



UNIVERSITY OF CALICUT

Abstract

General and Academic - Faculty of Humanities - MA History programme Scheme & Syllabus - Incorporating four new Courses of World History as electives after effecting corrections in the distribution of elective courses - As per CBCSS PG Regulation 2019 in the Affiliated Colleges & SDE/Private Registration - w.e.f 2020 Admn. onwards - Implemented subject to ratification by the Academic Council - Orders Issued.

G & A - IV - B

U.O.No. 18404/2021/Admn

Dated, Calicut University.P.O, 20.11.2021

*Read:-*1. U.O.No. 13057/2021/Admn dated 26.10.2021

2. E-mail from the Chairman, Board of Studies in History PG dated 27.10.2021
3. Remarks of the Dean, Faculty of Humanities dated 06.11.2021
4. Orders of Vice Chancellor dated 12.11.2021

ORDER

1. The scheme and syllabus of MA History Programme, after effecting corrections in the code and nomenclature of some courses and incorporating the following four new elective courses of World History in the list of electives for the III semester and IV Semester under CBCSS PG Regulations 2019, in the Affiliated Colleges and SDE/Private Registration has been implemented with effect from 2020 admission onwards, vide paper read (1) above:
 - HIS 3E10 - Selected themes in Ancient World History
 - HIS 3E11- Selected themes in History of the Medieval Eastern World
 - HIS 4E09- Perspectives on Environmental History of the World
 - HIS 4E10- History of the Post Colonial World .
2. The Chairman, Board of Studies in History PG, vide paper read (2) above, informed that some mistakes have occurred in the distribution of elective courses in the aforementioned syllabus and forwarded the syllabus after effecting corrections in the distribution of elective courses.
3. The Dean, Faculty of Humanities, vide paper read (3) above, recommended to approve the corrected syllabus of MA History w e f 2020 admission onwards.
4. Considering the urgency, the Vice Chancellor has approved the corrected Syllabus of MA History implemented from 2020 admission onwards forwarded by the Chairman, Board of Studies in History PG and approved by the Dean, Faculty of Humanities, subject to ratification by the Academic Council.
5. Hence the scheme & syllabus of MA History incorporating four new Courses of World History as electives, as per CBCSS PG Regulation 2019 in the Affiliated Colleges & SDE/Private Registration - w.e.f 2020 Admn onwards after effecting corrections in the distribution of elective courses is thus implemented.
6. The UO read (1) above, stands modified to this extent.
7. Orders are issued accordingly. (Syllabus appended).

Assistant Registrar

To

1. The Principals of all Affiliated Colleges
2. The Director, SDE

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Section Officer

UNIVERSITY OF CALICUT
POSTGRADUATE PROGRAMME
IN
HISTORY



OUTCOME BASED EDUCATION
CHOICE BASED CREDIT SEMESTER SYSTEM
PG-2019 (CBCSS PG 2019)

SCHEME & SYLLABUS
(2020Admission onwards)

Programme Objectives

The M. A. History programme offered by the University of Calicut is primarily intended to familiarize the students with the transition process of the present civilization. It is envisaged to nurture in students critical thinking, logical reasoning and scientific temper. Generally speaking, the syllabus is designed to mould each student of History as a future historian by providing him/her a very strong learning experience. History as a part of Social Science can provide answers to the problems of contemporary society, so that along with the general courses of history, emerging areas also have been properly represented. The varied aspects of the transition process in the social, economic, political and cultural domains are well organized. The core areas found a place in this syllabus are World History, Indian History, Kerala History, History and Theory as well as the Methods of Historical research. The strategy followed in the case of classification is chronological - ancient/ medieval/ Modern - on the one hand, and problem-centred approach on the other. The course in History and Theory will ensure that the student is equipped with a sound theoretical background for 'doing history'. Likewise, the course in Methods of historical research and the Project would transform any average student into a potential researcher. The Optional courses are streamlined to specialize the student in ancient, medieval or modern history. In the case of emerging areas, courses from Gender history to Environmental History are offered. The programme follows an interdisciplinary approach in the study of historical problems. The programme also encourages the students to make use of the recent developments in information technology and the digital facilities in locating resources and also for the dissemination of knowledge in their area of specialisation. Apart from the teaching-learning process, the students are obliged to attend the sessions of seminar presentation and field trips and visit historically important sites in India. By fruitfully completing this Programme, the student will have acquired learning outcomes that may enable him to pursue a bright academic career in his future life.

Programme Outcomes

- Enables the student to analyse the process of historical transformation.
- Enables the student to locate the cardinal forces of change in the historical development.
- Enables the student to evaluate the changing perceptions of Indian society and culture.
- Enables the student to design a research proposal in his area of interest.
- Enables the student to demonstrate the socio-economic and political dimensions of contemporary society.
- Enables the student to appreciate and formulate the values of Indian Nationalism, democracy and secularism.

GUIDELINES FOR THE IMPLEMENTATION OF THE OUTCOME BASED EDUCATION SYLLABUS IN M.A. HISTORY (CBCSS) (w.e.f. 2019 Admission)

The syllabus revision for the M.A. History (CBCSS) is being undertaken under the CBCSS PG Regulations 2019 of the University of Calicut for the P.G. programmes of Affiliated Colleges and SDE/ Private Registration. The rules and regulations which are not specifically stated in the syllabus should have complied with the above-mentioned regulations. The syllabus is revised to upgrade the knowledge levels of the students that they have attained in their undergraduate classes. They are enabled to develop the faculty of critical analysis of their knowledge based on methodological tools that they acquire. It is also intended to help them tackle any form of tests for starting a career as well as for advanced studies. The under-graduate syllabus is chosen as the information base for further study, and hence, as far as possible the Scheme and Courses chosen for the under-graduate syllabus has not been repeated. New courses in emerging areas have been included to facilitate investigations into frontier areas.

Students in the M.A. programme are required to take 16 courses + Dissertation and Viva Voce over four semesters. The core courses (12) are defined around four broad areas: (1)

Historical Theory and Method (2) World History (3) Indian history and (4) Kerala History. Besides the core courses, students have to select 4 Elective courses, two each in the Third and Fourth Semester. The credit requirement for the award of M.A. Degree as prescribed by the University Regulations is 80. Students are also expected to do 1 Audit course of 4 Credits each in 1st and 2nd Semesters.

Minimum Credits Required for Pass

Core Course (Other than project/dissertation)	58
Elective Courses	14
Dissertation/Viva-Voce	8
Total	80

Eligibility

The admission to all PG programmes shall be as per the rules and regulations of the University. The eligibility criteria for admission shall be as announced by the University from time to time. Separate rank lists shall be drawn up for reserved seats as per the existing rules.

Assessment

The total score of a course is 100 and is apportioned in the ratio 20:80 between Continuous Evaluation (CE) and End Semester Examination (ESE). CE consists of four components: Attendance (3%); Mid Semester Examination (8%); Seminar (5%) and Viva Voce (4%). In the matter of attendance 75% is compulsory for appearing for the End Semester Examination.

Evaluation: The evaluation scheme for each course shall contain two parts; (a) Internal/Continuous Assessment (CA) and (b) External / End Semester Evaluation (ESE). Of the total, 20% weightage shall be given to Internal evaluation / Continuous assessment and the remaining 80% to External/ESE and the ratio and weightage between Internal and External is 1:4.

Grade Point Average: Internal and External components are separately graded and the combined grade point with weightage 1 for Internal and 4 for external shall be applied to calculate the Grade Point Average (GPA) of each course. Letter grade shall be assigned to each course based on the categorization based on the Ten-point Scale provided in clause 20.2 of the University regulation.

Evaluation of Audit Courses: The examination and evaluation shall be conducted by the college itself either in the normal structure or MCQ model from the Question Bank and online sources. The Question paper shall be for a minimum of 20 weightage and a minimum of 2- hour duration for the examination. The result has to be intimated/uploaded to the University during the Third Semester as per the notification of the University.

