

**MAR IVANIOS COLLEGE  
(AUTONOMOUS)**

**Affiliated to the University of Kerala,  
Thiruvananthapuram  
Kerala**



**SCHEME AND SYLLABUS FOR THE  
FOUR YEAR UNDERGRADUATE  
PROGRAMME (FYUGP)**

**Foundation Courses**

**HISTORY**

**(With effect from 2024 Admissions)**

**Approved by the Board of Studies in  
Economics, History and Political Science**

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## PREAMBLE

National Education Policy (NEP 2020) envisions 'higher education as playing an extremely important role in promoting human as well as societal wellbeing and in developing India as envisioned in its Constitution - a democratic, just, socially conscious, cultured, and humane nation upholding liberty, equality, fraternity, and justice for all' (Section 9.1). NEP also expects higher education 'to develop good, thoughtful, well-rounded, and creative individuals, enabling an individual to study one or more specialized areas of interest at a deep level, and also develop character, ethical and Constitutional values, intellectual curiosity, scientific temper, creativity, spirit of service, and 21st century capabilities across a range of disciplines including sciences, social sciences, arts, humanities, languages, as well as professional, technical, and vocational subjects' (Section 9.1.1). Hence, more than the creation of greater opportunities for individual employment, higher education represents the key to more vibrant, socially engaged, cooperative communities and a happier, cohesive, cultured, productive, innovative, progressive, and prosperous nation. (Section 9.1.3). NEP also identifies some of the major problems currently faced by the higher education system in India (Section 9.2) and envisions a complete overhaul and re-energizing of the higher education system to overcome these challenges and thereby deliver high-quality higher education, with equity and inclusion (Section 9.3). One of the major changes which the policy proposes is moving towards a more multidisciplinary undergraduate education (Section 9.3(b)) which develops all capacities of human beings -intellectual, aesthetic, social, physical, emotional, and moral in an integrated manner (Section 11.3). In order to achieve this in its full potential, NEP visions the adjusting of the structure and lengths of degree programmes accordingly. "The undergraduate degree will be of either 3 or 4-year duration, with multiple exit options within this period, with appropriate certifications, e.g., a certificate after completing 1 year in a discipline or field including vocational and professional areas, or a diploma after 2 years of study, or a Bachelor 's degree after a 3-year programme. The 4-year multidisciplinary Bachelor's programme, however, shall be the preferred option since it allows the opportunity to experience the full range of holistic and multidisciplinary education in addition to a focus on the chosen major and minors as per the choices of the student." (Section 11.9)

In accordance with the NEP 2020, the UGC formulated a new student-centric "Curriculum and Credit Framework for Undergraduate Programmes (CCFUP)"

incorporating a flexible choice-based credit system, multidisciplinary approach, and multiple entry and exit options and establishing three Broad Pathways,

- (a) 3-year UG Degree,
- (b) 4-year UG Degree (Honours), and
- (c) 4-year UG Degree (Honours) with Research)

Accordingly, the Kerala Higher Education Reforms Commission 2022, headed by Prof Shyam B. Menon, has recommended a comprehensive reform in the undergraduate curriculum with the adoption of the 4-year undergraduate Programmes, which will bring undergraduate education in Kerala at par with the universities abroad. Consequently, Kerala State Curriculum Committee for Higher Education 2023 has been constituted, with Dr Suresh Das as Chairman, and they have proposed a model Kerala State Higher Education Curriculum framework for undergraduate education.

The University of Kerala has decided to introduce the Four Year Under Graduate Programmes (FYUGP) from the academic year 2024-2025 onwards in its teaching departments and all affiliated colleges, and has issued many draft documents and conducted college level awareness programmes about the same.

Mar Ivanios College, by virtue of its autonomy status, conferred in 2014 and extended in 2022, vide University Grants Commission (Conferment of Autonomous Status Upon Colleges and Measures for Maintenance of Standards in Autonomous Colleges) Regulations, 2023, has the power to review existing courses/programmes and, restructure, redesign and prescribe its own courses/programmes of study and syllabi and to formulate new courses/programmes within the nomenclature specified by UGC as per the Specification of Degrees 2014 as amended from time to time. Accordingly, the Board of Studies in Economics, History and Political Science of Mar Ivanios College (Autonomous) proposed the implementation of the FYUGP scheme with effect from 2024 admission onwards and prepared the scheme and syllabi through many of the meetings and discussions. The Academic Council of the college which met on 30<sup>th</sup> April gave discussed the proposal and syllabi in detail and

approved the same to be implemented from 2024 admission onwards, subject to the final directions of the University of Kerala.

The salient features of the syllabus prepared and presented by the Board of Studies include the following:

- The syllabus of History structured in a way so as to introduce the student the broad range of the subjects pertaining to the discipline of History. The programme broadly covers the areas such as Indian civilization, state formation, socio-economic and political history from ancient to contemporary, Kerala Society and Culture, Indian independence movement along with the history of world and contemporary world.
- The programme ensures the student to acquire profound historical knowledge on the events, periods, and progress across various regions and the contemporary world. It also helps the students to possess the ability to connect the historical events and developments to a broad sense of interdisciplinary approach.
- The programme imbibes broad skills in pertaining the discipline of history including a holistic development in critical thinking and analysing level of the student. At the same time, it also encourages the student to express and present their historical arguments and findings meaningfully and effectively both in oral and written forms.
- The programme ensures the student to enhance their knowledge and help them for the placement in various competitive examinations conducted by state and union commissions.
- The curriculum is designed based on Outcome Based Education (OBE) approach.
- The curriculum follows Choice-Based Credit System (CBCS): This system allows students to select courses from a prescribed list. A specified number of credits must be earned to award the degree
- The curriculum follows the basic framework, course wise/programme-wise minimum/maximum credits set by the University of Kerala for FYUGP and abides by the basic mandatory principles of **Four Year Under Graduate Programmes (UoK-FYUGP) Regulations, 2024.**

**About the Discipline**

History involves studying, evaluating, and interpreting historical knowledge, events, culture and lifestyle. It mainly involves understanding different aspects of the past in detail, enabling analysis and interpretation of historical facts. The study of history is very important and relevant today because, the proper understanding of our past is necessary. When we talk about History as an academic discipline, it is a branch of knowledge that deals with the understanding of the past and using that knowledge to define the present and the future.

Here, the Minor courses are offered to the students from other discipline. The programme broadly covers the areas such as Indian civilization, state formation, economic and political history from ancient to contemporary, Kerala Society and Culture, Indian independence movement along with the history of world and contemporary world. The courses covers not only the ideas, facts, concepts and historiography but also to impart knowledge on the science of history writing. It also encourages the student to think critically and understand the discipline at the same time making questions that can contribute to new thinking and understanding to the discipline.

**Graduate Attributes and Programme Outcomes (POs):**

The National Higher Education Qualification Framework (NHEQF) envisages that students on completion of a programme of study must possess and demonstrate the expected graduate profile/attributes acquired through one or more modes of learning. The graduate profile/attributes indicate the quality and feature or characteristics of the graduate of a programme of study, including learning outcomes relating to the disciplinary area(s) relating to the chosen field(s) of learning and generic learning outcomes that are expected to be acquired by a graduate on completion of the programme(s) of study. The graduate profile/attributes include capabilities that help widen the current knowledge base and skills, gain and apply new knowledge and skills, undertake future studies independently, perform well in a chosen career, and play a constructive role as a responsible citizen in the society. The graduate profile/attributes are acquired incrementally and describe a set of competencies that are transferable beyond the study of a particular subject/disciplinary area and programme contexts in which

they have been developed. Graduate profile/attributes are fostered through meaningful learning experiences made available through the curriculum and learning experience, the total college/university experience, and a process of critical and reflective thinking. Mar Ivanios College (Autonomous) is fully committed to ensuring the attainment of the necessary graduation attributes by the students. The college has clearly defined its *raison de'tre*, the philosophy of its existence, through the Motto "Truth Shall Liberate You" (*Veritas Vos Liberabit*) which refers to the ultimate enlightenment which can emerge only at the intersection of sharp intellect, sound physique, strong mind, staunch ethics, and profound spirituality. This is further made explicit through its Vision, Mission and Goals and the same expect all students who graduate from the college to:

- Have inculcated "the values of truth and charity for the protection and promotion of human dignity and of a cultural heritage, through teaching, research, and extension activities dedicated to society";
- Be co-creators of a vibrant academic community known for its innovation, intellectual rigour and social commitment;
- Be "intellectually trained, morally upright, socially committed, spiritually inspired and ecologically conscious young men and women who would be dedicated to working for the good of society, the nation and the world";
- Have acquired "global competencies and skills";
- Have inculcated a sense of harmony, equality and fraternity among youth, transcending religious, linguistic, regional or sectional diversities; and
- Have developed "scientific temper, humanism and the spirit of inquiry and reform".

Programme Outcomes are the expected student attributes achieved by a student after the student completes the FYUGP from any of the streams/pathways.

The Programme Outcomes (POs) for the FYUGP programmes across all streams and pathways, based on the above core philosophy, and in consonance with the National Higher Education Qualifications Framework (NHEQF) are given below:

**By the end of the Four-Year Under-Graduate Programme, students will:**

<b>PO 1</b>	<b>Demonstrate the acquisition of all necessary knowledge and skills within</b>
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	<p><b>their disciplinary/ multi-disciplinary areas of learning. These include the acquisition of:</b></p> <ul style="list-style-type: none"> <li>• <b>comprehensive knowledge and coherent understanding of their chosen disciplinary/ interdisciplinary areas of study, their linkages with related fields, and the awareness of current trends in their chosen area of study;</b></li> <li>• <b>essential knowledge for skilled work in chosen field(s), including self-employment and entrepreneurship skills;</b></li> <li>• <b>proficiency in specialized areas within chosen fields of study, encompassing diverse practical skills applicable to different situations within those fields;</b></li> <li>• <b>the ability to apply learned knowledge to novel situations, solve problems, and relate concepts to real-world scenarios rather than just memorizing curriculum content.</b></li> </ul>
<b>PO 2</b>	<p><b>Acquire problem-solving, critical thinking, analytical reasoning skills and demonstrate creativity in their thought processes</b> by demonstrating the ability to:</p> <ul style="list-style-type: none"> <li>• solve different kinds of problems in familiar and non-familiar contexts both within and outside their disciplinary/ multidisciplinary areas of learning;</li> <li>• apply analytic thought to a body of knowledge, including the analysis and evaluation of policies, and practices, as well as evidence, arguments, claims, and beliefs;</li> <li>• analyse and synthesize data from a variety of sources and draw valid conclusions and support them with evidence and examples.</li> <li>• the ability to plan, execute and report the results of an experiment or investigation;</li> <li>• adhere to scientific temper and ethics in their thought process;</li> <li>• adopt innovative, imaginative, lateral thinking, interpersonal skills and emotional intelligence; and</li> <li>• incubate entrepreneurial and start-up ideas.</li> </ul>
<b>PO 3</b>	<p><b>Develop a profound environmental dedication by fostering ecological awareness and engaging in actions that promote sustainable development</b> by achieving the ability to</p> <ul style="list-style-type: none"> <li>• recognize environmental and sustainability issues, and participate in actions to promote sustainable development as well as mitigate the effects of environmental degradation, climate change, and pollution;</li> <li>• contribute to effective waste management, conservation of biological diversity, management of biological resources and biodiversity, forest and wildlife conservation, sustainable development and living, and the preservation of life in all forms.</li> <li>• participate in community-engaged services/ developmental activities and thus exemplify the ideals of community engagement and service learning and deep social commitment.</li> </ul>
<b>PO 4</b>	<p><b>Accomplish perfect communication, teamwork, and leadership skills, particularly in academic and professional settings, while demonstrating</b></p>



	<p><b>nuance and attention to etiquette in all communicative contexts.</b> This will enable them to:</p> <ul style="list-style-type: none"> <li>• listen carefully, and read texts and research documents, and present complex information with clarity and precision to different audiences;</li> <li>• express thoughts and ideas and communicate effectively through speech and writing using appropriate media;</li> <li>• communicate using language which is respectful of gender and minority orientations;</li> <li>• act together as a group or a team in the interests of a common cause and working efficiently as a member of a team;</li> <li>• inspire the team with a vision to achieve a stated goal, and use management skills to guide the team in the right direction.</li> </ul>
<p><b>PO5</b></p>	<p><b>Acquire the necessary skills, including ‘learning to learn’ skills, and foster innovative ideas to improve competence and employability, keeping pace with the evolving global landscape and technological advancements</b> by demonstrating the ability to:</p> <ul style="list-style-type: none"> <li>• pursue learning activities throughout life, through self-paced and self-directed learning aimed at personal development, meeting economic, social, and cultural objectives, and adapting to changing trades and demands of the workplace, including adapting to the changes in work processes in the context of the fourth industrial revolution, through knowledge/ skill development/reskilling;</li> <li>• work independently, identify appropriate resources required for further learning;</li> <li>• acquire organizational and time management skills to set self-defined goals and targets with timelines;</li> <li>• be a proactive life-long learner.</li> <li>• use ICT in a variety of learning and work situations;</li> <li>• access, evaluate, and use a variety of relevant information sources, and use appropriate software for analysis of data;</li> <li>• navigate cyberspaces by following appropriate ethical principles and cyber etiquette.</li> <li>• use cutting edge AI tools with equal commitment to efficiency and ethics.</li> <li>• think ‘out of the box’ and generate solutions to complex problems in unfamiliar contexts;</li> </ul>
<p><b>PO6</b></p>	<p><b>Develop research-related skills including the ability to conceptualize research hypotheses/projects and adopt suitable tools and methodologies for analysis</b> with:</p> <ul style="list-style-type: none"> <li>• a keen sense of observation, inquiry, and capability for asking relevant/ appropriate research questions;</li> <li>• the ability to problematize, synthesize, and articulate issues and design research proposals;</li> <li>• the ability to define problems, formulate appropriate and relevant research questions, formulate hypotheses, test hypotheses using quantitative and qualitative data, establish hypotheses, make inferences based on the analysis and interpretation of data, and predict cause-and</li> </ul>

