>	<b>3,4,5,7</b>
	Integration of Princely States-Drafting of the Constitution- Reorganization of Indian States	10	3,7
	India's Foreign Policy- Nehruvian Legacy and NAM - JP Movement	6	3,4,7
	Tribal Issues-Emergency-Land Reforms- Naxal Movement- Separatist Movements (Punjab, Assam & Nagaland)	8	5

<b>3</b>	<b>TOWARDS PROGRESS</b>	<b>18</b>	<b>4,6,7</b>
	Planning Commission-Five Year Plans-Agricultural & Industrial Policies-Revolutions (Green, White,Blue, Yellow)	8	4,7
	Nationalisation of Banks- Human Development Index	5	4
	Demonetization and Indian Economy	5	6
<b>4</b>	<b>EXPERIMENTS IN INDIAN POLITY AND ECONOMY</b>	<b>19</b>	<b>3,5,6</b>
	Decentralisation and Panchayati Raj	6	3
	Consolidation of Caste and Communal forces in Politics- Nature of anti-corruption Movements	8	5
	Women's Reservation-NEP since 1991-Impact of Globalization	5	6

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**Course Code: HY6CRT12**

<b>Code</b>	<b>HY6CRT12</b>
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<b>Title</b>	<b>UNDERSTANDING MODERN WORLD</b>
<b>Degree</b>	<b>B A</b>
<b>Branch</b>	<b>HISTORY</b>
<b>Semester</b>	<b>6</b>
<b>Type</b>	<b>Core</b>
<b>Credits</b>	<b>4</b>
<b>Total hours</b>	<b>74</b>
<b>Hours per week</b>	<b>5</b>

<b>CO</b>	<b>Course Outcome</b>	<b>Cog;level</b>	<b>PSO</b>
1.	Understand the role of european power politics in triggering the world wars.	Understand	8
2.	Critically evaluate the socio, political transformation of colonies.	Evaluate	8,12
3.	Describe the developments during the inter war period affecting the global peace.	Remember	8,12
4.	Estimate the growth of anti colonial struggles in the succesful pursuit of decolonisation.	Apply	8,12
5.	Analyse the factors that affected the international peace during the post world war period.	Analyse	8,12

### **COURSE DESCRIPTION**

<b>MODULE</b>	<b>COURSE DESCRIPTION</b>	<b>INSTRUCTIONAL HOURS</b>	<b>C O</b>
<b>1.0</b>	<b>Colonialism and imperialism</b>	<b>21</b>	<b>1,2</b>
1.1	Trends before world war I European Power Politics,	4	1
1.2	European Colonization and Imperialism of Asia America and Africa.	6	1,2
1.3	The American was of independence. The US and Latin America,	5	1,2
1.4	US and Japan in Asia & Pacific,World War I and its Impact, League Of Nations	6	2
<b>2.0</b>	<b>Trends in Inter War years</b>	<b>15</b>	<b>3</b>
2.1	Post War developments, Russian Revolution,	6	3
2.2	The Great Depression of 1929-33 and its impact on the world	3	3
2.3	Fascism and Nazism	6	3

<b>3.0</b>	<b>Anti-Colonial Struggles</b>	<b>15</b>	<b>3</b>
3.1	East Asia between the World Wars, Anti-colonialism in the MiddleEast,	6	3
3.2	Events leading to II World War,	4	3
3.3	Collapse of Empires, UNO and its Significance.	5	3
<b>4.0</b>	<b>Post World War Settlements</b>	<b>23</b>	<b>4,5</b>
4.1	Cold War and the International Relations	4	4,5
4.2	Chinese Revolution of 1949 US and Latin America after the II World War	6	4,5
4.3	Middle East crisis and Israel-Palestinian Issue.Decline of Soviet Union and the Eastern Block	7	4,5
4.5	New International Economic Order- Post Cold War Era – Unipolar World – Transition to Multi-polarity.	6	4,5

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- Dilip Hiro, Inside The Middle East.
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- Andre Gunder Frank, Capitalism and Under Development in Latin America.
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- Celso Furtado: The Economic Development of Latin America
- Hill, ed. Rethinking History and Myth: Indegenous South American Perspectives.