INTERNAL EVALUATION / CONTINUOUS ASSESSMENT (CA)

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

The criteria and percentage of weightage assigned to various components for internal evaluation are as follows :

- 1 Examination /Test : Percentage 40% - Weightage 2
- 2 Seminars / Presentation: Percentage 20% - Weightage 1
- 3 Assignment : Percentage 20% -Weightage 1
- 4 Attendance: Percentage 20% - Weightage 1

Grades shall be given for the internal evaluation are based on the grades A+, A, B, C, D & E with grade points 5,4,3,2, 1 &0 respectively. The overall grades shall be as per the Ten Point scale provided in clause 20.2 of the University regulation. There shall be no separate minimum Grade Point for internal evaluation. To ensure transparency of the evaluation process, the internal assessment marks awarded to the students in each course in a semester shall be published on the notice board before 5 days of commencement of the external examination. There shall not be any chance for improvement of internal marks.

Sl. No.	Type of Questions	Individual weightage	Total Weightage	Number of questions to be answered
1	Short Answer type questions	2	2x 4=8	4 out of 7
2	Short essay/ problem-solving type	3	3 x 4 = 12	4 out of 7
3	Long Essay type questions	5	5 x 2 = 10	2 out of 4
Total			30	18

The valuation scheme for Dissertation:

The valuation shall be jointly done by the supervisor of the dissertation in the department and an External Expert from the approved panel, based on a well-defined scheme of valuation framed by them.

DIRECT GRADING SYSTEM

Direct Grading System based on a 10 – point scale is used to evaluate the performance

(External and Internal Examination of students) For all courses (Theory & Practical)/Semester/Overall Programme, Letter grades and GPA/SGPA/CGPA are given in the following way :

a) First Stage Evaluation for both Internal and External done by the Teachers concerned in the following Scale :

Grade	Grade Points
A+	5
A	4
B	3
C	2
D	1
E	0

No separate minimum is required for Internal evaluation for a pass, but a minimum P Grade is required for a pass in the external evaluation. However, a minimum P grade is required to pass a course.

Letter Grades with Grade Points and Marks Equivalence

Letter Grade	Grade Range	Grade Point	Merit/ Indicator
O	4.25-5.00	85-100	Outstanding
A+	3.75- 4.24	75 – 84.99	Excellent
A	3.25-3.74	65 – 74.99	Very Good
B+	2.75-3.24	55 – 64.99	Good
B	2.50-2.74	50 – 54.99	Above Average
C	2.25-2.49	45 – 49.99	Average
P	2.00-2.24	40 – 44.99	Pass
F	<2.00	0 - 39	Failed
I	0	-	Incomplete
Ab	0	-	Absent

**COURSES OFFERED FOR M.A. HISTORY UNDER
CHOICE BASED CREDIT SEMESTER SYSTEM (CBCSS)
w.e.f. 2019 ADMISSION**

Semester I			
Course Code	Title	Type	Credit
HIS 1C01	Method of Historical Research	Core	5
HIS 1C02	Pre-Modern Kerala: Problems and Perspectives	Core	5
HIS 1C03	Problems, Perspectives and Debates in Early Indian History	Core	5
HIS 1C04	Early Bronze and Iron Age Civilisations	Core	5
HIS 1A 01	Personality Development	Audit	4
	OR		
HIS 1A 02	Travel and Tourism Management	Audit	4
Semester II			
Course Code	Title	Type	Credit
HIS 2C01	History and Theory	Core	5
HIS 2C02	History of Modern Kerala: Problems and Perspectives	Core	5
HIS 2C03	State and Society in Medieval India	Core	5
HIS 2C04	Selected Problems of medieval and Modern World History	Core	5

HIS 2A 01	Indian Numismatics	Audit	4
	OR		
HIS 2A 02	Archival Studies	Audit	4
	OR		
HIS 2A 03	Perspectives on Museology	Audit	4
Semester III			
HIS 3C01	Perspectives on Colonialism in India	Core	5
HIS 3C02	Discourses on Indian Nationalism	Core	5
Electives*	Group I		
HIS 3E 01	Emerging Trends in Early Indian History	Elective	4
HIS 3E 02	Perspectives and Debates on Early Tamilakam	Elective	4
HIS 3E 03	Knowledge and Culture in Early India	Elective	4
Electives*	Group II		
HIS 3E 04	Selected Themes in Economic History of Medieval India	Elective	4
HIS 3E 05	Aesthetic Traditions of Medieval India	Elective	4
HIS 3E 06	Recent Perspectives on Social History of Medieval Kerala	Elective	4
Electives*	Group III		
HIS 3E 07	Social Movements in Modern India	Elective	4
HIS 3E 08	Economic History of Modern India	Elective	4
HIS 3E 09	Gender and Caste in Modern India	Elective	4

*Students shall choose 2 Electives from any one of the three groups provided; Electives shall be chosen from a single group only.

Semester IV

HIS 4C01	Problems and Debates in Contemporary India	Core	4
HIS 4C02	Selected Themes in Pre-modern South India	Core	4
Electives*	Group I		
HIS 4E 01	Archaeology: Theory and Practice	Elective	3
HIS 4E 02	Human Geography	Elective	3
HIS 4E 03	Science and Technology in Medieval India	Elective	3
HIS 4E 04	Perspectives on Environmental History of India	Elective	3
Electives*	Group II		
HIS 4E 05	Indian Epigraphy	Elective	3
HIS 4E 06	Indian Literature in Historical Perspectives	Elective	3
HIS 4E 07	Oral History of Kerala	Elective	3
HIS 4E 08	Archival Studies and Documentation in India	Elective	3
HIS 4P 01	Project		6
HIS 4V 01	Viva voce		2

*Students shall Choose 1 Elective from each group

Electives*	World History		
III Semester			
HIS 3E 10	Selected Themes in Ancient World History	Elective	4
HIS 3E 11	Selected Themes in History of the Medieval Eastern World	Elective	4
IV Semester			
HIS 4E 09	Perspectives on Environmental History of the World	Elective	3
HIS 4E 10	History of the Postcolonial World	Elective	3
<p>*Students with World History as Elective shall choose the above 4 courses as elective courses in III and IV semesters.</p>			

IV Semester MA History (SDE/Private Registration only)

Course Code	Title	Type	Credit
HIS 4C 03	Digital History	In lieu of Project	4
HIS 4V 01	Viva voce		4

SEMESTER I

Course Code	Title	Type	Credit
HIS 1C01	Method of Historical Research	Core	5

HIS 1C01 - Method of Historical Research

Objectives

The M. A. Programme in History is designed in the larger framework of moulding each student into a future historian. In that sense, this course will familiarize the student with essential techniques of researching including writing and publication of research output. The student will acquire skills in the collection of data from various repositories like archives, museums and libraries apart from the experiences of field research. Accordingly, the student will get a clear picture of the process of production and dissemination of knowledge, which is considered to be the ultimate goal of education.

Learning Outcomes

- Ability to understand major trends in Methods of historical research
- Ability to Evaluate the initial phases of research
- Ability to analyze the various methods of documentation and criticism

Ability to demonstrate the techniques of exposition

MODULE I: Research Methodology: Major

Trends

Social research and historical research- History as Knowledge- Positivism- Scientific Method as applied in history- Heuristics and Hermeneutics- Qualitative and Quantitative Methods- Textual Analysis- Oral traditions- Semiotics and study of symbols- Interdisciplinary research

MODULE II: Research in Practice-I

Formulation of Research problem- Selection of a topic- Research Plan- Research Design- working hypothesis; Collection of data- Primary and Secondary- documents, photographs, relics, oral sources- Repositories- Archives- Museums- Libraries- E'braries- Online Archives. Field Research- Techniques- Surveys- questionnaires- interviews.

MODULE III: Research in Practice-II

Methods of Documentation- taking notes, précis, paraphrase; Arrangement of data- card system- files and folders, word processor
Analysis of sources- Textual criticism- Internal criticism and External Criticism- Deconstruction. Objectivity- subjectivity- Impact of Postmodernism- generalization- Formulation of final argument.