	<p>effect relationships;</p> <ul style="list-style-type: none"> <li>• the capacity to develop appropriate methodology and tools for data collection;</li> <li>• the appropriate use of statistical and other analytical tools and techniques;</li> <li>• the ability to plan, execute and report the results of an experiment or investigation;</li> <li>• the ability to acquire the understanding of basic research ethics and skills in practicing/doing ethics in the field/ in personal research work, regardless of the funding authority or the field of study</li> </ul>
<b>PO7</b>	<p><b>Assimilate a sound value system, a sense of autonomy, multicultural competence, social commitment, and the spirit of inclusivity and empathy by imbibing the spirit and the holistic ethos of the ‘Multi-Dimensional Ivanian’ (MDI) approach.</b> This will enable them to:</p> <ul style="list-style-type: none"> <li>• embrace and practice constitutional, humanistic, ethical, and moral values in life, including universal human values of integrity, truth, righteous conduct, peace, love, nonviolence, scientific temper, citizenship values;</li> <li>• identify ethical issues related to work, follow ethical practices and be objective, unbiased, and truthful actions in all aspects of work, including avoiding unethical behaviour such as fabrication, falsification or misrepresentation of data, or committing plagiarism, and adhering to intellectual property rights;</li> <li>• exercise responsibility and demonstrate accountability in applying knowledge and/or skills in work and/or learning contexts appropriate for the level of the qualification, including ensuring safety and security at workplaces;</li> <li>• practice responsible global citizenship required for responding to contemporary global challenges, enabling learners to become aware of and understand global issues and to become active promoters of more peaceful, tolerant, inclusive, secure, and sustainable societies;</li> <li>• effectively engage in a multicultural group/society and interact respectfully with diverse groups;</li> <li>• identify with or understand the perspective, experiences, or points of view and emotions of another individual or group.</li> <li>• demonstrate gender sensitivity and adopt a gender-neutral approach, as also empathy for the less advantaged and the differently-abled including those with learning disabilities;</li> <li>• demonstrate proficiency in arts/ sports/ games, physical, mental and emotional fitness, entrepreneurial /organizational /pubic speaking/environmental/ community-oriented areas by actively participating in the wide range of co-curricular activities that are available to the students of Mar Ivanios College.</li> </ul>

### Course and Credit Structure of FYUGP

The pathway preferably followed by the department will be Major with Minor or Major with multiple disciplines of study.

**The Course and Credit Structure of FYUGP is given below:**

Sem	DSC (4 Cr)	DSE (4 Cr)	AEC (3 Cr)	SEC (3 Cr)	MDC (3 Cr)	VAC (3 Cr)	Internship (credit-2)/ Project/ Additional Courses (credit-12)	Total courses	Total credits
<b>I</b>	A-1 B-1 C-1		AEC (Eng)-1 AEC(OL)-2		MDC-1			6	21
<b>II</b>	A-2 B-2 C-2		AEC (Eng)-3 AEC(OL)-4		MDC-2			6	21
<b>III</b>	A-2 B-2 C-2	DSE A-1			MDC (Kerala Studies)-3	VAC-1		6	22
<b>IV</b>	A-4 A-5	DSE A-2		SEC-1		VAC-2 VAC-3	Internship	6	21
<b>V</b>	A-6 A-7 A-8	DSE -3 DSE -4		SEC-2				6	23
<b>VI</b>	A-9 A-10 A-11	DSE -5 DSE -6		SEC-3				6	23
<b>Total</b>	A (11) B (3) C (3)	6	4	3	3	3	1*	36	133
<b>EXIT OPTION AVAILABLE AND STUDENTS WILL BE AWARDED UG DEGREE WITH MAJOR IN A</b>									
<b>VII</b>	A-12 A-13 B/C-4 B/C-5 B/C-6	DSE -7						6	24
<b>VIII</b>	MOOC courses A -14, A -15						Research Project/ Internship /Project or 03 courses - 12Cr	2+1**/ 3***	20
<b>Total</b>	A (15) B(3) C (3) B/C(3)	7	4	3	3	3	1*+1**/3***	44+1* + 1**/3***	177

A – Major Discipline

B/C-Minor/Multiple discipline

\* - Mandatory Internship at the end of Semester 4

\*\* - Research Project/ Internship /Project as part of Honours with Research

\*\*\* - Additional courses of 4 credits each.

Cr - Credits

- **Research group project for students exiting after UG 3 years:** Students who propose to exit after 3 Year UG programme can do a group project with an extra two credits to obtain research experience in discipline-specific areas of the

program. The BoS can decide the number of students for the group and the evaluation criteria.

- Students will be able to take other pathways permissible under **University of Kerala Four Year Under-Graduate Programmes (UoK-FYUGP) Regulations, 2024**, subject to the availability of courses/ faculty/infrastructure of the college.
- The Board of Studies shall prepare and publish a list of online courses at different levels before the commencement of classes in the respective semester offered in various online educational platforms recognised by the academic council of the college, which can be opted by the students for acquiring additional credits.

#### **Course Participation/Attendance-**

1. A student shall be permitted to register for the end-semester evaluation of a specific course to acquire the credits only if the student has completed 75% of the prescribed classroom activities in physical, online, or blended modes, as stipulated by the BoS, including any makeup activities as specified by the faculty of that particular course.
2. The reasons/cases of permissible authorised leave shall be specified by the college, with the approval of the Academic Council, ratified by the Governing Body.
3. The condonation facility shall be availed as per the existing University/college norms.

#### **Assessment and Evaluation**

1. The assessment of a course shall combine a Continuous Comprehensive Assessment (CCA) and an End Semester Evaluation (ESE).
2. For courses without practical/lab modules, 30% weightage shall be given for CCA and the remaining 70% of the weight shall be for the ESE.
3. CCA will have two sub-components: Formative Assessment (FA) and Summative Assessment (SA).
4. The CCA subcomponents will be given marks as per the following proportions:
  - Discipline specific summative assessment - 15% of the total
  - Course attendance (Formative) - 5 % of the total.
  - Discipline specific formative assessment - 10% of the total.

5. The details of summative and formative assessment criteria, including that of attendance, will be specified by each course coordinator at the beginning of the semester, with the approval of the respective Head of the Department/BoS Chairperson and the Principal, and will be published on the college website.
6. For courses with practical/lab modules, 40% weightage shall be given for CCA and the remaining 60% of the weight shall be for the ESE.
7. In such cases specified in the item above, the CCA subcomponents will be given marks as per the following proportions:
  - Discipline specific summative assessment - 10% of the total
  - Course attendance (Formative) - 5 % of the total
  - Discipline specific formative assessment - 15% of the total.
  - Summative Assessment (Practical Record, Practical test, skill, etc). -10% of the total.
8. The Course Coordinator shall be responsible for evaluating all the components of CCA for the course in question. Any grievances regarding the same shall be submitted to the Course Coordinator within 5 days of the publication of the same on the department notice board or official class group. If the grievance is not settled at the Course Coordinator level, the student is free to appeal to the Head of the Department, within the next 3 days, who will discuss the same in the Department Level Monitoring Committee (DLMC). If still needed, students can further appeal to the College Level Monitoring Committee (CLMC) or in essential situations the University Level Monitoring Committee (ULMC) in a time period as specified by these bodies.
9. Regarding evaluation, one credit will be evaluated for 20 marks in a semester; thus, a 4-credit course will be evaluated for 80 marks, and 3-credit courses for 60 marks. However, any changes to this if brought by the University will be followed.
10. The duration of the end semester examination of a course with 4 credits will be 2 hours and the same for a course with 3 credits may be 1.5 hours/2 hours.

**Mark Distribution Table**

Course	Credit		Marks		Lecture			Practical		
	Lecture	Practical	Lecture	Practical	CCA (30%)		ESE (70%)	CCA (40%)		ESE (60%)
					SA (50%)	FA (50%)		SA (50%)	FA (50%)	
<b>4 credit courses</b>	4	0	80	0	12	12	56	0	0	0
	3	1	60	20	9	9	42	4	4	12
	2	2	40	40	6	6	28	8	8	24
	1	3	20	60	3	3	14	12	12	36
	0	4	0	80	0	0	0	16	16	48
<b>3 credit courses</b>	Credits		Marks		Lecture			Practical		
	Lecture	Practical	Lecture	Practical	CCA (30%)		ESE (70%)	CCA (40%)		ESE (60%)
					SA (50%)	FA (50%)		SA (50%)	FA (50%)	
	3	0	60	0	9	9	42	0	0	0
	2	1	40	20	6	6	28	4	4	12
	1	2	20	40	3	3	14	8	8	24
	0	3	0	60	0	0	0	12	12	36

**Letter Grades and Grade Point**

1. A mark system is followed to evaluate each question. For each course in the semester, letter grades and grade points are introduced in a 10-point indirect grading system as per the guidelines given below.
2. The Semester Grade Point Average (SGPA) is computed from the grades to measure the student’s performance in a given semester. The SGPA is based on the current term's grades, while the Cumulative Grade Point Average (CGPA) is based on the grades in all courses taken after joining the programme of study.
3. The weighted grade point will be mentioned in the student’s final grade cards, issued by the college, based on the marks obtained.

The grades and grade points will be given as per the following format:

Letter Grade	Grade Point	Percentage of marks (X) (CCA + ESE together)	Class
<b>O (Outstanding)</b>	10	$X \geq 95\%$	FIRST CLASS WITH DISTINCTION
<b>A+ (Excellent)</b>	9	$85\% \leq X < 95\%$	
<b>A (Very Good)</b>	8	$75\% \leq X < 85\%$	
<b>B+ (Good)</b>	7	$65\% \leq X < 75\%$	FIRST CLASS
<b>B (Above Average)</b>	6	$55\% \leq X < 65\%$	
<b>C (Average)</b>	5	$45\% \leq X < 55\%$	SECOND CLASS
<b>P (Pass)*</b>	4	$35\% \leq X < 45\%$	THIRD CLASS
<b>F (Fail)</b>	0	$X < 35\%$	FAIL
<b>Ab (Absent)</b>	0		FAIL

- For a course PASS, separate minimum of 35% is needed for CCA and ESE.
- Less than 35% in either ESE or CCA is FAIL.

#### Computation of SGPA and CGPA

SGPA (Semester Grade Point Average) and CGPA (cumulative Grade Point Average) will be computed as follows:

1.

$$S_j = \frac{\sum(C_{ij} \times G_{ij})}{\sum C_{ij}}$$

where  $S_j$  is the SGPA in the  $j^{\text{th}}$  semester,

$C_{ij}$  is the number of credits for the  $i^{\text{th}}$  course in the  $j^{\text{th}}$  semester, and

$G_{ij}$  is the the grade point scored by the student in the  $i^{\text{th}}$  course in the  $j^{\text{th}}$  semester.

2. The CGPA is also calculated in the same manner considering all the courses undergone by a student over all the semesters of a programme. That is,

$$CGPA = \frac{\sum(C_i \times S_i)}{\sum C_i}$$

where  $S_i$  is the SGPA in the  $i^{\text{th}}$  semester and

$\sum C_i$  is the total number of credits in the  $i^{\text{th}}$  semester

3. The SGPA and CGPA shall be rounded to 2 decimal points and reported in the transcripts

4. **Requirement for the successful completion of a Semester:** SGPA of 4 or above and a PASS in all the courses, that is, minimum total of 35% mark in each course (CCA + ESE), with a separate minimum of 35% mark for both CCA and ESE. Appropriate and permissible rules of rounding off numbers may be adopted as per decisions of the Academic Council.

Ms. Liji D  
Chairman BoS  
Economics, History and Political Science  
Mar Ivanios College (Autonomous), Thiruvananthapuram  
Thiruvananthapuram

10-05-2024



**LIST OF COURSES****First Year****Semester I**

	<b>Title of the Course</b>	<b>Course Code</b>	<b>Credit</b>
DSC	Basics of History	MIUK1DSCHIS100.1	4
DSC	Introduction to World History	MIUK1DSCHIS101.1	4
MDC	Kerala Society and Culture	MIUK1MDCHIS100.1	3

**Semester II**

	<b>Title of the Course</b>	<b>Course Code</b>	<b>Credit</b>
DSC	Modern India 1 (1857- 1920)	MIUK2DSCHIS150.1	4
MDC	History of Modern World	MIUK2MDCHIS150.1	3

**Second Year****Semester III**

	<b>Title of the Course</b>	<b>Course Code</b>	<b>Credit</b>
DSC	History of Modern India II (1921-1947)	MIUK3DSCHIS200.1	4

**Semester IV**

	<b>Title of the Course</b>	<b>Course Code</b>	<b>Credit</b>
DSC	Contemporary India (Since 1947)	MIUK4DSCHIS250.1	4
VAC	Ancient Indian Heritage and Culture	MIUK4VACHIS250.1	3
SEC	Museum and Archival Study	MIUK4SECHIS250.1	3

**Fourth Year****Semester VII**

	<b>Title of the Course</b>	<b>Course Code</b>	<b>Credit</b>
DSC	New Social Movements in India	MIUK7DSCHIS400.1	4
DSC	Research Methodology and Perspectives of Social Sciences	MIUK7DSCHIS401.1	4



**Mar Ivanios College (Autonomous)**

<b>Discipline</b>	<b>History</b>				
<b>Course Code</b>	MIUK1DSCHIS100.1				
<b>Course Title</b>	BASICS OF HISTORY				
<b>Type of Course</b>	DSC				
<b>Semester</b>	I				
<b>Academic Level</b>	100-199				
<b>Course Details</b>	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours/Week
	4	4hours	-	-	4
<b>Pre-requisites</b>	Basic knowledge about the subject history				
<b>Course Summary</b>	The course covers the importance of history as a discipline and its fundamental tenets, meaning, definitions and its scope. The course enables the student to understand the basic of the subject History, its importance, different kind of historical source materials and its collection, the methods and technique of procuring, and classify the document for historical writings.				