**Course Code: HY6CRT13**

<b>Code</b>	<b>HY6CRT13</b>
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<b>Title</b>	<b>CAPITALISM AND COLONIALISM</b>
<b>Degree</b>	<b>B A</b>
<b>Branch</b>	<b>HISTORY</b>
<b>Semester</b>	<b>6</b>
<b>Type</b>	<b>Core</b>
<b>Credits</b>	<b>4</b>
<b>Total hours</b>	<b>70</b>
<b>Hours per week</b>	<b>5</b>

<b>CO</b>	<b>Course Outcome</b>	<b>Cog;level</b>	<b>PSO</b>
1.	Describe the emergence of capitalism and colonialism in Europe	Remember	12
2.	Summarize the related expansion of capitalism as a world system	Understand	12
3.	Examine the new wave of imperialist domination in the 19 & 20 centuries	Analyse	12
4.	Explain the emergence of finance capitalism and different theories of imperialism	Understand	12
5.	Analyse the Global Spread of imperialism	Analyse	12
6.	Appraise the positive and negative impact of imperialism	Evaluate	12
7.	Examine Nature of economic development after decolonization	analyse	12

### **COURSE DESCRIPTION**

<b>MODULE</b>	<b>COURSE DESCRIPTION</b>	<b>INSTRUCTIONAL HOURS</b>	<b>C O</b>
<b>1</b>	<b>TRANSITION FROM FEUDALISM TO CAPITALISM</b>	<b>13</b>	<b>1,2,4</b>
1.1	Transition from Feudalism to Capitalism	2	1
1.2	Feudalism	1	1
1.3	Capitalism	4	1,2
1.4	Debates and Processes; the coming of ndustrial Revolution	3	1
1.4	Industrial Revolution and related social changes in Continental Europe	3	4
<b>2</b>	<b>CAPITALIST PRODUCTION AND IMPERIALISM</b>	<b>18</b>	<b>3</b>
2.1	Logic of capitalist commodity production	3	3
2.2	The scramble for colonies	2	3

2.3	Emergence of finance capital; theories of imperialism: Marx	4	3
2.4	Theories of imperialism: Marx, Luxemburg, Hobson, Hilferding and Lenin	4	3
2.5	Dependency and World System theories: Baran, Gunder Frank	2	3
2.6	Dependency and World System theories: Wallerstein and Samir Amin.	3	3
<b>3</b>	<b>COLONIALISM</b>	<b>18</b>	<b>5</b>
3.1	Defining the colonies: surveys, census and ethnographies	4	5
3.2	Defining the colonies: Ethnographies	4	5
3.3	Administering the colonies: bureaucracy and judiciary	1	5
3.4	Disciplining the colonies: army and police	2	5
3.5	Settling the colonies: land, ecology and landscape	4	5
3.6	Civilizing the colonies: missionaries, education and health.	3	6
<b>4</b>	<b>THE MAKING OF COLONIAL RELATIONS</b>	<b>12</b>	<b>7</b>
4.1	The making of colonial relations: Fanon, Memmi and Nandy	6	7
4.2	Limits of decolonization: consolidation of the national bourgeoisie and the character of capitalist development in the erstwhile colonies	6	7

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**Course Code: HY6CRT14**

<b>Code</b>	<b>HY6CRT14</b>
<b>Title</b>	<b>GENDER IN INDIAN PERSPECTIVES</b>
<b>Degree</b>	<b>B A</b>
<b>Branch</b>	<b>HISTORY</b>
<b>Semester</b>	<b>6</b>
<b>Type</b>	<b>Core</b>
<b>Credits</b>	<b>4</b>
<b>Total hours</b>	<b>70</b>
<b>Hours per week</b>	<b>5</b>

<b>CO</b>	<b>Course Outcome</b>	<b>Cog;level</b>	<b>PSO</b>
1.	Identify the importance of gender studies	Understand	11
2.	Examine the socio historical construction in Indian society by emphasizing the plural back grounds	Analyse	11
3.	Develop an attitude to challenge the conventional social norms	Create	11
4.	Recognise how wealth, politics and power establishes gender difference	Understand	11