MODULE IV: Exposition

Synthesis- Writing of research Report- Methods of Explanation- verification of hypothesis- Analytical writing; Chapterisation- logical arrangement of chapters; citations- needs- types- Footnotes- End Notes etc.- Styles (MLA, APA etc.) Bibliography- Index, Appendix- Plagiarism and ghost Writing- Plagiarism check.
Writing of Research papers and projects- Editing- copy editing

Reading List

- R.J. Shafer, *A Guide to Historical Method*, Dorsey Press, 1983
- Marc Bloch, *The Historian's Craft*, Manchester University Press, 2004
- E.H. Carr, *What is History?*, Penguin, 2008 (1961)
- G.J. Renier, *History: Its Purpose and Method*, Allen and Unwin, 1961
- E. Sreedharan, *A Manual of Historical Research Methodology*, Trivandrum, 2007.
- L. Cohen and E. Nagel, *Introduction to Logic and Scientific Method*, Simon Publications, 2002
- William Goode and Paul Hatt, *The Methods of Social Research*, McGraw-Hill, 1952.
- Michel De Certeau, *The Writing of History*, Columbia University Press, 1988
- Jan Vansina, *Oral Tradition as History*, University of Wisconsin Press, 1985
- Kate Turabian, *A Manual for the Writers of Research Papers, theses Dissertations*, University of Chicago Press, 2013
- Ludmilla Jordanova, *History in Practice*, Bloomsbury, 2006
- Keith Jenkins, *Refiguring History, New thoughts on a new discipline*, Routledge, 20003.
- , *Rethinking History*, 2003
- Aron V Cicourel, ed., *Advances in Social Theory and Metodology*, Routledge, 2014

Course Code	Title	Type	Credit
HIS 1C02	Pre-Modern Kerala: Problems and Perspectives	Core	5

HIS 1C02: Pre-Modern Kerala: Problems and Perspectives

This course is an attempt to examine the Pre-Modern history of Kerala in the backdrop of different problems and perspectives. This syllabus would enable students to understand Kerala history critically and scientifically. The primary sources suggested for study in the syllabus make students capable of various ways through which scholars read these pieces of evidence from different perspectives in different periods. Modern Kerala is to be examined in the context of the pre-modern Kerala society. The following are the objectives and major outcomes set.

Objectives

- Familiarise Primary sources
- Teaching scientific methods to read and write history
- Understand the historiography of Kerala history
- Read the importance of Interdisciplinarity in the study of history
- Acquires the skill to draw problems confronted by the people in their everyday life

Learning Outcomes

- Understands the need to examine primary evidence
- Realises the importance of critical methodology in writing history
- Students make use of the knowledge in other disciplines to understand the history
- Learns the importance of re-reading primary sources and evidence
- Uses analytical methodology in the study of regional history

I. Historical Consciousness in Pre Modern Kerala

Parasurama and Cheraman Perumal Legend-Keralolpatti tradition – Mushakavamsa Kavya – Tuhfat al -Mujahidin – Oral Tradition as history – Ballads- War songs- Chengannurati paattu.

Sources and texts for Study

A] **Archaeological Sources**- typology and nature of evidences- text for study: Pattanam as a trade settlement in the Reports of Pattanam excavation.

B] **Epigraphical Sources**- script –chronology- content and language of inscriptions-text for study – Tarisapalli Copper plates.

C] **Grandhavaris**- text for study – description of sthanarohanam in Kozhikodan granthavari.

D] **Numismatics** – Typology – Greco–Roman and indigenous Coins in Kerala- text for study – Early Coins in Kerala – P L Gupta.

E] **Literary Sources-** Sanskrit, Tamil –Manipravalam, Arabic and Malayalam texts- text for study- description of Social Life in Malabar in section three, Tuhfat ul Mujahiddin.

II. Kerala as a region and social formation process

Human ecology and settlements- life activities and multiple economies in early historic Iron Age Kerala- clan and chiefdoms- transition from early historic to early medieval –formation of agrarian society –land, labour and production process- Brahman settlements, temples and social stratification - labour process and formation of kutis and adiyar groups- primary producers- trade and exchange- pattanam, nagaram and angadis- overseas trade- formation of caste hierarchy and brahmanical codes – kachhams and maryadais.

III. Forms of political and social power

Polity of the Nattodayavars- overlordship of Chera Perumals- nature of the Chera power – debate – evidences and theories.

IV. Post Perumal polity and socio-economic power structure.

Naduvazhi Swarupams- janma kana maryada system-state formation in Travancore and Cochin- political structure under the Zamorins – jati hierarchy and process of social exclusion- caste oppression and practice of untouchability-gender relations –European powers–Kerala as a linguistic and cultural region-formation of Malayali identity.

Readings:

Kamil Zvelebil, Tamil Poetry 2000 Years Ago, Tamil Culture Vol.X1979.

K Sivathamby, Early South Indian Society and Economy, Social Scientist Vol.29, 1974. K Sivathamby ,Studies in Ancient Tamil Society: Economy, Society, and State Formation, New Century Book House ,Chennai, Kailasapathy, Tamil Heroic Poetry, London, 1968.

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

M G S Narayanan, Perumals of Kerala, Cosmo Books Thrissur ,

M G S Narayanan, Foundations of South Indian Society and culture, New Delhi 1994. M G S Narayanan and Kesavan Veluthat , ‘Bhakti Movement in South India’ ,in S C Malik [Ed], Dissent Protest and Reform in Indian Civilization, Shimla,1980.

M G S Narayanan, Cultural Symbiosis in Kerala.

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

K N Ganesh, Reflections on Pre- Modern Kerala, Cosmo Books,

Thrisure, 2016. K N Ganesh, Keralathinte Innalalal, State Institute of

Languages, Thiruvananthapuram, 2011. K N Ganesh, Malayaliyute Desakalangaal, Calicut, 2016

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

Elamkulam Kunjan Pillai, Ilamkulam Kunjanpillayute therenjoduth krithikal, N Sam [ed], International Center for Kerala Studies University of Kerala, Thiruvananthapuram, 2005. Puthussery Ramachandran, Kerala Charithrathinte Adisthana Rekhakal, State Institute of Languages, Thiruvananthapuram, 2007.

K V Krishna Ayer, Zamorins, of Calicut, university of Calicut.

V V Haridas, Zamorins and the Political Culture in Medieval Kerala, Orient Blackswan, New Delhi, 2016.

V V Haridas, Samuthiripperuma, Sahitya Academy, Thrissur, 2012. K Raghavan Pillai, [ed] Musaka Vamsa, University of Kerala.

SMH Nainar, [translated and edited] Tuhfat al Mujahidin, Other Books, Calicut, 2006. C Hamsa, Tuhfat ul Mujahidin [Malayalam], Alhuda Book Stall, Calicut, 1995.

Rajan Gurukkal and Raghava Varier, Cultural History of Kerala, Vol.I, Dept of Cultural; Publications Government of Kerala, Thiruvananthapuram, 1999.

Raghava Varier and Rajan Gurukkal, Kerala Charithram Vol.I. and II, Current Books, Kottayam, 2004.

Raghava Varier, Keraliyatha Charithra Manangal, Current Books, Kottayam, 1990. Rajan Gurukkal, Social Formation in Early South India, OUP, Delhi, 2010.

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

Rajan Gurukkal, Mithu, Charithram Samuham, SPCS, Cosmo Books, Thiruvananthapuram. Rajendran P, Archaeology of Kerala, Classical Publishing Company New Delhi, 1989. P J Cherian [ed], Perspectives on Kerala History, KCHR, Thiruvananthapuram, 1999.

P K Balakrishnan, Jati Vyavasthayum Keralacharithravum [1983] DCBooks, Kottayam, 2008 A Sreedhara Menon, A Survey of Kerala History, DC Books, Kottayam.

Sebastian Joseph [ed], On Present History, C Books, Kottayam, 2017. Kesavan Veluthat, Brahman Settlements in Kerala, (1978), Thrissur, 2013.

Kesavan Veluthat, The Early Medieval in South India, New Delhi, 2008. Kesavan Veluthat and P P Sudhakaran [Eds], Advances in History, Calicut.

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

New Delhi, 2016. M R Raghava Varier and Kesavan Veluthat, Tharisapalli Pattayam, SPCS/National Book Stall Kottayam, 2013.

M R Raghava Varier ,Kozhikkodan Grandhavari, Sthanarohanam, Vallathol Vidyapeedom /Current Books, Thrisur,2004.