**Detailed Syllabus:**

Module	Unit	Content	Hrs
<b>I</b>	<b>BASICS OF HISTORY</b>		<b>12</b>
	1	History and Past History and importants of Facts Historiography	
	2	Major Definitions : Carlyle, E.P. Thomson, E.H. Carr, Collingwood	
<b>II</b>	<b>NATURE AND TYPES OF HISTORY</b>		<b>12</b>
	3	Nature and Scope of History	
		Types of History : Political History Economic History Social History Cultural History	
	4	Intellectual History and Gender History	
	5	New Trends in History : Subaltern History	
<b>III</b>	<b>RELATIONSHIP OF HISTORY WITH OTHER BRANCHES OF KNOWLEDGE</b>		<b>12</b>
	6	History as Science	

	7	History and other auxiliary sciences	
	8	Interdisciplinary and Multi-disciplinary approach	
IV	<b>IMPORTANCE OF HISTORICAL STUDIES</b>		12
	9	Local History Social Relevance of Historical Studies	
	10	Contemporary relevance of Historical Studies	
V	<b>SOURCES IN HISTORY</b>		12
	11	Importance of Sources in reconstructing History	
	12	Nature of Historical Sources Collection of Sources Methods and Techniques	
	13	Various Sources Primary, Secondary, Tertiary Sources Audio, Visual Sources	
	14	Digital Sources and ICT AI tools in Historical studies	

### **Essential Reading**

1. Alun Munslow, *The Routledge Companion to Historical Studies*, Routledge, London and New York, 2000.
2. Anatoly Rakitov, *Historical Knowledge*, Moscow, 1982, Progress Publishers
3. Arthur Marwick, *The Nature of History*, Macmillan, Hongkong, 1985
4. Arthur Marwick, *The New Nature of History*, Macmillan, Hamshire, 2001
5. Beverley Southgate, *History: What and Why? Ancient, Modern and Post Modern Perspectives*, Routledge, New York, 1998
6. Brian Fay, Philip Pomper and Richard T. Vann (eds.), *History and Theory: Contemporary Readings*, Mass. and Oxford, Blackwell, 1998
7. C.Behan McCullagh, *The Logic of History*, London, New York, Routledge, 2004.
8. C.Behan McCullagh, *The Truth of History*, London, New York, Routledge, 1998.
9. E H Carr, *What is History?* Pelican, Great Britain, 1980
10. G R Elton, *The Practice of History*, Fontana Paperbacks, London, 1984
11. G.E.M Anscombe, 'Causality and Determination' in E.Sosa (ed.), *Causation and Conditionals*, Oxford, Oxford University Press, 1975
12. G.R. Elton, *The Practice of History*, Flemingo, Great Britain, 1982
13. J.L. Mackie, 'Causes and Conditions', in E.Sosa (ed.), *Causation and Conditionals*, Oxford, Oxford University Press, 1975
14. John Tosh, *The Pursuit of History*, Longman, New York, 1984

15. Joyce Appleby, Lynn Hunt & Margaret Jacob, *Telling The Truth About History*, WW Norton & Company, NewYork-London, 1995.
16. Kenneth Allan, *A Primer in Social and Sociological Theory*, Sage, USA, 2011
17. M.C. Lemon, *Philosophy of History*, Routledge, London, 2006
18. Martin Bunzl, *Real History: Reflections on Historical Practice*, Routledge, New York, 1997
19. Michael Bentley, *Modern Historiography, An Introduction*, Routledge, NewYork,1999
20. Peter Barry, *Beginning Theory*, Viva Books Pvt. Ltd, New Delhi, 2009
21. Peter Burke, *History and Social Theory*, Cornell University Press, New York, 1996.
22. Peter Lambert and Phillip Schofield (ed), *Making History: An Introduction to the History and Practices of a Discipline*, Routledge, New York, 2006 54
23. Richard J. Evans, *In Defence of History*, Granta Books, London, 1977. 24. W.H. Dray, *Laws and Explanations in History*, Oxford, Clarendon Press,1970
24. Sreedharan, E., *A Textbook of Historiography*, Orient Longman, New Delhi, 2003

#### Course Outcomes

No.	Upon completion of the course the graduate will be able to	Cognitive Level
CO-1	Understand the basic concepts of history as a discipline and its fundamental tenets, meaning and its definitions.	U
CO-2	Analyse the nature and Scope of the discipline of history and its relationship with other disciplines.	An
CO -3	Understand the relevance of historical studies in different perspective. Analyse the social and contemporary relevance of historical studies.	U, An
CO- 4	Evaluate the importance of sources in historical research and understand the methods and technique of procuring, and classify the document for historical writings.	An, E
CO- 5	Create a critical thinking in historical perspective with the help of source materials and Digital Tools.	Ap, An, E, C

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

*Note: 1 or 2 COs/module*

**Name of the Course: Credits: 4:0:0 (Lecture:Tutorial:Practical)**

CO No.	CO	PO	Cognitive Level	Knowledge Category	Lecture (L)/Tutorial (T)	Practical (P)
CO- 1	Understand the basic concepts of history as a discipline and its fundamental tenets, meaning and its definitions.	PO- 1,6	U	F, C	L	-
CO- 2	Analyse the nature and Scope of the discipline of history and its relationship with other disciplines.	PO- 1,6	An	F	L	-
CO-3	Understand the relevance of historical studies in different perspective. Analyse the social and contemporary relevance of historical studies.	PO- 1,2,5,6	U, An	F, C	L	-
CO-4	Evaluate the importance of sources in historical research and understand the methods and technique of procuring, and classify the document for historical writings.	PO- 1,2,6	An, Ev	F,C	L	-
CO-5	Create a critical thinking in historical perspective with the help of source	PO- 1,2,5, 6	Ap, An, E, C	F, C	L	-

materials and Digital Tools.						
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F-Factual, C- Conceptual, P-Procedural, M-Metacognitive

Mapping of COs with POs :

	PO1	PO2	PO3	PO4	PO5	PO6	PO7
<b>CO1</b>	2	-	-	-	-	2	-
<b>CO2</b>	2	-	-	-	-	2	-
<b>CO3</b>	2	1	-	-	2	3	-
<b>CO4</b>	2	1	-	-	-	2	-
<b>CO5</b>	2	1	-	-	1	3	-

Correlation Levels:

Level	Correlation
-	Nil
1	Slightly / Low
2	Moderate / Medium
3	Substantial / High

Assessment Rubrics:

- Quiz / Assignment/ Quiz/ Discussion / Seminar
- Midterm Exam
- Programming Assignments
- Final Exam

**Mapping of COs to Assessment Rubrics :**

	Internal Exam	Assignment	Project Evaluation	End Semester Examinations
CO 1	✓			✓
CO 2	✓	✓		✓
CO 3	✓			✓
CO 4		✓		✓
CO 5		✓		✓



### Mar Ivanios College (Autonomous)

<b>Discipline</b>	<b>History</b>				
<b>Course Code</b>	MIUK1DSCHIS101.1				
<b>Course Title</b>	INTRODUCTION TO WORLD HISTORY				
<b>Type of Course</b>	DSC				
<b>Semester</b>	I				
<b>Academic Level</b>	100-199				
<b>Course Details</b>	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours/Week
	4	4hours	-	-	4
<b>Pre-requisites</b>					
<b>Course Summary</b>	The course provides an introduction to the world History. It covers the topics such as structure of medieval societies, transition from medieval to modern age, the age of Renaissance and Reformation, and Enlightenment. These areas will help the students to understand the basics of world history and analyse the evolution of the world to this contemporary situation.				

#### Detailed Syllabus:

Module	Unit	Content	Hrs
<b>I</b>	<b>STRUCTURE OF MEDIEVAL SOCIETIES</b>		<b>12</b>
	1	European Feudal Society	
	2	Indian Feudal Society	
	3	Cultural and Religious forms of Medieval period : Christianity and Islam Medieval Art and Architecture	
<b>II</b>	<b>TRANSITION FROM MEDIEVAL TO MODERN AGE</b>		<b>12</b>
	4	Decline of Feudalism: Various Factors	
	5	The crisis in Economy	



	6	Political changes	
	7	Growth of Trade and Manufacture	
	8	Scientific and Technological changes Copernican Revolution Galileo Beginnings of Modern Science Isaac Newton	
<b>III</b>	<b>EMERGENCE OF NEW SOCIO-CULTURAL FORMS: THE RENAISSANCE</b>		<b>12</b>
	8	Renaissance in Italy	
	9	Humanism	
	10	Renaissance in Art and Architecture	
	11	Renaissance in Literature	
<b>IV</b>	<b>THE REFORMATION</b>		<b>12</b>
	12	Reformation in Germany: Martin Luther	
	13	Spread of Protestant Revolution	
	14	Counter Reformation	
<b>V</b>	<b>THE ENLIGHTENMENT</b>		<b>12</b>
	15	Hobbes, Descartes, Locke, Montesquieu, Rousseau, Voltaire	
	16	Concepts of Democracy	
	17	Equality and Individual Freedom Rationality Physiocrats	

### Essential Readings

1. Butterfield H., *The Origins of Modern Science*, The Macmillan Company, 1959
2. Cipolla Carlo M., Fontana, *Economic History of Europe*, Vols. II and III Collins/Fontana Books; 1978
3. Cipolla Carlo M., *Before the Industrial Revolution, European Society and Economy, 1000-1700*, W. W. Norton & Company; 3rd edition 1994
4. Dobb Maurice, *Studies in the Development of Capitalism*, International Publishers, 1947
5. Parry, J.H., *The Age of Renaissance*, University of California Press, 1981

6. Phukan Meenaxi, *Rise of the Modern West: Social and Economic History of Early Modern Europe*, Laxmi Publications 2013
7. Poliensky.V, *War and Society in Europe 1618-48*, Cambridge University Press, 2008
8. Rabb Theodore K., *The Struggle for Stability in Early Modern Europe*, Oxford University Press, 1975
9. Scammell V., *The First Imperial Age: European Overseas expansion, 1400-1715*, Routledge, 2003
10. Anderson M.S, *Europe in the Eighteenth Century* Holt, Rinehart and Winston, 1961
11. Burke, Peter, *The Renaissance*, Humanities Press International, 1987
12. Camerson, Euan (ed.), *Early Modern Europe: An Oxford History*, Oxford University Press, 2001.
13. Dunn Recharad S., *The Age of Religious Wars, 1559-1715*, W.W.Norton & Company,2004
14. Elton, G.R., *Reformation Europe, 1517-1559* Wiley, 1999
15. Gilmore, M.P., *The World of Humanism, 1453-1517* New York, Harper 1952
16. Hall, R., *From Galileo to Newton*, Courier Corporation, 1981
17. Hill, Christopher, *A century of Revolutions*, Psychology Press, 2002
18. Hilton, Rodney, *Transition from feudalism to Capitalism*, Aakar Books, 2006
19. Koenigsberger, H.G and Mosse, G.L., *Europe in the Sixteenth Century*, Longmans, 1961
20. Lee, Stephen J., *Aspects of European History, 1494-1789*, Routledge, 1982
21. Parker, G. and Smith, L.M., *General Crisis of the Seventeenth Century*, Boston Routledge & Kegan Paul, 1978.
22. Rice, Eugene F. and Grafton, Anthony, *The Foundations of Early Modern Europe, 1460-1559*, W.W.Norton & Company, 2004.
23. The Cambridge Economic History of Europe, Vol.I, IV Cambridge University Press 1944.