**COURSE DESCRIPTION**

MODULE	COURSE DESCRIPTION	INSTRUCTIONAL HOURS	C O
<b>1</b>	<b>INTRODUCTION TO GENDER STUDIES</b>	<b>13</b>	
1.1	Introduction to the concept of gender and gender history-	2	1
1.2	Difference between women's history and gender history	3	1
1.3	Development of gender history since 1960s	3	1
1.4	Epistemology of gender as a social division	2	1
1.5	Significance and limitations of assuming a gendered historiography.	3	1
<b>2</b>	<b>GENDER HISTORY IN INDIA</b>	<b>28</b>	
2.1	Defining gender in India	3	2
2.2	Caste and class construction of gender identities	3	2
2.3	Representation of gender in Vedic and non-Vedic literatures of motherhood in India.	5	2
2.4	Concept of chastity in India (Vedic and non-Vedic)	3	2
2.5	Representation of 'first, second and third genders' in Indian societies - patriarchy and matriarchy	4	2
2.6	Notions of marriage and sexuality in pre-colonial India- devadasis-bhogastree	4	2
2.7	The dichotomy of Kula Stree and Veshya in Indian society	3	2
2.8	Dichotomy between polyandry and polygamy- history	3	2
<b>3</b>	<b>INDIAN MODERNITY AND GENDER</b>	<b>14</b>	
3.1	Construction of gender identities in modernity	3	3
3.2	History of modern manhood and womanhood in India	3	3
3.3	Colonial morality and various responses-dress codes-child marriage-widow remarriage	5	3
3.4	Construction of gender identities in modern family systems- Masculinity and femininity in Indian social history	3	3
<b>4</b>	<b>CONTEMPORARY ISSUES</b>	<b>15</b>	<b>2,3,4</b>
4.1	The concept of transgender: contemporary debates	3	2,4
4.2	Social hegemony over biological differences-women and religious purity/impurity debates-issues of lesbian, gay, bisexual and transgender in India	4	2,4
4.3	Delimitation of women as bodies-the political economy of	5	3,4

	male-centered prostitution		
4.4	Gender inequality	3	4

## REFERENCES

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**Course Code: HY6CBT01**

<b>Code</b>	<b>HY6CBT01</b>
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<b>Title</b>	<b>ARCHAEOLOGY IN INDIA</b>
<b>Degree</b>	<b>B A</b>
<b>Branch</b>	<b>HISTORY</b>
<b>Semester</b>	<b>6</b>
<b>Type</b>	<b>Choice Based</b>
<b>Credits</b>	<b>3</b>
<b>Total hours</b>	<b>60</b>
<b>Hours per week</b>	<b>4</b>

<b>CO</b>	<b>Course Outcome</b>	<b>Cog;level</b>	<b>PSO</b>
1	Understand the nature and scope of Archaeology both as a science and social science	Understand	15
2	Distinguish various methods adopted in Archaeology for exploration and excavation	Analyse	15
3	Understand various principles in Archaeology	Understand	15
4	Analyse the growth of Archaeology in India	Analyse	15
5	Evaluate the role of ASI and British archaeologists in India	Evaluate	15
6	Recognise importance archaeological sites and monuments in India	Understand	15
7	Develop an interest in visiting important archaeological sites	Create	15

### **COURSE DESCRIPTION**

<b>MODULE</b>	<b>COURSE DESCRIPTION</b>	<b>INSTRUCTIONAL HOURS</b>	<b>C O</b>
<b>1</b>	<b>INTRODUCTION TO ARCHAEOLOGY</b>	<b>17</b>	<b>1</b>
1.1	Definitions- Nature and Scope- As a science- As a social science	6	1
1.2	Archaeology and Culture Studies- Its relations with other disciplines	3	1
1.3	Basic terminology- artifact- ecofact- site- context	2	1
1.4	Major sub-disciplines of Archaeology- New archaeology and Post- Processual archaeology - Cultural Resources Management	6	1
<b>2</b>	<b>PRINCIPLES AND METHODS OF ARCHAEOLOGY</b>	<b>20</b>	<b>2,3</b>
2.1	Exploration methods- surface, subsurface and ariel survey, survey and excavation equipments	5	2
2.2	Excavation methods- Selection of a site and layoutof trench- Methods of excavation- vertical, horizontal and salvage	5	2

	excavation methods		
2.3	Principles of stratigraphy- Key dating methods- Recording forms	5	3
2.4	Post-excavation analysis-Interpretation- Publication	5	2
<b>3</b>	<b>HISTORY OF ARCHAEOLOGY IN INDIA</b>	<b>9</b>	<b>4,5</b>
3.1	ASI and British archaeologists- (Alexander Cunningham, John Marshall, Mortimer Wheeler)	4	4,5
3.2	Indian archaeologists since independence- History of archaeology in Kerala	5	4,5
<b>4</b>	<b>ARCHAEOLOGICAL SITES IN INDIA</b>	<b>14</b>	<b>6,7</b>
4.1	Historical value of Sites- List of world heritage sites and monuments in India	1	6
4.2	Nalanda (Bihar) Arikamedu (Pondicherry), Pattanam (Kerala), Sarnath, Asokan Pillar, Girnar rock edict, Sanchi (Madhya Pradesh), Amaravati (Telangana), Ajanta-Ellora rock cut architecture (Maharashtra)  Badami-Aihole-Pattadakal group of structural temples, Brihadeesvara temple, Thanjavur	9	6,7
4.3	Delhi Sultanate architecture at Delhi	2	6,7
4.4	Mughal architecture at Agra, Forts and monuments of Bijapur.	2	6,7

## REFERENCES

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