MGS Narayana, ed., Vanjeri Grandhavari, University of Calicut, 1987.

A P Ibrahim Kunju, Mysure Kerala Relations in the 18th Century, Kerala Historical Society Thiruvanadapuram, 1975.

A P Ibrahim Kunju, Studies in Medieval Kerala History, Kerala Historical Society Thiruvanadapuram, 1975.

Appukuttan P, Chengannoorathi: Padavum Padanavum, Kerala Sahithya Academy, Thrissur. K R Sajitha, Edanadan Paattu,Thapasam, Changanasseri. K P Padmanabhamenon, Kochirajyacharithram , Mathrubhumi , Calicut.

N Gopakumaran Nair, Reimagining Histories, Current Books, Kottayam,2019. T Muhammedali, Histories Unbounded, Current Books, Kottayam, 2019.

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

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

K V Krishna Ayyar, The Zamorins of Calicut,[1938] Publication Division,Calicut University ,1999. N M Nampoothiri, Malabar Padanangal, State Institute of Language, Thiruvanandapuram,2008. N M Nampoothiri and P K Sivadas, Kerala charithrathinte Nattuvazhikal, D C Books Kottayam, 2009.

K K Kochu, Keralacharithravum Samooha Rupikaranavum, State Institute of Languages, Thiruvanadapuram.

T H P Chentharassry, Kerala Charithrathile Avaganikkapetta Edukal, Mythri Books , Thiruvanadapuram,2018.

T H P Chentharassry, Kerala Charithrathinu Oru Mukhavura, Mythri Books , Thiruvanandapuram,2015.

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Course Code	Title	Type	Credit
HIS 1C03	Problems, Perspectives and Debates in Early Indian History	Core	5

HIS 1C03 - Problems, Perspectives and Debates in Early Indian History

Objectives

The course helps the students to understand the major problems, perspectives and debates in early Indian history. It helps them to understand how historical research is advancing in early Indian history. The course covers significant areas of early Indian history and enables them to understand the various historical perspectives. The course aims to enthuse the students to explain and critique and have shaped the scholarly understanding of their fields of study.

Learning Outcome

The course enables the students to explain and critique the major problems and debates in early Indian history. It helps them to evaluate the perspectives in early Indian history and helps to formulate research problems in their area of interest. The course enables them to correlate and develop skill in the comparative analysis of situations in their area of interest. It makes them identify fresh insights in the area of early Indian history.

Module I: Perspectives on history

Society and state as reflected in colonial writings – Oriental Despotism and Asiatic Society – Asiatic Mode of Production Debate – Nationalist Historians – K.P. Jayaswal – R.C. Majumdar – R.G. Bhandarkar – R.K. Mukherji – A.S. Altekar – Marxist interpretation – D.D. Kosambi – R.S. Sharma

– D.C. Sircar – D.N. Jha – Interdisciplinary approach and recent trends – Romila Thapar – B.D. Chattopadhyaya – Kumkum Ray – Kunal Chakrabarty – Suvira Jaiswal – Uma Chakravarti – Nayanjot Lahiri – Shereen Ratnagar – Upinder Singh

Module II: State and Society in Vedic and early period

Nature of Harappan State and westerly trade – Recent Interpretations – Aryan problem – debate – Invasion hypothesis – Migration hypothesis – writings of R.S. Sharma, Romila Thapar, Michael Witzel and Thomas Trautman – Vedic society – Process of transition from Lineage to State – Recent interpretations

Module III: Mahajanapadas to Gupta period

Political structure of Mahajanapadas – Various interpretations of Mauryan state – V.A. Smith – R.K. Mukherji – Romila Thapar – I.W. Mabbett – Bongard Levin – Gerard Fussman – Kushana state – Nature of Gupta state – Golden age – Land grants - debates

Module IV: Political violence and ideology in early India

War and violence in Vedic period – Renunciation - Upanishads – Non-violence - Buddhism and Jainism – Asoka and his propaganda of piety – Arthashastra – Problem of kingship - Shaddarsanas

Reference

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- D.N. Jha, Against the Grain, New Delhi, 2018.
- Kumkum Roy, Emergence of Monarchy in North India, New Delhi, 1994.
- Mabbett, I.W., Truth, Myth and Politics in Ancient India, New Delhi, 1980.
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- R.S. Sharma, Material culture and Social formations in Ancient India, New Delhi, Reprint 1990.
- R.S. Sharma, Political Ideas and Institutions in Ancient India, Delhi, Second edition 1968.
- R.S. Sharma, Rethinking India's Past, New Delhi, 2009.
- R.S. Sharma, The Advent of Aryans in India, New Delhi, 1999.
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- Romila Thapar, Cultural Pasts, Delhi, 2000.
- Romila Thapar, *Early India from the origins to AD 1300*, Penguin Books, New Delhi, 2003.
- Romila Thapar, From Lineage to State, Second edition 2000.
- Romila Thapar, Interpreting Early India, Delhi, Second edition 2000.
- Romila Thapar, The Mauryas Revisited, New Delhi, 1984.
- Romila Thapar, Which of us are Aryans, New Delhi, 2019.
- S.N. Dasgupta, Outline of Indian Philosophy
- Shereen Ratnagar, Enquiries into the Political organisation of Harappan Society, Pune, 1991.
- Shereen Ratnagar, Trading Encounters, New Delhi, 2004.
- Suvira Jaiswal, *Origin and development of Vaishnavism*, Munshiram Manoharlal Publishers, New Delhi, 1967.
- Thomas Trautman, ed., Aryan Debate, New Delhi, 2003.
- Uma Chakravarti, Everyday Lives, Everyday Histories: Beyond the kings and Brahmanas of Ancient India, New Delhi, 2006.
- Upinder Singh, A History of Ancient and Early Medieval India, Delhi, 2008.
- Upinder Singh, Political violence in Ancient India, Cambridge, 2017.

Course Code	Title	Type	Credit
HIS 1C04	Early Bronze and Iron Age Civilisations	Core	5

HIS 1C04 :Early Bronze and Iron Age Civilisations

Objectives

The course intended to understand ancient material culture as a part of world history. She/he will tend to know the origin and development of complex societies. It traces the development and spread of Bronze and Iron Age culture. It envisages the students to make a habit of inquiry on civilizational growth. It will develop a clear idea of the evolution of religion, philosophy, science and technology.

Learning Outcome

The students will develop a strong foundation and critical understanding of the shifting nature of human civilization. They will always seek to make the debate on the ancient state. Students will familiarise with all arch-type tools and their growing pattern. It will provide a strong foundation for thinking mode in human evolution.

I. Egyptian Civilisation

19th century archaeological explorations – Excavations in Egypt, Greece, China and Latin America – Archaeological and Anthropological insights – Bronze and Iron Age;

The rise of civilisation in Egypt – Pre-dynastic period – achievements – Pharaohs and their history – Old kingdom – Nature of government – Duties of Pharaoh – Middle Kingdom and the growth of imperialism – Religious ideas – Osiris culture, religious ideas of Ikhnaton – Intellectual developments

– Philosophy – Science – writing and literature – art and sculpture – social and economic life - legacy

- | | | |
|--------------------|---|---|
| Adolf Erman | – | Life in Ancient Egypt |
| Alexander Moret | – | The Nile and Egyptian Civilisation, New York. |
| Alfred Cyril | – | The Egyptians, New York |
| Jarries breasted.H | – | The History of Egypt, New York |
| ----- | - | Ancient Records of Egypt |
| Leonard Collrell | – | Life under the pharaohs, New York |
| Mason. W.A. | - | History of the art of writing. |
| Maspero. G.C | – | Art in Ancient Egypt |
| Petric. W.M.F | – | Social Life in Ancient Egypt, Boston |
| Shorter. A.W | – | Introduction to Egyptian Religion |

- Smith G.E
- Every day life in Ancient Egypt
 - Ancient Egyptias and the origin of civilisation.

II. Ancient Chinese Civilisation

Beginning of human settlement in China – Emergence of dynastic period – The Shangs – The chou dynasty and their achievements in Literature, Politics, material culture, Philosophy and intellectual fields – The Chin dynasty and their achievements – The Hans and their contributions.