#### Course Outcomes

No.	Upon completion of the course the graduate will be able to	Cognitive Level
CO-1	Develop a broad understanding of key historical events, societies, and civilizations.	R, U
CO-2	Evaluate the origin and development of medieval society, Economy and polity, science and technology.	E
CO -3	Get an idea of the conceptual aspects of Renaissance and its impact on medieval society.	An

CO- 4	Recognize and evaluate the impact of major historical events and developments on medieval religion and thoughts.	E
CO-5	Recognize the interdisciplinary nature of the Enlightenment by exploring connections between philosophy, science, politics, literature, and the arts.	An

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

*Note: 1 or 2 COs/module*

**Name of the Course: Credits: 4:0:0 (Lecture:Tutorial:Practical)**

CO No.	CO	PO	Cognitive Level	Knowledge Category	Lecture (L)/Tutorial (T)	Practical (P)
CO- 1	Develop a broad understanding of key historical events, societies, and civilizations.	PO-1	R, U	F, C	L	-
CO- 2	Evaluate the origin and development of medieval society, Economy and polity, science and technology	PO- 1,5	E	F	L	-
CO-3	Get an idea of the conceptual aspects of Renaissance and its impact on medieval society.	PO –1,2,6	An	C	L	-
CO-4	Recognize and evaluate the impact of major historical events and developments on medieval religion and thoughts.	PO – 1,	E	C	L	-
CO -5	Recognize the interdisciplinary nature of the Enlightenment	PO- 1,2	An	F	L	-

	by exploring connections between philosophy, science, politics, literature, and the arts.					
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F-Factual, C- Conceptual, P-Procedural, M-Metacognitive

Mapping of COs with POs :

	P01	P02	P03	P04	P05	P06	P07
<b>CO-1</b>	2	-	-	-	-	-	-
<b>CO- 2</b>	2	-	-	-	1	-	-
<b>CO -3</b>	2	1	-	-	-	1	-
<b>CO-4</b>	2	-	-	-	-	-	-
<b>CO-5</b>	3	1	-	-	-	-	-

Correlation Levels:

Level	Correlation
-	Nil
1	Slightly / Low
2	Moderate / Medium
3	Substantial / High

Assessment Rubrics:

- Quiz / Assignment/ Quiz/ Discussion / Seminar
- Midterm Exam
- Programming Assignments
- Final Exam

**Mapping of COs to Assessment Rubrics :**

	Internal Exam	Assignment	Project Evaluation	End Semester Examinations
CO 1	✓	✓		✓
CO 2	✓	✓		✓
CO 3	✓	✓		✓
CO 4		✓		✓
CO 5		✓		✓



**Mar Ivanios College (Autonomous)**

<b>Discipline</b>	<b>History</b>				
<b>Course Code</b>	MIUK1MDCHIS100.1				
<b>Course Title</b>	KERALA SOCIETY AND CULTURE				
<b>Type of Course</b>	MDC				
<b>Semester</b>	I				
<b>Academic Level</b>	200-299				
<b>Course Details</b>	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours/Week
	3	3hours	-	-	3
<b>Pre-requisites</b>	Basics of Kerala history and culture				
<b>Course Summary</b>	To make the students aware of the rich cultural heritage of ancient and Medieval and modern Kerala. The course deals with Kerala's geographical background, Society, social reform movements and the cultural history too. It helps the student to attain basic knowledge about the Kerala society and its evolution. The students will make acquainted with the society, culture, arts and science, arts, Music and Literature of modern Kerala.				

**Detailed Syllabus:**

<b>Module</b>	<b>Unit</b>	<b>Content</b>	<b>Hrs</b>
<b>I</b>	<b>UNDERSTANDING KERALA</b>		<b>09</b>
	1	Sources of Kerala History Literary and Archaeology	
	2	Kerala Geography Historical relevance of Mountains and Hills Sea and Rivers Flora and Fauna	
	3	Origin of Kerala; Myths and legends	
<b>II</b>	<b>ANCIENT KERALA SOCIETY AND CULTURE</b>		<b>09</b>
	4	Pre-historic Age: Megalithic Culture	

		Dolmens, Cists etc. Rock-cut Caves Relics of Megalithic culture	
	5	Sangam Age Literary sources	
	6	Ancient geographical division : Tinais Social life Religion and Economic condition	
<b>III</b>	<b>KERALA SOCIETY AND CULTURE</b>		<b>09</b>
	7	Caste System Untouchability Mannappedi and Pulappedi Mamankam – Kalari – Chaver – Ankam – Slavery	
	8	Marumakkathayam and Sambandham Smarthavicharam	
	9	Devadasi system Land grant system Discriminatory taxes Trial and punishments	
	10	Mamankam Kalari Chaver Ankam Slavery	
<b>IV</b>	<b>RENAISSANCE IN KERALA</b>		<b>09</b>
	11	Background and Causes Religious and Social Reform Movements Chattampi Swamikal Sri Narayana Guru Vaikunta Swami	
	12	Movements for eradicating Caste hierarchy: Vaikom Sathyagraha Guruvayur sathyagraha Temple Entry proclamation Ayyankali Paliyam sathyagraha	

		Vakkam Abdhul Khadir Maulavi	
	13	Impact of Social Reform Movement in Kerala	
<b>V</b>	<b>KERALA LITERATURE AND ARTS</b>		<b>09</b>
	14	Origin of Malayalam Language and Literature Folk Songs Ballads Growth of Malayalam Literature 19 <sup>th</sup> Century	
	15	Medicine Music Painting Architecture and Sculpture Religious Arts Performing Arts Martial Arts	

### Essential readings

1. Sreedhara Menon, A., *A Survey of Kerala History*, Kottayam, DC Books, 1991
2. Gopalan, A. K., *Kerala: Past and Present*, Londo, 1959
3. ... *Kerala History and its Makers*, Madras, 1990
4. Panikkar, K. M., *A History of Kerala (1498 to 1801)*, Annamalainagar, 1960
5. Sanal Mohan, P., *Strategies Against Caste Inequality in Colonial Kerala*, New Delhi, Oxford University Press, 2015
6. Bhaskaranunni, P., *Pathonpathamnoottandile Keralam (Mal)*, Thrissur, Kerala Sahitya Academy, 1988
7. Chandramohan, P., *Developmental Modernity in Kerala: Narayana Guru, SNDP Yogam and Social Reform*, New Delhi, Tulika Books, 2016
8. Govinda Pillai, P., *Kerala Navodhanam Oru Marxist Veekshanam (Mal.)*, Thiruvananthapuram, Chintha, 2003
9. Cherian, P.J., (ed.) *Perspectives on Kerala History*, Thiruvananthapuram, Gazetteers Department, 1999
10. Ramachandran Nair, Panmana, (ed.) *Kerala Samskara Padhanangal (Mal.) 2 Vols*, Kottayam, Current Books, 2013
11. Jeffrey, Robin, *The Decline of Nair Dominance: Society and Politics in Travancore 1847-1908*, New Delhi, Manohar, 1994
12. Madhava Menon T., (ed.), *A Handbook of Kerala*, Thiruvananthapuram, 2000
13. Ravindran, T.K., *Vaikom Satyagraha and Gandhi*, Thiruvananthapuram, 1975
14. Logan, William, *Malabar Manual*, Thiruvananthapuram, Gazetteers Department, 2000

### Course Outcomes

No.	Upon completion of the course the graduate will be able to	Cognitive Level
CO-1	Develop a broad understanding of the sources on Kerala history and culture.	U
CO-2	Analyse the geographical extend and physical features of	An



	Kerala.	
CO -3	Recognize and evaluate the society and culture started and developed in Kerala.	E
CO- 4	Foster critical thinking about Kerala society, culture and other social customs that prevailed in Kerala society and Kerala Renaissance.	An
CO -5	Understand various developments in the fields of Language, Literature, Medicine, Arts and Architecture, Education etc.	U, An

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

*Note: 1 or 2 COs/module*

**Name of the Course: Credits: 4:0:0 (Lecture:Tutorial:Practical)**

CO No.	CO	PO/PSO	Cognitive Level	Knowledge Category	Lecture (L)/Tutorial (T)	Practical (P)
CO- 1	Develop a broad understanding of the sources on Kerala history and culture.	PO- 1	U	F	L	-
CO- 2	Analyse the geographical extend and physical features of Kerala.	PO- 1,3	An	F	L	-
CO-3	Recognize and evaluate the society and culture started and developed in Kerala.	PO- 1,7	E	F	L	-
CO-4	Foster critical thinking about Kerala society, culture and other social customs that prevailed in Kerala society and Kerala Renaissance.	PO- 1,2	An	F	L	-
CO -5	Understand various developments	PO- 1,6,7	U, An	F	L	-

	in the fields of Language, Literature, Medicine, Arts and Architecture, Education etc.					
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F-Factual, C- Conceptual, P-Procedural, M-Metacognitive

Mapping of COs with POs

	PO1	PO2	PO3	PO4	PO5	PO6	PO7
<b>CO1</b>	2	-	-	-	-	-	-
<b>CO2</b>	2	-	1	-	-	-	-
<b>CO3</b>	2	-	-	-	-	1	1
<b>CO4</b>	2	1	-	-	-	-	-
<b>CO5</b>	3	-	-	-	-	1	1

Correlation Levels:

Level	Correlation
-	Nil
1	Slightly / Low
2	Moderate / Medium
3	Substantial / High

Assessment Rubrics:

- Quiz / Assignment/ Quiz/ Discussion / Seminar
- Midterm Exam
- Programming Assignments
- Final Exam

**Mapping of COs to Assessment Rubrics :**

	<b>Internal Exam</b>	<b>Assignment</b>	<b>Project Evaluation</b>	<b>End Semester Examinations</b>
<b>CO 1</b>	✓	✓		✓
<b>CO 2</b>	✓	✓		✓
<b>CO 3</b>	✓	✓		✓
<b>CO 4</b>	✓	✓		✓
<b>CO 5</b>	✓	✓		✓



### Mar Ivanios College (Autonomous)

<b>Discipline</b>	<b>History</b>				
<b>Course Code</b>	MIUK2DSCHIS150.1				
<b>Course Title</b>	MODERN INDIA 1 (1600- 1920)				
<b>Type of Course</b>	DSC				
<b>Semester</b>	II				
<b>Academic Level</b>	100-199				
<b>Course Details</b>	<b>Credit</b>	<b>Lecture per week</b>	<b>Tutorial per week</b>	<b>Practical per week</b>	<b>Total Hours/Week</b>
	4	4hours	-	-	4
<b>Pre-requisites</b>	Basic knowledge in Indian history				
<b>Course Summary</b>	The course provides an introduction to the modern Indian History under colonial rule. This course covers the areas of British colonialism and its impact, emergence of Indian nationalism and first phase of Gandhian struggle for the freedom of India. These areas will help the students to understand the problems under colonial rule and to familiarize the great sacrifice of the nationalist for the mother country.				

#### Detailed Syllabus:

Module	Unit	Content	Hrs
<b>I</b>	<b>ANTI-COLONIAL MOVEMENTS IN INDIA</b>		<b>12</b>
	1	Economic Impact of British Rule; Transport and communication Press and literatures Educational reforms	
	2	Revolt of 1857 Nature of the Revolt Subsidiary Alliance and Doctrine of Lapse Background and causative factors Course and Consequences	

		Reasons for failure	
	3	Administrative Reforms after 1858 Council Act of 1862 Council Act of 1891	
<b>II</b>	<b>BACKGROUND OF INDIAN NATIONALISM AND INC</b>		<b>12</b>
	4	Economic Nationalism Dadabhai Naoroji and Drain of Wealth	
	5	Background of Indian Nationalism and causative factors	
	6	Genesis of Indian National Congress Different theories	
	7	Moderates and Extremists Activities of Early Nationalists and their achievements	
<b>III</b>	<b>MILITANT NATIONALISM</b>		<b>12</b>
	8	Rise of Militant Nationalism: Factors	
	9	Partition of Bengal Swadesi and Boycott Surat split	
	10	First phase of Revolutionary Movements in India	
	11	Rise of Communalism Formation of Muslim League	
	12	Minto-Morley reforms	
<b>IV</b>	<b>IMPACT OF FIRST WORLD WAR ON INDIAN NATIONAL MOVEMENT</b>		<b>12</b>
	13	Home Rule Movement Luck now Pact Khilafat Movement Montague – Chelmsford Reforms	
<b>V</b>	<b>ADVENT OF GANDHI IN INDIAN NATIONAL MOVEMENT</b>		
	14	Meaning of Sathyagraha Gandhi and his Constructive Programs Gandh and his first phase of Indian political involvement in India; Champaran, Kheda and Ahmedabad Sathyagrahas	
	15	Rowlett Act	

	Jallianwalla bag Massacre	
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**Essential Readings**

1. Sumit Sarkar , *Modern India* , (1885 – 1947), Mac Millan, Madras , 1983
2. A.R. Desai, *Social Background of Indian Nationalism*, Popular Prakasam, Bombay, 1976
3. Anil Seal , *Emergence of Indian Nationalism*, Cambridge University Press, 1960
4. K.N.Panikkar, *Culture, Ideology, Intellectual and Social Consciousness in Colonial India*, Tulika, New Delhi, 1995
5. S. Chandra Sekhar , *Colonialism Conflict and Nationalism*, Viswa Prakasam, New Delhi , 1995
6. Bipan Chandra , ( et.al) *India’s Struggle for Independence* , Penguin Books , New Delhi, 1987
7. Ranajith Guha (ed), *Subaltern Studies Vol. I: Writing on South Asian History and Society* , Oxford University Press , Delhi , 1997
8. G.Aloysius , ‘*Nationalism without a Nation*’, Oxford University Press, Delhi,1997
9. Karl Marx & Frederick Engels , „*The First War of Indian Independence*” - 1857-1859, Progress Publishers, Moscow,1975
10. B.R Ambedkar, *What Congress and Gandhi have done to Untouchables*, Thakar & Company, Bombay, 1945
11. E.M.S. Namboothiripad, *A History of India n Freedom Movement : Social Scientist Press*, Trivandrum, 1986.
12. Ramachandra Guha, *Gandhi: The Years That Changed The World, 1914-1948*, Penguin-Allen, 2014
13. Sumit Sarkar , *Writing Social History* , Oxford University Press , Delhi , 1998
14. Supita Kaviraj, „*The Unhappy Consciousness*” : Benkin Chandra Chathopathyaya and the formation of Nationalist Discourse in India “ Oxford University Press , Delhi , 1995