A.F. Wright – Buddhism in chinese history

H.G. Creel – The Birth of Chaina

----- Confucius, the man and the myth.

K.A. Wittfogel –History of Chinese

SocietyLatourette –The Chinese, their history
and culture

----- - A short history of the far east.

O. Siren – A history of early chinese

art W.H.Mallory Chaina, land of
famine

W.M. Mc Govern –The Early Empires of Central

Asia Y.L.Fung – history of chinese philosophy

III. The Greek Civilisation

The Homeric age – The Evaluation of city states – Athens and Sparta – Characteristic features – Athenian Democracy - Wars – Macedonian Conquests – Hellenic Philosophy – Science – Literature – Art and architecture – Slave Mode of Production-Legacy of Greek civilisation

A.R. Burn – Perecles and Athence

Abbot Evelyml- Pericles and the Golden age of
Athence. Bamb Gascoigne – 2003 -The Dynastics of
China

C P Fitzgerald -2006- Ancient China

Dale Anderson – 2005-Ancient China

Earest Barker–Greek Political
Philosophy

Elaine Landan – 2005-Exploring Ancient china

Fowler H.N –A history of ancient Greek Literature

Glorer. T.R – Democracy in the ancient
world H.Mitchell – Sparta

John F Vhinnrty – 2008- Treasures of China

----- –The glonis of the kingdom of

DragonLatourette - A short history of the forcast

Livingston R.W (ed) – The Legacy of

Greece Mahaffy.J.P – Social life in Greece from
homer to menandev

Gresy Wolf, 2005-Ancient African
Civilisations (ed) T.G.Tucker – Life in ancient
Athence.

Triever. A.A – History of Ancient Civilisations

IV. Ancient American Civilisations – Incas and Mayans – City States and early settlements –
Main centres of culture – Economic activities – Religion – Writings and Numerical System –
Calendar System – Nature of Government- Art and Architecture – Science and technology .

Leonard Everttee Fisher – 2009- Gods and Goddess of Ancient

mayas Sunita Apte – 2010- The Aztec Empire

Sheila Wybormy – 2004-The Coreal civilisations

Sandra Newmen -2010- The Inca Empire

Course Code	Title	Type	Credit
HIS 1A 01	Personality Development	Audit	4

Ability Enhancement Course (AEC)

Paper I: PERSONALITY DEVELOPMENT

Objectives

This is an Ability Enhancement Course, which is not a part of regular classroom teaching. The students should complete this course making use of their facilities including the online platforms. The Department will conduct the examination at the end of the semester. This course focus to provide the students with the methods and significance of personality development. It discusses the different methods and steps to improve and mould their personality under the changing circumstances. It inculcates the sense of responsibility towards the society to the students and enables them to achieve community feeling, moral qualities and a civilised outlook. Moreover, it enables them to mould a secular outlook and fraternity feeling by providing self-confidence and courage to handle emergencies in our society.

Learning Outcome

- It enables the student to develop the quality of leadership.
- It enables the student to shape and mould their destiny.
- It enables the student to develop the spirit of initiative, courage and a sense of social responsibility.
- It enables the student to develop qualities like cooperation, team spirit and empathy towards the poor.
- It enables the student to undertake innovative and industrious projects.
- It enables the student to provide a quick and apt response to the challenges posed and demonstrate their organisational ability.

Module – I: Image Building and Self Awareness

Aptitude and personality assessment and testing - Developing Self Awareness - Projecting a winning personality - How to match the peer group expectations as a professional - How to be a consistent Performer - Power of Positive thinking - Developing Competitive coping Mechanism - Understanding Professional Etiquette - Professional Mannerism and Social Science Professional

Module – II: How to face an Interview

Motivation activities, leadership activities, team building activities, assertiveness activities, time management techniques - Stress management techniques, creativity and ideation - Basic communication skills- listening skills and barriers; JAM sessions, debates, elocution, etc. - persuasive communication, convincing Skills, conversations - Motivation – Developing Soft skills - Personal grooming - preparation for interview – Resume writing - Types, contents, formats - Interview handling - do's and don'ts

Module – III: Professional Etiquettes

Formal Look – Understanding the demands of the profession - get together Peer to Peer communication - Work ethics - Hierarchy communication - Handling complaints and grapevine - Developing professionalism - Developing and maintaining social contacts

Reference

Barun K. Mitra, Personality Development and Soft skills, OUP, New Delhi, 2016.
 Nidhi Tibrewal, Discover Yourself, Partridge India, 2016
 Stephen R. Covey, The 7 Habits of Highly Effective People, Free Press, 1989
 Gopika Kumar, Personal Power Equation, Adhyyan Books, 2018.

Course Code	Title	Type	Credit
HIS 1A 02	Travel and Tourism Management	Audit	4

Ability Enhancement Course (AEC)

Paper II: Travel and Tourism Management

Objectives

This is an Ability Enhancement Course, which is not a part of regular classroom teaching. The students should complete this course making use of their facilities including the online platforms. The Department will conduct the examination at the end of the semester. The course will help the students to learn the basics of the travel and tourism management profession and help them to do it as a part- time job or apprenticeship. History plays an important role in the tourism industry. Many of the major tourism sites are historical sites. Thus students can act as tourist guides and also will be successful as travel writers particularly in cultural or heritage tourism.

Learning Outcome

- Enable the student to evaluate the types of tourism.
- Enable the student to analyse tourism concepts.
- Enable the student to locate the potential tourism sites in their area.
- Enable the student to demonstrate their skill as cultural or heritage tourism writers.

Module 1: Tourism Concepts

Definitions and Historical development of tourism – Growth of travel through ages - Types of tourist-Visitor Excursionist - Types and Forms of Tourism - characteristic Model of tourism system- Leiper’s Model - Components of tourism - characteristics and classification of tourist

Module 2: Basic components and types of Tourism

Tourism Statistics - type and method of measurement - Classification on elements of tourism - Types of tourist motivation and classification - Domestic and International tourism – features - pattern of growth – profile - domestic tourism in the state of Himachal Pradesh, Madhya Pradesh, Gujrat, Goa and Kerala - analysis of International destination of USA, UK, France, China and Malaysia

Module 3: Impact of Tourism

Positive and Negative Impacts of Tourism - Socio Cultural, Economic, Environmental and Political - Tourism Organizations - Objectives and Role of ITDC, ASI, TFCI, Ministries of Railways and Civil Aviation - National and International organizations and associations - IATO, TAAI, FHRAI, WTO, ICAO, FAITH and IATA

References

Chunky Gee et-al, Travel Industry
Holloway, J. C., The Business of tourism, Pitman Publishing, London, 1994.
Mill and Morisson, Tourism Systems
Medlik, S., Understanding tourism, Oxford, 1997
Prannath Seth, Successful Tourism Management
P.C. Sinha, Tourism Management, Vol - 4
R. Gartner, Tourism Development
J.K. Sharma, Tourism Planning and Development Sagar Singh, Studies in Tourism
Cooper C., Fletcher J., Gilbert D and Wanhil. S, Tourism: Principles and Practices
McIntosh, R.W., Tourism: Principles and Practices
Burkart & Medlik, Tourism : Past, Present and Future
S.P. Gupta, Krishna Lal, Mahua Bhattacharya, Cultural Tourism in India

SEMESTER II

Course Code	Title	Type	Credit
HIS 2C01	History and Theory	Core	5

HIS 2C01- History and Theory

Objectives

The present course on ‘History and Theory’ is designed primarily to familiarize the student with the theoretical background of the discipline of history. Indeed, this course will assist the student in nurturing his critical thinking and logical conclusions based on theoretical models of various schools of thought. The relation between the classical theory, modern theories and of post-modern times etc. are discussed in detail.

Learning Outcomes

- Ability to locate the post-enlightenment stream of historical thought
- Ability to understand classical social theories

- Ability to evaluate the methodological innovations of Annales school
- Ability to demonstrate Methodological debates and contemporary trends.

I. Enlightenment and the perception of historical past – Vico- Hume and Herder- Romanticism- Nationalism - Positivism and History as Science- Rankean Positivism -Critics of positivism- Hegelian philosophy of History.

II. History and Classical Social theory- Weber and ideal type - Durkheim and Social Fact. –Marx and Historical Materialism – modes of production - Structural Marxism – Critical theory – Social History –Historical Anthropology - New Historicism- Human Geography -

III. The Annales – the Agenda of Total History- Braudelian Concepts of Structures – Conjuncture and Event - history of mentalities and emotions- History from Below- Histories of Oppression – Gender History – History of Slavery – History of South Asian Caste system.

IV. Methodological Debates and Contemporary Trends - Methodological Individualism and Holism - Structure and Agency- Essentialism and Relativism – Truth and Objectivity -Foucault and the history of power - Bourdieu and Reflexive Social Science – Indian Debate on Experience and Theory- Gopal Guru and Sundar Sarukkai.

Readings:

A Munslow, Deconstructing History.

A. V. Cicourel eds. Advances in Social Theory and Methodology, Routledge & Kegan Paul, London, 1981 Alex Callinicos, Making History, Agency, Structure, and Change in Social Theory, Brill, London.

Alex Callinicos, Social theory: A Historical Introduction, Wiley, 2007. Alun Munslow, Narrative and History, Palgrave 2007.

Andre Burguiere, The Annales School, An Intellectual History, Cornell University Press, 2009. Anthony Giddens, Central Problems in Social Theory (Hutchinson, London, 1977)

Aram Veaser, The New Historicism, Routledge, 2016 C

Wright Mills, Sociological Imagination.

C. Wright Mills, Sociological Imagination, Pelican book David Seddon, Relations of Production

E Bentley, A Companion to Historiography E H Carr,

What is History

G. Lukacs, History and Class Consciousness, London Merlin Press, 1971

G.A. Cohen, Karl Marx's Theory of History London 1978

Gopal Guru and Sundar Sarukai, Cracked Mirror: An Indian Debate on Experience and Theory, OUP, New Delhi, 2010.

Gopal Guru and Sundar Sarukkai, Cracked Mirror: An Indian Debate on Experience and Theory, OUP 2015 Ishita Banerjee- Dube, Caste in History, OUP, New Delhi, 2008.

J. Habermas, Philosophical Discourse of Modernity, Polity Press, London

J. Habermas, The Theory of Communicative Action 2 vols. Heinemann, London

Jean-Francois Lyotard, The Post-modern Condition: A Report on Knowledge (The Manchester University Press, 1986

Joyce Appleby, Lynn Hunt and Margaret Jacob, Telling the Truth About History Keith Jenkins, Rethinking History.

Keith Lehrer, Theory of Knowledge (Routledge, London, 1990)

Leonie J Archer, [ed] Slavery and Other forms of Unfree Labour, Rutledge, London 1988

M C Lemon, The Philosophy of History, Mark Day, the Philosophy of History: An introduction, Viva Continuum, 2008

Matt Perry, Marxism and History, Palgrave, 2012

Michael Foucault, The Order of Things, Vintage Books, New York, 1973

Morton Klass, Caste: The Emergence of South Asian Social System, Manohar, New Delhi , 1993

Nancy Partner and Sarah R I Foot, The Sage Hand book of Historical theory, Sage, 2013.

Paul Feyerabend, Against Method (Verso Edition, London, 1984)

Paul Gilroy, The Black Atlantic, Modernity and Double Consciousness, Verso, London, 2002.

Perry Anderson, In the Tracks of Historical Materialism, London 1983

Peter Burke, The French Historical Revolution, Polity Press, Cambridge, 1990.

Pierre Bourdieu, Outline of a Theory of Practice, Cambridge University, 1977.

R G Collingwood, The Idea of History

Raphel Samuel, [ed] People's History and Socialist Theory

Raymond Aron, Main Currents in Sociological Thought, vol. 2, Pelican Book

Robert Burns Hugh Rayment-Pickad , Philosophies of History; From Enlightenment to Post Modernity, Blackwell, London.

Royce A. Singleton, Approaches to Social Research Oxford, University Press, New York, 1993

Sasibhushan Upadhyay, Historiography in the modern World Western and Indian Perspectives, OUP, 2016.

Stephen Davies, Theory and History,

Thomas S. Kuhn, The Structure of Scientific Revolutions (University of Chicago Press, 1970)

Trevor Barnes and Derek Gregory, Reading Human Geography: The Poetics and Politics of Enquiry, Arnold London.

Willinam J. Goods & Paul K. Hatt, Methods in Social Research, (Mcgraw-Hill Book Company, 1981)

Course Code	Title	Type	Credit
HIS 2C02	History of Modern Kerala: Problems and Perspectives	Core	5

HIS 2C02 - History of Modern Kerala: Problems and Perspectives

This paper is intended to teach students the making of united Kerala through conceptualizing the Kerala region through historical writings and other forces in action. The making of united Kerala was a result of the experiences shared by colonialism and resistance to it. These included the working of modernity, nationalism, reform activities and many contradictions involved in it.

Objectives

Major objectives set in the syllabus are the following

1. Teaching the writing of Kerala history in the colonial period leading to the understanding of the geographical and cultural geography
2. Teach students the transformation of Kerala in the age of colonialism and appropriation and resistances of the Malayali people in various forms
3. Impart an understanding of the reform of Kerala society during the period. It was taking in a quick way which is marked as movements and activities of individuals in the society.
4. The realization of United Kerala was a result of the dreams set by different groups of people in society. These interests clashed with each other and reached some other results. The syllabus intends to teach students problems involved in it in a critical manner

Learning Outcomes

Students are expected to achieve the following

1. Understand the modernization of Kerala society and its process
2. Acquire the ability to examine the transformation of society in a critical manner
3. Learn the underplay of different forces in the making of changes in the society
4. Identify newer problems for further study and investigation in modern history

I. Colonial and modern historiography

Early Surveys and Administrators- Buchanan - Missionary Writings – Samuel Matteer and Gundert-Gazetteers and Manuels- William Logan, Nagam Aiya and Velu Pillai- search for Primary sources – Babington, Bruce Foot- colonial ethnography – Edgar Thurston and L K Anantha Krishna Aiyar. Histories of princely states – Travancore and cochin-Emergence of modern Historiography- K P Padmanabha Menon – imagination of historical past of Kerala by the social reformers and nationalists- development of scientific histories- emerging trends in history writings in Kerala-

ecology and environmental histories – women and gender history – Dalit subaltern history- peasant history-history of caste slavery- history of communities - local history- intersectional histories – critical histories.

II. Modern Kerala and the phases of change

Kerala in the 18th century -changes in the economy and society -Mysorean rule in administration and land relations - colonialism in Kerala- from trade to conquest- changes in property and legality - governance and administrative practices- missionary activism in social life - changes in agriculture- industry and social classes-formation of public sphere.

III. Social modernization and reform process

Caste and social reform-religious reform- the idea of 'Renaissance' – lower caste protests and the radical agenda in the reform process- social reformers and their positions and strategies-- notions of historical past by reformers- Poykayil Appachan and Chattampi swamikal - Literature and social imaginations -novel as historical knowledge- Indulekha and Saraswathi Vijayam

IV. Formation of united Kerala

National movement and radical politics -popular movements –formation of united Kerala- land reform and its consequences- land reform and landlessness among the Adivasis and Dalits- development experiences- literacy and health care- socio-economic inequality and Kerala model development.

Readings:

A P Ibrahim Kunju, Mappila Muslims of Kerala.

A P Ibrahim Kunju, Mysore Kerala Relations in 18th Century

A Sreedhara Menon, A Survey of Kerala History, DC Books,

Kottayam. A Sreedhara Menon, Makers of Modern Kerala

Adrain C Mayer, Land and Society in Malabar.

Andalat, Rekha illatha Charithram,

Ashin Dasgupta, Malabar in Asian Trade

B Shobhanan, S Ramachandran Nair and K J John, History of freedom Movement in Kerala

C Balan, Reflections on Malabar, NAS College Kanhangad, 2000.

C Kesavan, Jivitha samaram

Charles Dias, [ed], Kerala Spectrum: Aspects of Cultural Inheritance, Indo-Portuguese Cultural Institute, Cochi,2006.