Course Outcomes

No.	Upon completion of the course the graduate will be able to	Cognitive Level
CO-1	Understand the basics of Modern Indian history under colonial and to familiarise the great sacrifices of the nationalists for the mother country	R, U
CO-2	Unearth the factors that stimulated nationalism and analyse the significance of the Revolt of 1857	U
CO -3	Evaluate the role of INC and early nationalists for the cause of anti-colonial struggle	E
CO- 4	Race the setback of nationalism being caused by division among the nationalist workers	An
CO-5	Analyse the strength and significance of Gandhi and his Sathyagraha against the Colonial domination	An

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

*Note: 1 or 2 COs/module*

**Name of the Course: Credits: 4:0:0 (Lecture:Tutorial:Practical)**

CO No.	CO	PO	Cognitive Level	Knowledge Category	Lecture (L)/Tutorial (T)	Practical (P)
CO- 1	Understand the basics of Modern Indian history under colonial and to familiarise the great sacrifices of the nationalists for the mother country.	PO- 1	R, U	F	L	-
CO- 2	Unearth the factors that stimulated nationalism and analyse the significance of the Revolt of 1857	PO- 1,2	An	F	L	-
CO-3	Evaluate the role of INC and early	PO- 1,2	E	F, C	L	-

	nationalists for the cause of anti-colonial struggle					
CO-4	Race the setback of nationalism being caused by division among the nationalist workers.	PO- 1	U	F	L	-
CO-5	Analyse the strength and significance of Gandhi and his Sathyagraha against the Colonial domination	PO- 1,2,6	An	F, C	L	

F-Factual, C- Conceptual, P-Procedural, M-Metacognitive

Mapping of COs with POs :

	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	2	-	-	-	-	-	-
CO 2	2	1	-	-	-	-	-
CO 3	2	1	-	-	-	-	-
CO 4	2	-	-	-	-	-	-
CO 5	2	1	-	-	-	1	-



**Correlation Levels:**

Level	Correlation
-	Nil
1	Slightly / Low
2	Moderate / Medium
3	Substantial / High

**Assessment Rubrics:**

- Quiz / Assignment/ Quiz/ Discussion / Seminar
- Midterm Exam
- Programming Assignments
- Final Exam

**Mapping of COs to Assessment Rubrics :**

	Internal Exam	Assignment	Project Evaluation	End Semester Examinations
CO 1	✓	✓		✓
CO 2	✓	✓		✓
CO 3	✓	✓		✓
CO 4		✓		✓
CO -5		✓		✓



**Mar Ivanios College (Autonomous)**

<b>Discipline</b>	<b>History</b>				
<b>Course Code</b>	MIUK2MDCHIS150.1				
<b>Course Title</b>	HISTORY OF MODERN WORLD				
<b>Type of Course</b>	MDC				
<b>Semester</b>	II				
<b>Academic Level</b>	100-199				
<b>Course Details</b>	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours/Week
	3	3hours	-	-	3
<b>Pre-requisites</b>	Basic knowledge in Modern World History				
<b>Course Summary</b>	The course aims to provide an introduction to the modern world History. It covers the topics of World wars and basics to the contemporary world situations. It highlights the horror of World Wars and subsequent cold wars between the Superpowers.				

**Detailed Syllabus:**

Module	Unit	Content	Hrs
<b>I</b>	<b>GROWTH OF WORKING CLASS MOVEMENTS</b>		<b>09</b>
	1	Working class Movements	
	2	The Three Internationals	
	3	The Russian Revolution: Background – Causes and Results	
<b>II</b>	<b>THE IMPERIALIST RIVALRY</b>		<b>09</b>
	4	World War I ; Background and Causes, Course and Results	
	5	Paris Peace Settlement ; Various peace Treaties and Fourteen points of Wilson	
	6	Formation of League of Nations ; Aims and Objectives, Organs and agencies, achievements and failure	
<b>III</b>	<b>Rise of Dictatorship in Italy and Germany</b>		<b>09</b>

	7	Rise of dictatorship in Italy and Germany; Reasons and Background	
	8	Nazism in Germany; Adolf Hitler, Background and Principles	
	9	Fascism in Italy; Principles, Mussolini and his dictatorship	
<b>IV</b>	<b>SECOND WORLD WAR</b>		
	10	World War II ; Background, Causes and Course	
	11	Results and its impact	
	12	United Nations Organisations Aims and Objectives Organs and Specialised Agencies Achievements and challenges	
<b>V</b>	<b>CHALLENGES TO THE NEW WORLD</b>		<b>09</b>
	13	Emergence of Third World Countries and their new challenges	
	14	Cold War Phases War time Agencies: NATO, SEATO, CENTO, Warsaw Pact	
	15	Disintegration of Soviet Unions and the end of the Cold War	

### **Essential Readings**

1. Eric J. Hobsbawm, *Age of Revolution*, Abacus, 1998.
2. Prabhat Patnaik, *Whatever happened to Imperialism and other Essays*, Thulika Publications, Madras, 1937.
3. R.R. Palmer, *A History of the Modern World*, Mc Graw Hill Companies, 2004.
4. John Reed, *Ten days that shook the World*, Penguin Books, New Delhi, 1998.
5. J.M. Roberts, *The Penguin History of Europe*, Penguin Books, New Delhi, 1998.
6. Norman Lowe, *Mastering Modern World History*, MacMillan, New Delhi, 2003.
7. Leon Trotsky, *History of the Russian Revolution*, Haymarket Books, 2008.
8. Sheila Fitzpatrick, *The Russian Revolution*, Oxford University Press, 2008.
9. Rex A Wade, *The Russian Revolution 1917*, Cambridge University Press, 2005.
10. Steve Phillips, *Lenin and the Russian Revolution*, Heinemann, 2000.
11. Timothy W. Mason, *Nazism, Fascism and the Working Class*, Cambridge University Press, 1995.
12. Ditlef Muhlberger, *The Social Bases of Nazism 1919-1933*, Cambridge University Press, 2003.
13. Stanley Maisler, *United Nations – A History*, Grove Press, 2011.

14. Andrew Langley, *World War II*, Raintree, 2013.
15. Andreas Wenger and Doron Zimmermann, *International Relations: From the ColdWar to the Globalized World*, Viva Books Private Limited, New Delhi, 2004.

**Course Outcomes**

No.	Upon completion of the course the graduate will be able to	Cognitive Level
CO-1	Understand and evaluate the miseries of Russian Polity and Revolution that established the first socialist government.	R, U
CO-2	Analyse the background of the World War I and the provisions of the peace Treaties that stimulated another World War.	An
CO -3	Evaluate the background for the rise of Hitler and Mussolini and to trace their deeds of reforms as well as injustice	E
CO- 4	Understate and evaluate the horror of World War II and the subsequent Cold war between the superpowers	E
CO -5	Understand the origin of League of Nations and UNO after Two World wars to ensure the world peace and security	U

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

*Note: 1 or 2 COs/module*

**Name of the Course: Credits: 4:0:0 (Lecture:Tutorial:Practical)**

CO No.	CO	PO	Cognitive Level	Knowledge Category	Lecture (L)/Tutorial (T)	Practical (P)
CO- 1	Understand and evaluate the miseries of Russian Polity and Revolution that established the first socialist government.	PO- 1	R,U	F	L	-
CO- 2	Analyse the background of the World War I and the	PO- 1,2,3	An	F	L	-

	provisions of the peace Treaties that stimulated another World War.					
CO-3	Evaluate the background for the rise of Hitler and Mussolini and to trace their deeds of reforms as well as injustice	PO- 1,2	E	F	L	-
CO-4	Understate and evaluate the horror of World War II and the subsequent Cold war between the superpowers	PO- 1,2,3	E	F	L	-
CO -5	Understand the origin of League of Nations and UNO after Two World wars to ensure the world peace and security	PO- 1,3,6	U	F	L	-

**F-Factual, C- Conceptual, P-Procedural, M-Metacognitive**

**Mapping of COs with POs :**

	PO1	PO2	PO3	PO4	PO5	PO6	PO7
<b>CO1</b>	2	-	-	-	-	-	-
<b>CO2</b>	2	1	1	-	-	-	-
<b>CO3</b>	2	1	-	-	-	-	-
<b>CO4</b>	2	1	1	-	-	-	-

C05	2	-	1	-	-	1	-
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**Correlation Levels:**

Level	Correlation
-	Nil
1	Slightly / Low
2	Moderate / Medium
3	Substantial / High

**Assessment Rubrics:**

- Quiz / Assignment/ Quiz/ Discussion / Seminar
- Midterm Exam
- Programming Assignments
- Final Exam

**Mapping of COs to Assessment Rubrics :**

	Internal Exam	Assignment	Project Evaluation	End Semester Examinations
CO 1	✓	✓		✓
CO 2	✓	✓		✓
CO 3	✓	✓		✓
CO 4		✓		✓
CO 5		✓		✓



### Mar Ivanios College (Autonomous)

<b>Discipline</b>	<b>History</b>				
<b>Course Code</b>	MIUK3DSCHIS200.1				
<b>Course Title</b>	History of Modern India II (1921- 1947)				
<b>Type of Course</b>	DSC				
<b>Semester</b>	III				
<b>Academic Level</b>	200-299				
<b>Course Details</b>	<b>Credit</b>	<b>Lecture per week</b>	<b>Tutorial per week</b>	<b>Practical per week</b>	<b>Total Hours/Week</b>
	4	4hours	-	-	4
<b>Pre-requisites</b>	Pre-requisite Knowledge on Indian Nationalism and Gandhian Sathyagraha				
<b>Course Summary</b>	Understanding India's freedom struggle, various phases of its development and the attainment of the freedom of the country are the paper's main goal. The student will also learn about the various Gandhian policies that enabled this social movement to reach its pinnacle and return political power to the nationalists. Additionally, it will incorporate various expansionist measures taken by the British government to maintain their superiority over the Indian states.				

#### Detailed Syllabus:

Module	Unit	Content	Hrs
<b>I</b>	<b>Gandhi and Indian National Movement</b>		<b>12</b>
	1	Gandhiji and Non-Co-operation movement Programmes and activities Chauri chaura incident	
	2	Reasons for the failure of Non-Cooperation Movement Pro-changers and No-changers Swaraj Party	
<b>II</b>	<b>Revolutionary Terrorism</b>		<b>12</b>
	3	Revolutionary movements in India; Background Factors	

	4	Anti- British violence and new trends in Indian national movement Role of Bhagath Singh and other revolutionaries HRA and HSRA Various Revolutionary Activities and its Impacts	
	5	Reasons for the failure of Revolutionary Movements in India	
<b>III</b>	<b>Struggle for Poorna Swaraj</b>		<b>12</b>
	6	The Simon commission Nehru report Lahore congress	
	7	The Civil Disobedience Movement and salt Sathyagraha	
	8	Round Table conferences Poona Pact	
	9	Government of India Act of 1935	
<b>IV</b>	<b>Last Phase of Colonial Rule</b>		<b>12</b>
	10	The Growth of the Left wing Muslim League and Communal Politics in India Jinnah and his Policy	
	11	Provincial Election in 1937 and the Congress Politics	
<b>V</b>	<b>Towards India's freedom</b>		<b>12</b>
	12	Crips Mission Quit India Movement	
	13	Subhash Chandra Bose and INA RIN Mutiny	
	14	Cabinet Mission Plan An Interim government for India Mountbatten plan Indian Independence Act Partition of india	

**Essential Readings**

1. Sumit Sarkar , *Writing Social History* , Oxford University Press , Delhi , 1998
2. Sumit Sarkar , *Modern India* , (1885 – 1947), Mac Millan, Madras , 1983
3. A.R. Desai, *Social Background of Indian Nationalism*, Popular Prakasam, Bombay, 1976
4. Munshirul Hasan (ed) , *India's Partition ,Process,Struggle and Mobilization* , Oxford University Press
5. Anil Seal , *Emergence of Indian Nationalism* , Cambridge University Press, 1960
6. Gyanandra Pandey , *Remembering Partition*, Cambridge University Press



7. K.N.Panikkar, *Culture, Ideology, Intellectual and Social Consciousness in Colonial India*, TulikaNew Delhi, 1995
8. S.Chandra Sekhar, *Colonialism Conflict and Nationalism*, Viswa Prakasam, New Delhi, 1995
9. Bipan Chandra , ( et.al) *India's Struggle for Independence* , Penguin Books , New Delhi, 1987
10. Ranajith Guha (ed), *Subaltern Studies Vol. I : Writing on South Asian History and Society*, Oxford University Press , Delhi , 1997
11. G.Aloysius , '*Nationalism without a Nation*', Oxford University Press, Delhi, 1997
12. Supita Kaviraj , '*The Unhappy Consciousness*' : Benkin Chandra Chathopathyaya and the formation of Nationalist Discourse in India “ Oxford University Press , Delhi , 1995
13. B.R Ambedkar, *What Congress and Gandhi have done to Untouchables* , Thakar & Company, Bombay, 1945
14. E.M.S. Namboothiripad , *A History of India n Freedom Movement* : Social Scientist Press, Trivandrum , 1986

#### Course Outcomes

No.	Upon completion of the course the graduate will be able to	Cognitive Level
CO-1	Analyse the role of Gandhian Struggle and to understand his contribution to the nationalist agitation	U, An
CO-2	Evaluate the role of role of Revolutionary organizations and to understand the sacrifice of nationalists for the independence of India.	E
CO -3	Understand the importance of concerted struggle to achieve the political goal of Swaraj.	U
CO- 4	Understand the British repression of freedom movement and the agitation that led to the freedom of the Nation.	R, U
CO- 5	Understand the freedom of India is the fruit of dedicated struggle and sacrifice	R, U

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

*Note: 1 or 2 COs/module*

Name of the Course: Credits: 4:0:0 (Lecture:Tutorial:Practical)

CO No.	CO	PO	Cognitive Level	Knowledge Category	Lecture (L)/Tutorial (T)	Practical (P)
CO- 1	Analyse the role of Gandhian Struggle and to understand his contribution to the nationalist agitation	PO-1,2,6	U, An	F	L	-
CO- 2	Evaluate the role of Revolutionary organizations and to understand the sacrifice of nationalists for the independence of India.	PO-1,2	E	F	L	-
CO-3	Understand the importance of concerted struggle to achieve the political goal of Swaraj.	PO-1	U	F,	L	-
CO-4	Understand the British repression of freedom movement and the agitation that led to the freedom of the Nation.	PO- 1	R, U	F	L	-
CO-5	Understand the freedom of India is the fruit of dedicated struggle and sacrifice	PO-1,2,6	R, U	F	L	

F-Factual, C- Conceptual, P-Procedural, M-Metacognitive

Mapping of COs with POs :

	P01	P02	P03	P04	P05	P06	P07
<b>CO1</b>	2	1	-	-	-	1	-
<b>CO2</b>	2	1	-	-	-	-	-
<b>CO3</b>	2	-	-	-	-	-	-
<b>CO4</b>	2	-	-	-	-	-	-
<b>CO5</b>	2	1	-	-	-	1	-

**Correlation Levels:**

Level	Correlation
-	Nil
1	Slightly / Low
2	Moderate / Medium
3	Substantial / High

**Assessment Rubrics:**

- Quiz / Assignment/ Quiz/ Discussion / Seminar
- Midterm Exam
- Programming Assignments
- Final Exam

**Mapping of COs to Assessment Rubrics :**

	Internal Exam	Assignment	Project Evaluation	End Semester Examinations
<b>CO 1</b>	✓	✓		✓
<b>CO 2</b>	✓	✓		✓
<b>CO 3</b>	✓	✓		✓
<b>CO 4</b>	✓	✓		✓
<b>CO 5</b>	✓	✓		✓



### Mar Ivanios College (Autonomous)

<b>Discipline</b>	<b>History</b>				
<b>Course Code</b>	MIUK4DSCHIS250.1				
<b>Course Title</b>	CONTEMPORARY INDIA (SINCE 1947)				
<b>Type of Course</b>	DSC				
<b>Semester</b>	IV				
<b>Academic Level</b>	200-299				
<b>Course Details</b>	<b>Credit</b>	<b>Lecture per week</b>	<b>Tutorial per week</b>	<b>Practical per week</b>	<b>Total Hours/Week</b>
	4	4hours	-	-	4
<b>Pre-requisites</b>	Pre-requisite Knowledge on Indian Nationalism				
<b>Course Summary</b>	The course helps the students to enumerate the challenges in the process of integration and reorganisation of independent India. The course covers the areas of salient features of Indian Constitution, major difficulties in the arena of Indian diplomacy and bring an account of modernisation in economy, education, cyber laws, women and suppressed class. The course help the student to examine the political, social, economic, and cultural dynamics of modern Indian society.				

#### Detailed Syllabus:

Module	Unit	Content	Hrs
<b>I</b>	<b>NATION IN MAKING</b>		<b>12</b>
	1	Integration of Indian states Role of Patel and VP Menon	
	2	Reorganisation of Indian states Various committees and Commissions	
	3	Indian Constitution Constitutional framework for Independent India Constituent Assembly Salient features of Indian Constitution	
<b>II</b>	<b>FOREIGN POLICY OF INDIA</b>		<b>12</b>
	4	Determining Factors Historical legacy and India's Foreign Policy Principles of India's foreign Policy Panchasheel	
	5	Role of Jawaharlal Nehru Non- alignment movement	

		NAM; Background and Evolution Objectives Relevance in Post-Cold war Era	
<b>III</b>	<b>POST- NEHRUVIAN ERA</b>		<b>12</b>
	6	New economic Policy LPG system in India India Planning Commission Five year Plans Green Revolution White Revolution NITI Ayog	
	7	Educational Changes in Modern India NEP	
	8	Science and Technology: Contributions of Indian scientists and technologists to global advancements. The challenges of scientific research and development in India. The role of technology in shaping Indian society and economy. Information Revolution and Cyber Laws.	
<b>IV</b>	<b>SOCIAL AND CULTURAL TRANSFORMATION TO MODERN INDIA</b>		
	9	The caste system and social hierarchy in modern India The role of women in Indian society and the women's movement The impact of cultural interactions and influences Indigenous People and Environmental Movements	
<b>V</b>	<b>NEW CHALLENGES AND RESPONDS</b>		<b>12</b>
	10	Political Developments and Challenges India and her Neighbour countries : Indo- Chinese war of 1962 Indo-Pak wars of 1965 and 1971	
	11	The rise of regional parties and the challenge to national unity The Kashmir conflict and India's relations with Pakistan The emergence of Hindutva and its impact on Indian politics Border Terrorism	

**Essential Readings**

1. Sumit Sarkar , “*Writing Social History*” , Oxford University Press , Delhi , 1998
2. Sumit Sarkar , “*Modern India*” , (1885 – 1947), MAC Millan, Madras , 1983
3. A.R. Desai, “*Social Background of Indian Nationalism*”, Popular Prakasam, Bombay, 1976
4. Munshirul Hasan (ed) , “*India’s Partition ,Process,Struggle and Mobilization*” , Oxford
5. University

6. Press
7. Anil Seal , “*Emergence of Indian Nationalism*” , Cambridge University Press, 1960
8. Gyanandra Pandey , “*Remembering Partition*”, Cambridge University Press
9. K.N.Panikkar,”*Culture, Ideology,Intellectual and Social Consciousness in Colonial India*”,Tulika ,New Delhi, 1995
10. S. Chandra Sekhar ,”*Colonialism Conflict and Nationalism*” , Viswa Prakasam,New Delhi,1995
11. Andre Beteille , “*Sociology : Essays on Approaches and Method*” , Oxford University Press.2002
12. Gail.Omvedt , “*Dalit and the Democratic Revolution*” , Sage Publication, New Delhi,1994
13. Bipan Chandra , “*India After Independence 1947-2000* “, Penguin Books , USA,2000
14. Guha, Ramachandra , *India after Gandhi*, New Delhi: Penguin, 2009
15. Hasan, Mushirul , *Nationalism and Communal Politics in India, 1885- 1930*, New Delhi, 1991
16. Hasan, Zoya (ed.), *Parties and Party Politics in India*, Delhi: Oxford University Press, 2002,
17. Hassan, Mushirul , *Legacy of a Divided Nation*, New Delhi: Oxford, 1997
18. J. Byres, Terence (ed.), *The Indian Economy: Major Debates Since Independence*, New Delhi: OUP, 2000
19. Jaffrelot, Christophe (ed.), *India*, 2012

**Course Outcomes**

No.	Upon completion of the course the graduate will be able to	Cognitive Level
CO-1	Introduce students to the major historical events and developments in modern India and to sketch the salient features of Indian Constitution.	U
CO-2	Examine the political, and cultural dynamics of modern India.	E
CO -3	Bring account an account of modernization in economy, education, science and Technology .	An
CO- 4	Explore the relationship between continuity and change in modern Indian society and culture.	An
CO- 5	Explore the standing of India in the Global politics and to bring out the difficulties in the area of Indian diplomacy.	E

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

*Note: 1 or 2 COs/module*

**Name of the Course: Credits: 4:0:0 (Lecture:Tutorial:Practical)**

CO No.	CO	PO	Cognitive Level	Knowledge Category	Lecture (L)/Tutorial (T)	Practical (P)
CO- 1	Introduce students to the major historical events and developments in modern India and to sketch the salient features of Indian Constitution	PO- 1,7	U	F, C	L	-
CO- 2	Examine the political, and cultural dynamics of modern India.	PO- 1	E	F	L	-
CO-3	Bring an account of modernization in economy, education, science and Technology	PO- 1,5	An	F, C	L	-
CO-4	Explore the relationship between continuity and change in modern Indian society and culture.	PO- 1,2, 3,6,7	E, An	F	L	-
CO-5	Explore the standing of India in the Global politics and to bring out the difficulties in the area of Indian diplomacy.	PO- 1,2,6	U, E	F	L	-

**F-Factual, C- Conceptual, P-Procedural, M-Metacognitive**

**Mapping of COs with POs :**

	PO1	PO2	PO3	PO4	PO5	PO6	PO7
<b>CO1</b>	2	-	-	-	-	-	1
<b>CO2</b>	2	-	-	-		-	-
<b>CO3</b>	2	-	-	-	1	-	-
<b>CO4</b>	2	1	1	-	-	1	1
<b>CO5</b>	2	1	-	-	-	1	-

**Correlation Levels:**

Level	Correlation
-	Nil
1	Slightly / Low
2	Moderate / Medium
3	Substantial / High

**Assessment Rubrics:**

- Quiz / Assignment/ Quiz/ Discussion / Seminar
- Midterm Exam
- Programming Assignments
- Final Exam

**Mapping of COs to Assessment Rubrics :**

	Internal Exam	Assignment	Project Evaluation	End Semester Examinations
<b>CO 1</b>	✓	✓		✓
<b>CO 2</b>	✓	✓		✓
<b>CO 3</b>	✓	✓		✓
<b>CO 4</b>	✓	✓		✓
<b>CO 5</b>	✓	✓		✓





**Mar Ivanios College (Autonomous)**

<b>Discipline</b>	<b>History</b>				
<b>Course Code</b>	MIUK4VACHIS250.1				
<b>Course Title</b>	ANCIENT INDIAN HERITAGE AND CULTURE				
<b>Type of Course</b>	VAC				
<b>Semester</b>	IV				
<b>Academic Level</b>	200-299				
<b>Course Details</b>	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours/Week
	3	3hours	-	-	3
<b>Pre-requisites</b>	Basics of ancient Indian Society and Culture				
<b>Course Summary</b>	This course throw light on the Socio- cultural background of the Kerala society. It deals with Kerala's geographical background, Society, social reform movements and the cultural history too.				

**Detailed Syllabus:**

Module	Unit	Content	Hrs
<b>I</b>	<b>INDUS CIVILIZATION</b>		<b>09</b>
	1	Indus valley Civilization Origin Nature Major sites	
	2	Salient features: Town planning Worship and Religion	
	3	Decline: Various factors	
<b>II</b>	<b>VEDIC CULTURE</b>		<b>09</b>
	4	Early Vedic period Society and Economy	
	5	Later Vedic period Varna System Economy and Society	
	6	Expansion of Agriculture in Ganges	

		PGW and NBP cultures	
	7	Social formation in 6 <sup>th</sup> Century BCE	
<b>III</b>	<b>NEW SOCIO- RELIGIOUS MOVEMENTS</b>		
	8	Buddhism : Origin and its development, Teachings of Buddha	
	9	Jainism Origin and Development Teachings of Buddha	
	10	Impact of Buddhism and Jainism Decline	
<b>IV</b>	<b>MAURYAS AND GUPTAS</b>		<b>09</b>
	11	State formation Mauryas ; Polity, Society and Economy Asoka and his policy of Dhamma Causes for Decline	
	12	Gupta age: Socio- economic changes Trade and agrarian economy Debate on golden age concept Science and Technology Disintegration	
<b>V</b>	<b>DEVELOPMENTS IN POST GUPTA AGE</b>		<b>09</b>
	13	The Pallavas The Rashtrakutas and The Chalukyas Local administration under the Imperial Cholas	

**Essential Readings**

1. Allchin, Raymond and Bridget, *The Rise of Civilization in India and Pakistan*, New Delhi: Cambridge University Press, 1982.
2. Allchin, Raymond and Bridget, *Origins of a Civilization: The Prehistory and Early Archaeology of South Asia*, New Delhi: Penguin, 1997.
3. Basham, A.L., *The Wonder that Was India*, OUP, 1953.
4. Basham, A.L., *Cultural History of India*, OUP, 1975.
5. Chandra, Satish, *Essays on Medieval Indian History*, OUP, Delhi 2003
6. Chandra, Satish, *History of Medieval India*, Orient Black Swan, Delhi 2009
7. Irfan Habib (ed), *Medieval India*, Vol.I, OUP Delhi 1992
8. Childe, V. Gordon, *Man Makes Himself*, London: Watt, 1948.
9. Childe, V. Gordon, *What Happened in History*, Pelican Books, 1942.