Dilip M Menon, Caste Nationalism and Communism in South India

Dilip M Menon, The Blindness of Insight: Essays on Caste in Modern India, Navayana, New Delhi2006.

Donald Herring, Land to the Tiller: The Political Economy of Agrarian Reform in South Asia, Yale University Press, 1983.

E K G Nambiar, Agrarian India Problems and Perspectives, Association for Peasant Studies University of Calicut, 1999.

E M S Nampoothiripad, Keralam Malayalikalute Mathrubhumi [1948] Chintha Publishers, Thiruvananthapuram 2016.

Elamkulam Kunjan Pillai, Ilamkulam Kunjanpillayute therenjeduth krithikal, N Sam [ed], International Center for Kerala Studies University of Kerala, Thiruvananthapuram, 2005.

G Arunima, There Comes Papa: Colonialism and the Transformation of Matriliney in Kerala, Malabar, c. 1850-1940, Orient BlackSwan, 2003.

George K Lietaen, The First Communist Ministry in Kerala

George Mathew, Communal Road to Secular Kerala

Govindan Parayil, Kerala The Development Experience: Reflections on Sustainability and Replicability, Zed Books, 2000.

J Devika, Engendering Individuals: The Language of Re-Forming in Twentieth Century Kerala, Orient Longman, 2007.

K Gopalankutty, Malabar Padanangal

K K Kochu, Dalithan, D C Books, Kottayam, 2019.

K K N Kurup, History of Agrarian Struggle in Kerala K K N Kurup, Modern Kerala.

K K N Kurup, Pazhasi Samarangal

K M Panikkar, A History of Kerala 1498-1801.

K N Ganesh, Culture and Modernity: Historical Explorations, Calicut University, 2004.

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

K N Ganesh, Malayaliyute Deshakkalangal, Raspberry Books, Calicut, 2016.

K N Panikar, Against Lord and State: Religion and Peasants Uprising in Malabar

K N Panikar, Culture, Ideology and Hegemony.

K N Shaji [ed], SreeNarayana Guru Jivithavum Krithikalum.

K P Aravindan [ed], Kerala Padanam, KSSP, Thrissur, 2006

K P Padmanabhamenon, Kochirajyacharithram, Mathrubhumi, Calicut.

K Ramachandran Nair, The History of Trade Union Movement in Kerala.

K Saradhamoni, Matriliney Transformed: Family, Law and Ideology in Twentieth Century, Sage Publication, New Delhi, 1999.

Koji Kawashima, Missionaries in a Hindu State

Luisa Steur, Indigenist Mobilisation: Confronting Electoral Communism and Precarious Livelihoods in Post Reform Kerala, OUP, New York 2017.

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

M P Mujeebu Rehman, The Other Side of the Story: Tipu Sultan, Colonialism and Resistance in Malabar, SPCS/National Book Stall, Kottayam, 2016.

M P Parameshvaran and K Rajesh [eds], Kerala Vikasanam: Oru JanaPaksha Sameepanam, KSSP, Thrissur, 2015.

M R Raghava Varier, Village Communities in Pre-Colonial Kerala

M S S Pandian, Brahmins and Non-Brahmins

Manojkumar P.S., Shaping of Rights: Jati and Gender in Colonial Kerala, Meena Book Publications, Delhi, 2019.

Margret Frenz, From Contact to Conquest,
Mathias Mundadan, History of Christianity in Kerala
Mathias Mundadan, History of Early Christianity.
MSA Rao, Social Reform in Kerala
N Gopakumaran Nair, Reimagining Histories, Current Books, Kottayam, 2019.
Nicholas Dirks, the Hollow Crown
P Bhaskaran Unni, Pathonpatham Nootttandile Keralam, Kerala Sahithya Academy Thrissur, 2012
P K Balakrishnan [Ed], Sree Narayana Guru.
P K Balakrishnan, Jati Vyavasthayum Keralacharithravum [1983] DCBooks, Kottayam,2008
P Radhakrishnan, Land Reform, Agrarian Struggle and Social Change.
Panmana Ramchandran Nair [ed], Kerala Samskara Padanangal, 2 vols, Current Books, Kottayam 2013.
Peter Robb, [ed], Dalit Movements and the Meaning of Labour in India.
Pradeepan Pampirikunnu, Narayanaguru : Punarvayanakal, Progress Publication, Calicut 2016.
R Frykenburg,[ed], Land Control and Social Structure in Indian History
Rekha Raj, 'Dalit Women as Political Agents: A Kerala Experience', in the Problem of Caste [ed], Satish Deshpande,Orient Black swan, Hyderabad,2014.
Robin Jeffrey , The Decline of Nair Dominance: Society and Politics in Travancore, Vikas Publishing House ,New Delhi,1990.
Robin Jeffrey, Politics, Women and Wellbeing
S Chandramohan, Developmental modernity in Kerala : Narayanaguru,SNDP and Social Reform,Tulika New Delhi,2019.
Sanal Mohan, Modernity of Slavery, OUP, Delhi 2015.
Sebastian Joseph [ed] ,On Present[in/g History , DC Books , Kottayam, 2017.
Sebastian Joseph, Cochin Forest and the British: Techno Ecological imperialism in India, Primus, New delhi, 2016.
P J Cherian [ed], Perspectives on Kerala History, KCHR, Thiruvananthapuram, 1999.
Susan Bailey, Saints, Goddesses and Kings
T C Varghese, Agrarian Change and Economic Consequences: Land Tenures in Kerala, Allied Publishers, Bombay, 1970.
T K Ravindran, Asan and Social Revolution
T Muhammedali, Social Scape and Locality : Themes in Kerala History, Other Books, Calicut, 2017
T Muhammedali, Histories Unbounded, Current Books, Kottayam, 2019.
V V Haridas and Haskerali [eds], Multicultures of South India, Karnataka State Open University Mysore, 2015.
V V Kunjikrishnan, Tenancy Legislation in Malabar
V V Swami and E V Anil [eds], Prathyaksha Raksha Daiva Sabha: Orma, Pattu, Charithra Rekhakal, Adiyar Deepam Publication, Thiruvalla, 2010.

Course Code	Title	Type	Credit
HIS 2C03	State and Society in Medieval India	Core	5

HIS 2C03 - State and Society in Medieval India

Objectives

The course, 'State and Society in Medieval India' is primarily intended to nurture a critical understanding of the history of medieval India, which is often represented as 'dark age' in tune with the colonial stereotyping. The student will be made capable of the method of analyzing various theories and facts as the output of recent research. The themes of the course will be analysed escorted with critical thinking so that can be nurtured a skill of analyzing the course of history devoid of religious or another form of biases, and by which the student will be having acquainted with the scientific temper of research.

Learning Outcomes

- Ability to locate Historiographical understanding of medieval India
- Ability to understand aspects of state and society of medieval India
- Ability analyze the transformation of religion and social stratification in medieval India
- Ability to demonstrate the growth of science, technology and culture

Module I: Historiographical Understanding of the Medieval India

Medieval in Colonial perspectives- stereotypical constructs- myth of hostile religions- equating religion and State- 'Islamic State'- representation of [despotic] State, [closed] economy and [stagnant] society ; Nationalist Writings- response to colonial writers- approval of colonial stereotypes- Nationalistic enthusiasm; Marxist Understanding- Perspectival changes- challenging the colonial and nationalist approach- focus to economic aspects - periodization- factors and relations of production –Land and property rights .

Module II: State and Economy in Medieval India

Concept of state in medieval India- theories- imperial polities in medieval India (Turkish, Afghan & Mughal)- Sultan- nobility & Ulema- structure of administration: iqta, mansab, jagir- Revenue administration- mode of Assessments- batai, Zabt, Dahsala, Kankut etc.

Nature of Mughal State- Debate; Decline of Mughal State- Theories

South Indian Polity- nature-Debate

Regional Powers: Rajputs- Marathas- Bahmini- Aspects of State

Local administration: administrative divisions- local ruling classes (chieftains, zamindars and village oligarchies)- Village community- Balutadars, ayagars etc.

Process of Production and Exchange: Agriculture- Industry- Shipping -Trade- types- Local, Overland, Overseas- Exports- imports- Ports- Markets- Urbanization.