10. Jha, D N., *Ancient India In Historical Outline*, Delhi,1997
11. Kosambi D. D., *An Introduction to the Study of Indian History*, Bombay, Popular Prakashan, 1956.
12. Kosambi D. D., *The Culture and Civilization in Ancient India: A Historical Outline*, New Delhi: Vikas, 1976.
13. Sharma R.S, *Aspects of Political Ideas and Institutions in Ancient India*, Delhi, 1996
14. Sharma R.S, *Indian Feudalism*, Delhi, 1965.
15. Sharma R.S, *India's Ancient Past*, OUP, 2005.
16. Sharma R.S, *Perspectives in Social and Economic History of Early India*, New Delhi 2003.
17. Sharma R.S.,*Sudras in Ancient India: A Social History of the Lower Order Down to circa A D 600*,Delhi 2002
18. Sankalia, H.D, *Prehistory and Protohistory of India and Pakistan*, Poona, 1974.
19. Thapar, Romila, *History of India*,Vol. I,Penguin Books, 1966.
20. Thapar, Romila, *Ancient Indian Social History*, Hyderabad: Orient Longman,1978
21. Thapar, Romila, *From Lineage to State*, OUP, 1984
22. Thapar, Romila, *Recent Interpretations of Early Indian History*, Bombay, 1995
23. Thapar, Romila, *Cultural Past: Essays in Early Indian History*, New Delhi 2000
24. Thapar, Romila, *Early India*, Penguin Books, 2002
25. Sastri, Nilakanta, *A History of South India: From Pre-historic Times to the Fall of Vijayanagar*, OUP, 1955.
26. Singh, Upinder, *A History of Ancient and Early Medieval India: From the Stone Age to the 12th Century*, Pearson Longman, 2008.

#### Course Outcomes

No.	Upon completion of the course the graduate will be able to	Cognitive Level
CO-1	Unravel the evolution of Indian civilization and culture	R, U
CO-2	Understand the socio-cultural and political and economic aspects of early Indian society.	U

CO -3	Understand the faiths, heterodox religions, state and social formation of early India	U
CO- 4	Enables the analysis of historical debates pertaining to the period	An
CO -5	Understand and evaluate the cultural transition from the ancient to medieval media and contribution in the field of Science, arts, and architecture.	U, E

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

*Note: 1 or 2 COs/module*

**Name of the Course: Credits: 4:0:0 (Lecture:Tutorial:Practical)**

CO No.	CO	PO	Cognitive Level	Knowledge Category	Lecture (L)/Tutorial (T)	Practical (P)
CO- 1	Unravel the evolution of Indian civilization and culture	PO- 1	R,U	F	L	-
CO- 2	Understand the socio-cultural and political and economic aspects of early Indian society.	PO- 1,7	U	F	L	-
CO-3	Understand the faiths, heterodox religions, state and social formation of early India	PO- 1,7	U	F	L	-
CO-4	Enables the analysis of historical debates pertaining to the period	PO-1,2,6	An	F	L	-
CO- 5	Understand and evaluate the cultural transition from the ancient to medieval media	PO- 1,2,5	U, E	F, C	L	

	and contribution in the field of Science, arts, and architecture.					
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**F-Factual, C- Conceptual, P-Procedural, M-Metacognitive**

**Mapping of COs with POs :**

	PO1	PO2	PO3	PO4	PO5	PO6	PO7
<b>CO1</b>	2	-	-	-	-	-	-
<b>CO2</b>	2	-	-	-	-	-	1
<b>CO3</b>	2	-	-	-	-	-	1
<b>CO4</b>	2	1	-	-	-	1	-
<b>CO5</b>	3	1	-	-	1	-	-

**Correlation Levels:**

Level	Correlation
-	Nil
1	Slightly / Low
2	Moderate / Medium
3	Substantial / High

**Assessment Rubrics:**

- Quiz / Assignment/ Quiz/ Discussion / Seminar
- Midterm Exam
- Programming Assignments
- Final Exam

**Mapping of COs to Assessment Rubrics :**

	Internal Exam	Assignment	Project Evaluation	End Semester Examinations
CO 1	✓	✓		✓
CO 2	✓	✓		✓
CO 3	✓	✓		✓
CO 4		✓		✓
CO 5		✓		✓



### Mar Ivanios College (Autonomous)

<b>Discipline</b>	<b>History</b>				
<b>Course Code</b>	MIUK4SECHIS250.1				
<b>Course Title</b>	Museum and Archival Study				
<b>Type of Course</b>	SEC				
<b>Semester</b>	IV				
<b>Academic Level</b>	200-299				
<b>Course Details</b>	<b>Credit</b>	<b>Lecture per week</b>	<b>Tutorial per week</b>	<b>Practical per week</b>	<b>Total Hours/Week</b>
	3	3hours	-	-	3
<b>Pre-requisites</b>	The Student should be curious to know about the sources of history and historical investigation				
<b>Course Summary</b>	This course introduces students to the institutions that maintain historical documents, visual and material remains of the past. Museums and Archives are among the most important such repositories. This course explains their significance and how they work. Students will be encouraged to undertake collection, documentation and exhibition of such materials in their colleges and localities. Visit to the Archives, Museums and historical places are an essential part of the course.				

#### Detailed Syllabus:

Module	Unit	Content	Hrs
<b>I</b>	<b>SOURCES OF HISTORY</b>		<b>09</b>
	1	Importance of sources in History Various sources: Primary Secondary and other Sources	
	2	Oral History Myths and Legends	
<b>II</b>	<b>IMPORTANCE OF DOCUMENTING HISTORICAL FACTS</b>		<b>09</b>
	3	What is Facts	
	4	Historian and his Facts	
	5	Understanding the importance of Facts in History	
<b>III</b>	<b>MUSEUMS AND ARCHIVES</b>		<b>09</b>

	6	Understanding the importance of Archival materials	
	7	Importance of the preservation of Historical documents Methods : Chemical preservation and restoration	
	8	Documentation	
<b>IV</b>	<b>DIGITAL LITERACY</b>		<b>09</b>
	9	ICT and other Digital tools used in historical Research	
<b>V</b>	<b>FIELD VISITS AND REPORTS</b>		<b>09</b>
	10	Visit historical Museum or Archives and prepare the report on the method of preserving the historical documents and materials OR Visit any of the Regional palaces or Historical places and prepare a Report on the basis of your field study	

**Essential Readings:**

1. Agrawal, O.P., Essentials of Conservation and Museology, Sundeep Prakashan, New Delhi, India, 2007.
2. Choudhary, R.D. Museums of India and their maladies, Calcutta: Agam Kala Prakashan, New Delhi, 1998(In Bengali).
3. Guha, Thakurta, Tapati, Monuments, Objects, Histories: Institution of Art in Colonial Post-Colonial India, New York, 2004
4. Kathpalia, Y. P. Conservation and Restoration of Archive Materials, UNESCO, 1973
5. Mathur Saloni, India by Design: Colonial History and Cultural Display, University of California, 2007
6. Nair, S.M. Bio-Deterioration of Museum Materials.2011
7. Roychowdhury, Madhuparna. Displaying India's Heritage : Archaeology and the Museum Movement in Colonial India, Delhi: Orient Blackswan 2015
8. Sengupta, S. Experiencing History Through Archives, Delhi: Munshiram Manoharlal, 2004

**Course Outcomes**

No.	Upon completion of the course the graduate will be able to	Cognitive Level
CO-1	Understand the importance of Historical source materials that used in Historical Research.	U
CO-2	Understand the significance of preserving the historical material and monuments.	U
CO -3	Critically evaluate the authenticity and historicity of a particular historical data. And to learn the historical interpretation by using the historical source materials and artefacts.	E
CO- 4	Enhance the research skill and ability to collect historical data and materials and to interpret it in a scientific manner	Ap

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

*Note: 1 or 2 COs/module*



Name of the Course: Credits: 4:0:0 (Lecture:Tutorial:Practical)

CO No.	CO	PO	Cognitive Level	Knowledge Category	Lecture (L)/Tutorial (T)	Practical (P)
CO- 1	Understand the importance of Historical source materials that used in Historical Research.	PO- 1,5,6	U	F	L	-
CO- 2	Understand the significance of preserving the historical material and monuments	PO- 1,5,6	U	F	L	-
CO-3	Critically evaluate the authenticity and historicity of a particular historical data. And to learn the historical interpretation by using the historical source materials and artefacts.	PO- 1,2,4,5,6	E	P,M	-	P
CO-4	Enhance the research skill and ability to collect historical data and materials and to interpret it in a scientific manner.	PO- 1,2,4,5,6,	U, C	P	-	P

F-Factual, C- Conceptual, P-Procedural, M-Metacognitive

Mapping of COs with POs :

	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	2	-	-	-	1	1	-
CO2	2	-	-	-	1	1	-

<b>CO3</b>	2	2	-	1	2	3	-
<b>CO4</b>	2	2	-	1	3	3	-

**Correlation Levels:**

Level	Correlation
-	Nil
1	Slightly / Low
2	Moderate / Medium
3	Substantial / High

**Assessment Rubrics:**

- Quiz / Assignment/ Quiz/ Discussion / Seminar
- Midterm Exam
- Programming Assignments
- Final Exam

**Mapping of COs to Assessment Rubrics :**

	Internal Exam	Assignment	Project Evaluation	End Semester Examinations
<b>CO 1</b>	✓			✓
<b>CO 2</b>	✓	✓		✓
<b>CO 3</b>	✓	✓		✓
<b>CO 4</b>		✓	✓	



### Mar Ivanios College (Autonomous)

<b>Discipline</b>	<b>History</b>				
<b>Course Code</b>	MIUK7DSCHIS400.1				
<b>Course Title</b>	NEW SOCIAL MOVEMENTS IN INDIA				
<b>Type of Course</b>	DSC				
<b>Semester</b>	VII				
<b>Academic Level</b>	400-499				
<b>Course Details</b>	<b>Credit</b>	<b>Lecture per week</b>	<b>Tutorial per week</b>	<b>Practical per week</b>	<b>Total Hours/Week</b>
	4	4hours	-	-	4
<b>Pre-requisites</b>	Basic awareness about the contemporary Indian society and needs				
<b>Course Summary</b>	The course covers the areas to understand the concept and characteristics of new social movements in India. It helps the student to evaluate the challenges faced by new social movements and their impact on Indian society. The course expect the development of critical thinking skills in students and their active participation in informed discussions on new social movements in India.				

#### Detailed Syllabus:

Module	Unit	Content	Hrs
<b>I</b>	<b>NEW SOCIAL MOVEMENTS</b>		<b>12</b>
	1	New Social Movements in India	
	2	Definition Significance and Historical importance	
<b>II</b>	<b>SOCIAL REFORM MOVEMENTS IN INDIA</b>		<b>12</b>
	3	Social Reform Movements during Colonial Period Causes Brahma Samaj Prarthana Samaj Theosophical Society	
	4	Backward Class Movements Sathya Shodhak Samaj Self-Respect Movement Dr. B.R Ambedkar	

		Major impacts of social reform movements in India	
III	<b>SOCIAL MOVEMENTS IN POST- COLONIAL PERIOD</b>		<b>12</b>
	5	Caste system and its impact Dalit and caste based movements Their struggles for Social Justice	
	6	Gender studies and feminist movements	
	7	Religious minority movements Peasant movements	
IV	<b>IDENTITY BASED MOVEMENTS</b>		<b>12</b>
	8	Women: Challenges faced by the Women in Indian society Feminist Movements Background, Evolution and its goal	
	9	Tribal Movement :Indigenous people and their property right Challenges facing by the tribal community	
V	<b>MODERN CHALLENGES AND RESPONDS FROM THE SOCIETY</b>		<b>12</b>
	10	Understand the need of different Social Movements in India Tribal issues Women Issues Environmental Issues Transgender issues Human Rights violation LGBTQ+ and Sexual Rights Movements	
	11	Prepare a case study on the basis of local issues happening around your society and Analyse how can resolve this problem as a social being.	

### Essential Readings

1. Chatterjee, P. (2012), *The Politics of the Governed: Reflections on Popular Politics in Most of the World*, Columbia University Press.
2. Menon, N. (2018), *Seeing like a Feminist*, Penguin India.
3. Shah, Ghanashyam (2004), *Social Movements in India*, Sage India Publishers.
4. Chaudhary, S. N. (ed.) (2016), *Social Movements in Tribal India*, Rawat Publishers.
5. Menon, Krishna and Ranjana Subberwal (2019), *Social Movements in Contemporary India*, Sage Publishers.
6. Kumar, Bijendra (2011), *Social Movements in Modern India*, D.P.S. Publishing House.

7. Hardtmann, Eva Maria (2009), *The Dalit Movement in India, Local Practices, Global Connections*, Oxford University Press.
8. Kshirsagar, R. K. (2017), *Dalit Movement in India and its Leaders (1857-1956)*, New Delhi: Prints Publications Pvt Ltd.
9. Ray, Raka and Mary Fainsod (2005), *Social Movements in India: Poverty, Power and Politics*.
10. Mallick, Krishna (2021), *Environmental Movements of India, Chipko, Narmada Bachao Andolan, Navadanya*, Amsterdam University Press.
11. Saji Narayanan, C. K. (2022), *Indian Woman, Feminism and Women's Liberation*, Indus Scrolls Press. 12. Dudhkawade, Rushikesh Suresh (2020), *Feminism in India*, Notion Press.

### Course Outcomes

No.	Upon completion of the course the graduate will be able to	Cognitive Level
CO-1	Understand the concept and characteristics of new social movements.	U
CO-2	Analyse the historical and socio-political context of new social movements in modern India	An
CO -3	Examine the goals, strategies, and achievements of different new social movements in India.	U
CO- 4	Evaluate the challenges faced by new social movements and their impact on society and create an awareness on recent social developments like LGBTQ+ and Sexual Rights Movements.	An, E
CO- 5	Develop critical thinking skills and engage in informed discussions on new social movements in India.	An, C

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

*Note: 1 or 2 COs/module*

**Name of the Course: Credits: 4:0:0 (Lecture: Tutorial: Practical)**

CO No.	CO	PO/PSO	Cognitive Level	Knowledge Category	Lecture (L)/Tutorial (T)	Practical (P)
CO- 1	Understand the concept and characteristics	PO- 1	U	F, C	L	-

	of new social movements					
CO- 2	Analyse the historical and socio-political context of new social movements in modern India	PO-1,2,6	An	F	L	-
CO-3	Examine the goals, strategies, and achievements of different new social movements in India.	PO- 1,7	U	F	L	-
CO-4	Evaluate the challenges faced by new social movements and their impact on society and create an awareness on recent social developments like LGBTQ+ and Sexual Rights Movements.	PO- 1,2,6,7	An, E	F,P	L	-
CO- 5	Develop critical thinking skills and engage in informed discussions on new social movements in India.	PO- 1,2,6,7	An, C	C,M	L	p

**F-Factual, C- Conceptual, P-Procedural, M-Metacognitive**

**Mapping of COs with POs :**

	PO1	PO2	PO3	PO4	PO5	PO6	PO7
<b>CO1</b>	2	-	-	-	-	-	-
<b>CO2</b>	2	1	-	-	-	1	-
<b>CO3</b>	2	-	-	-	-	-	1
<b>CO4</b>	2	1	-	-	-	1	1
<b>CO5</b>	2	3	-	-		2	1

**Correlation Levels:**

Level	Correlation
-	Nil
1	Slightly / Low
2	Moderate / Medium
3	Substantial / High

**Assessment Rubrics:**

- Quiz / Assignment/ Quiz/ Discussion / Seminar
- Midterm Exam
- Programming Assignments
- Final Exam

**Mapping of COs to Assessment Rubrics :**

	Internal Exam	Assignment	Project Evaluation	End Semester Examinations
<b>CO 1</b>	✓	✓		✓
<b>CO 2</b>	✓	✓		✓
<b>CO 3</b>	✓	✓		✓
<b>CO 4</b>	✓	✓		✓
<b>CO 5</b>	✓	✓	✓	✓



**Mar Ivanios College (Autonomous)**

<b>Discipline</b>	<b>History</b>				
<b>Course Code</b>	MIUK7DSCHIS401.1				
<b>Course Title</b>	RESEARCH METHODOLOGY AND PERSPECTIVES OF SOCIAL SCIENCES				
<b>Type of Course</b>	DSC				
<b>Semester</b>	VII				
<b>Academic Level</b>	400-499				
<b>Course Details</b>	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours/Week
	4	4hours	-	-	4
<b>Pre-requisites</b>	Basic knowledge about the subject history				
<b>Course Summary</b>	The course covers a detailed exploration of the fundamentals of Historical research and Methodology. The course includes the areas of research tools and techniques for conducting research across diverse academic domains in History. By integrating theoretical principles with hands-on applications, students attain the ability to assess and verify primary and secondary sources, formulate research inquiries, craft methodological frameworks, and proficiently analyse data.				

**Detailed Syllabus:**

Module	Unit	Content	Hrs
<b>I</b>	<b>HISTORICAL METHOD</b>		<b>12</b>
	1	Historical Method and Methodology	
	2	Methodology of different Historians in India : D.D. Kosambi R.C Majumdar Romila Thapar Irfan habib Ranjith Guha Ramachanda Guha	
<b>II</b>	<b>STEPS OF HISTORICAL RESEARCH</b>		<b>12</b>
	3	Selection of Research Topics	
	4	Review of Literature and Identifying Research Problem	
	5	Evaluation of Research problem Significance of the study	



		Objectives Research questions	
	6	Formulation of Hypothesis Conceptualisation Synopsis Design of the Study Bibliography	
<b>III</b>	<b>HISTORICAL SOURCES AND DATA ANALYSIS</b>		<b>12</b>
	7	Classification of Source Materials: Heuristics	
	8	Hermeneutics	
	9	Scientific Data analysis Statistical Analysis Statistical package for the Social sciences	
	10	Data Processing – Database Management system (DBMS) Methods of data Collection	
	11	Library Catalogues and Archives Bibliographic Management Digital Sources and software	
<b>IV</b>	<b>RESEARCH METHODOLOGY</b>		<b>12</b>
	12	Generation of Research Ideas, Materialising Objectives and Validation of Hypothesis	
	13	Constructive Reasoning and Generalisation	
	14	Research Ethics Use and abuses of Digital Tools in Research Plagiarism : Tools and Software	
	15	Citations, Footnotes, Endnotes, Parenthesis	
	16	Research Style Manuals: MLA, APA, Chicago	
<b>V</b>	<b>THESIS FORMAT AND RESEARCH OUTPUT</b>		<b>12</b>
	17	Structure: Declaration Certificate Preface Content Abbreviations Introduction Chapters Conclusion Glossary Bibliography and Appendix	
	18	Research paper, article, Book Reviews, Case studies, News Paper Reports	
	19	Workshop, Seminar, Conference, Symposium	

**Essential Reading**

1. Agnes Heller, *A Theory of History*, Routledge and Kegan Paul, London, 1982
2. Allan, Kenneth, *A Primer in Social and Sociological Theory*, Sage, 2011
3. Alun Munslow, *Authoring the Past: Writing and Rethinking History*, London: Routledge, 2013
4. Alun Munslow, *The Routledge Companion to Historical Studies*, Routledge, London and New York, 2000.
5. Anatoly Rakitov, *Historical Knowledge*, Moscow, 1982, Progress Publishers
6. Andrea A. Lunsford & Robert Connors, *The New St. Martin's Hand Book*, St. Martin's Press, New York, 1999
7. Arthur Marwick, *The Nature of History*, Macmillan, Hongkong, 1985
8. Arthur Marwick, *The New Nature of History*, Macmillan, Hamshire, 2001 53
9. Barzun, Jacques and Henry F. Graft, *The Modern Researcher*, Harcourt, Brace and World, New York, 1969
10. Berger, Stephen. et al. (eds.), *Writing History: Theory and Practise*, Bloomsburg Academia, New York, 2010
11. Beverley Southgate, *History: What and Why? Ancient, Modern and Post Modern Perspectives*, Routledge, New York, 1998
12. Bloch, March, *The Historian's Craft*, Vintage Books, New York, 1964
13. Brian Fay, Philip Pomper and Richard T. Vann (eds.), *History and Theory: Contemporary Readings*, Mass. and Oxford, Blackwell, 1998
14. Brundage, Anthony, *Going to the Sources: A Guide to Historical Research and Writing*, Harlan Davidson, New York, 2002
15. Burke, Peter (ed.), *New Perspectives on Historical Writing*, Polity Press, U.K, 1997
16. Burke, Peter, *History and Social Theory*, Cornell University Press, New York, 1996
17. C.Behan McCullagh, *The Logic of History*, London, New York, Routledge, 2004.
18. C.Behan McCullagh, *The Truth of History*, London, New York, Routledge, 1998.
19. Claus, Peter, John Marriott, *History An Introduction to Theory, Method, and Practis*, Rutledge, London, 2017
20. E H Carr, *What is History?* Pelican, Great Britain, 1980
21. Fulbrook, Mary, *Historical Theory*, Routledge, UK, 2008
22. G R Elton, *The Practice of History*, Fontana Paperbacks, London, 1984
23. G.E.M Anscombe, 'Causality and Determination' in E.Sosa (ed.), *Causation and Conditionals*, Oxford, Oxford University Press, 1975
24. G.R. Elton, *The Practice of History*, Flemingo, Great Britain, 1982
25. Gerring, John, *Social Science Methodology*, Cambridge University Press, New York, 2012
26. Gibbaldi, Joseph and Walter S. Achtert, *MLA Handbook for Writers of Research Papers*, Delhi 1994

27. Gottschalk, Louis (ed.), *Generalisation in the Writing of History: A Report of the Committee on Historical Analysis of the Social Science Research Council*, The University of Chicago Press, Chicago, 1963
28. Gottschalk, Louis, *Understanding History: A Primer of Historical Method*, Alfred A. Knopf, New York, 1969
29. Grey, Wood, et al., *Historian's Hand Book*, 2nd edition, Waveland Publications, Boston, 1991
30. John Tosh, *The Pursuit of History*, Longman, New York, 1984
31. Joyce Appleby, Lynn Hunt & Margaret Jacob, *Telling The Truth About History*, WW Norton & Company, New York-London, 1995.
32. Kenneth Allan, *A Primer in Social and Sociological Theory*, Sage, USA, 2011
33. Llaudet, Elena and Kosuke Imai, *Data Analysis for Social Science: A Friendly and Practical Introduction*, Princeton University Press, New Jersey, 2023
34. M.C. Lemon, *Philosophy of History*, Routledge, London, 2006
35. Martin Bunzl, *Real History: Reflections on Historical Practice*, Routledge, New York, 1997
36. Michael Bentley, *Modern Historiography, An Introduction*, Routledge, New York, 1999
37. Peter Barry, *Beginning Theory*, Viva Books Pvt. Ltd, New Delhi, 2009
38. Peter Burke, *History and Social Theory*, Cornell University Press, New York, 1996.
39. Peter Lambert and Phillip Schofield (ed), *Making History: An Introduction to the History and Practices of a Discipline*, Routledge, New York, 2006 54
40. Renier, Gustaaf., *History: Its Purpose and Method*, Harper and Row, Boston, 1965
41. Richard J. Evans, *In Defence of History*, Granta Books, London, 1977. 24. W.H. Dray, *Laws and Explanations in History*, Oxford, Clarendon Press, 1970
42. Robertson, Archibald, *How to Read History*, Frederick Ungar Publishing Co., New York, 1952
43. Simon, Gunn and Lucy Faire (eds), *Research Methods for History*, Rawat Publications, Jaipur, 2017
44. Spiegel, Gabrielle M, *Practising History: New Directions in Historical Writing After the Linguistic Turn*, Routledge, New York and London, 2005
45. Topolski, Jerzy, *Methodology of History*, D. Reidal Publishing Co., Holland, 1976
46. Trinkle, Dennis, A., *Writing, Teaching, and Researching History in the Electronic Age: Historians and Computers*, E. Sharpe, London, 1998
47. University of Chicago, *The Chicago Manual of Style*, University of Chicago Press, Chicago, 2010

**Course Outcomes**

No.	Upon completion of the course the graduate will be able to	Cognitive Level
CO-1	Understand the historical method and analyse the different methods that followed by the prominent historians in India.	U, An
CO-2	Understand the Fundamental steps of Historical Research.	U
CO -3	Identify and Analysis different Sources for Historical research.	An
CO- 4	Enhance the ability in critical thinking and analysis of Sources and their proper use in research.	Ap, An
CO- 5	Acquires practical knowledge in the methods of exposition and documentation of a research writings.	Ap, An, C

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

*Note: 1 or 2 COs/module*

**Name of the Course: Credits: 4:0:0 (Lecture:Tutorial:Practical)**

CO No.	CO	PO	Cognitive Level	Knowledge Category	Lecture (L)/Tutorial (T)	Practical (P)
CO- 1	Understand the historical method and analyse the different methods that followed by the prominent historians in India.	PO-1,6	U, An	F, C	L	-
CO- 2	Understand the Fundamental steps of Historical Research.	PO-1,5,6	U	F	L	-
CO-3	Identify and Analysis different Sources for Historical research.	PO-1,2,5,6	An	C	L	-
CO-4	Enhance the ability in critical thinking and analysis of Sources and their proper use in	PO-1,2,5,6	Ap, An	C	L	-

	research.					
CO-5	Acquires practical knowledge in the methods of exposition and documentation of a research writings.	PO-1,2,5,6	Ap, An, C	C	L	-

**F-Factual, C- Conceptual, P-Procedural, M-Metacognitive**

**Mapping of COs with POs :**

	P01	P02	P03	P04	P05	P06	P07
<b>CO1</b>	2	-	-	-	-	2	-
<b>CO2</b>	3	-	-	-	1	2	-
<b>CO3</b>	2	2	-	-	1	2	-
<b>CO4</b>	2	1	-	-	2	2	-
<b>CO5</b>	2	2	-	-	2	2	-

**Correlation Levels:**

Level	Correlation
-	Nil
1	Slightly / Low
2	Moderate / Medium
3	Substantial / High

**Assessment Rubrics:**

- Quiz / Assignment/ Quiz/ Discussion / Seminar
- Midterm Exam
- Programming Assignments
- Final Exam

**Mapping of COs to Assessment Rubrics :**

	Internal Exam	Assignment	Project Evaluation	End Semester Examinations
CO 1	✓			✓
CO 2	✓	✓		✓
CO 3	✓			✓
CO 4		✓		✓
CO 5		✓		✓

**MAR IVANIOS COLLEGE (AUTONOMOUS), THIRUVANANTHAPURAM****BOARD OF STUDIES IN ECONOMICS, HISTORY AND POLITICAL SCIENCE  
2023 – 2026**

No	Name	Designation
1.	Liji D (Chairman)	Assistant Professor &Head Dept. of Economics Mar Ivanios College Nalanchira Thiruvananthapuram-695015 liji.d@mic.ac.in 9447858443
2.	Dr Christabell P.J. (University Nominee)	Associate Professor, Department of Economics, University of Kerala, <a href="mailto:christabell@keralauniversity.ac.in">christabell@keralauniversity.a c.in</a> 9497850893
3.	Amala Johnson	Assistant Professor Dept. of Economics Mar Ivanios College Nalanchira Thiruvananthapuram-695015 amala.johnson@mic.ac.in 9562345440
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