Module III: Religion and Social stratification in Medieval India

Islam- spread- growth- theories-popular Islam-Sufism- syncretic culture.

Guru Nanak and Sikhism- Ideals- spread

social stratification-Caste- purity/ pollution-caste oppression- practice of untouchability- influence of Islam- Bhakthi movement- Saint Poets- Shaivism- Vaishnavism.

Position of women- Domestication- Involvement in Production process.

Module IV: Science Technology and Culture

Scientific Inventions- Mathematics- astronomy- medicine- Technological advancement –

Literary contributions- Persian, Sanskrit and regional languages- Encounters of Cultures-

Architecture and Painting-

Reading List

Mohammed Habib, *Studies in Medieval Indian Polity and Culture, The Delhi Sultanat and its Times*,

[edited by Irfan Habib], OUP, 2016.

Irfan Habib, *Medieval India. The Study of a Civilization*, NBT , 2008.

-----, *Agrarian System of Mughal India, 1556-1707*, OUP, New Delhi, 2000(1963)

-----, *Essays in Indian History*, Tulika, New Delhi, 1995

-----, *Technology in Medieval India, 650-1750*, Tulika, New Delhi, 2016 (2008).

-----, *Interpreting Indian History*, NEHU Publishing,

Shillong. Satish Chandra, *History of Medieval India*, 2007.

-----, *Essays on Medieval Indian History* , OUP, 2003

Jackson, *The Delhi Sultanate, A Political and Military History*, CUP, 1999

Sunil Kumar, *Emergence of Delhi Sultanate, AD1198-1286*, Permanent Black,

2010. J.F.Richards, *The Mughal Empire*, CUP, 2016

Stewart Gordon, *The Marathas*, CUP, 1998

Stephen P Blake, *Shajahanabad, the Sovereign City in Mughal india, 1639-1739*, CUP, New Delhi, 1993

Nurul Hasan, *Religion, State and Society in Medieval India*, 2005

Ibn Hasan, *Central Structure of the Mughal Empire*, Munshiram Manoharlal, 1936

R.M. Eaton ed., *India's Islamic Traditions, 711-1750*, OUP,

2006 Harbans Mukhia, *Mughals of India*, Wiley-

Blackwell, 2004

Muzaffar Alam & Subrahmanyam, eds., *The Mughal State*, OUP,

2000 Herman Kulke ed., *The State in India 1000-1700*, OUP, 1995

Farhat Hasan, *State and Locality in Mughal India, Power Relations in Western India: 1527-1730*, Cambridge University Press, New York, 2004.

Athar Ali, *Mughal India: Studies in Polity, Ideas Society and Culture*, OUP, 2008

Audrey Truschke, *Culture of Encounters*, Penguin, 2016

-----, *Aurangzeb the Man and the Myth*, Penguin, 2017

Burton Stein, *Peasant, State and Society in Medieval South India*, OUP, 1980

Catherine B Asher, *Mughal Architecture*, CUP, 1992

Richard M. Eaton, *Essays on Islam and Indian History*, OUP, 2002, chapter: 4- "Temple Desecration and Indo-Muslim States" (pp. 94-132); Chapter 6: Articulation of Islamic Space in Medieval Deccan(pp. 159-188); Chapter8: "Sufi Folk Literature and the Expansion of Indian Islam" (pp.189- 2020); Chapter11: "Who Were Bengali Muslims?" (pp.249-275) etc.

K. M. Ashraf, *Life and Conditions of People of Hindustan*, New Delhi, 1970.

Peter Hardy, *Historians of Medieval India, Studies on Indo- Muslim Historical Writings*, Munshiram Manoharlal, New Delhi, 1997(London, 1960).

G. F. Hourani, *Arab Seafaring in the Indian Ocean in Ancient and Medieval Times*, Princeton University Press, New Jersey, 1951.

Shireen Moosvi, *People Taxation and Trade in Mughal India*, OUP, 2010 (2008)

-----, *Episodes in the Life of Akbar*, NBT, New Delhi, 2009 (1996)

Mohibul Hasan, ed., *Historians of Medieval India*, Meenakshi Prakasan, New Delhi, 1983. Francis Robinson, "Islam and Muslim Society in South Asia", in idem, *Islam and Muslim History in South Asia*, OUP, 2003.

K.A. Nizami, *Some Aspects of Religion and Politics in India During 13th Century*, Delhi, 2009 (1961,1974).

-----, *On History and Historians of Medieval India*, Munshiram Manoharlal, Delhi, 1983. Ashindas Gupta & M.N. Pearson, *India and Indian Ocean , 1500-1800*, OUP, Delhi, 1987.

Course Code	Title	Type	Credit
HIS 2C04	Selected Problems of Medieval and Modern World History	Core	5

HIS 2C04 - SELECTED PROBLEMS OF MEDIEVAL AND MODERN WORLD HISTORY

Objectives

This course will discuss how the economic, cultural and technological changes contributed to the emergence of the modern period in world history. The student will understand major turning points in world history and how they influenced the history of mankind.

Learning Outcome

- Enable the students to analyse the medieval and modern periods of world history in a comprehensive manner.
- Enable the students to identify major historiographical positions on the transition from the medieval to the modern period.
- Enable the students to evaluate the ideologies of the renaissance, enlightenment and French Revolution that shaped the life of people.

MODULE I: Medieval Societies

Feudal Society in Europe- Economy- Religion and Culture- Christianity- Islam

MODULE II: Transition from Medieval to Modern

Transition from Feudalism to Capitalism-Debate- Maurice Dobb, Paul M Sweezy, Polanyi, etc. - Absolutism in Europe

MODULE III: Emergence of Modern World

Intellectual Trends- Renaissance- Enlightenment- Idea of Progress, Humanism, Secularism and Rationalism- French revolution- Background and Impact.

MODULE IV: Rise and growth of Colonialism and Nationalism

Colonization of Asia and Africa (China, West Asia and Algeria)- Different tactics of National Movement- Nationalism in Europe.

Reading List

Maurice Dobb - *Studies in the Development of Capitalism*, Aakar Books, delhi, 2006.

T. H. Aston, C.H.E. Philipin, (eds.) - *The Brenner Debate: Agrarian Class Structure and Economic Development in Pre-Industrial Europe*, CUP, 2005.

Paul M. Sweezy - *The Theory of Capitalist Development*, K.P. Bagchi and Co., Kolkotta, 2002(1942).

Karl Polanyi - *The Great Transformations*, Beacon Press, Boston, 1990.

Karl Polanyi, Conrad m. Anensberg & Harry W. Pearson eds. - *Trade and Markets in the Early Empires, Economics in History and Theory*, The Free Press, New York, 1957. Benedict Anderson - *Lineages of the Absolutist State*, Verso, London, 1974

-----, *Passages from Antiquity to Feudalism*, Verso,

London, 1996(1974) Marc Bloch - *The Feudal Society*, 2 vols., 1962

J.N. Ganshof - *Feudalism*,

Marshall Hodgson - *Venture of Islam*,

Henry Pirrenne - *Muhammed and Charlemagne*,

-----, *Economic and Social History of Europe*, Routledge & Kegan Paul, London, 1972 (1936)

Anthony D Smith - *Nationalism: Theory,*

Ideology, History Albert Soboul - *The*

French Revolution 1787- 1799 A.R.Hall - *The*

Scientific Revolution 1500- 1800

Carlton Hayes and Margereta Faissler - *Modern Times: The*

French Revolution Donald F. Lach - *Europe and Modern*

World since 1870

E.J.Hobsbawm - *Age of Revolution*

1789- 1848 E.J.Hobsbawm - *Age of Capital-*

1848-1875 E.J.Hobsbawm - *Industry*

and Empire

E.P.Thompson - *The Making of English*

Working Class Egon Friedall - *Cultural History of*

the Modern Age Frantz Fanon - *A Dying*

Colonialism

Georges Lefebvre - *The Coming of the*

French Revolution George Basalla - *The*

Rise of Modern Science

Hamsa Alavi - Capitalism and colonial Production
 J.F. Lively - The Enlightenment
 J.D. Bernal - Science in History
 Lenin - Imperialism: The Highest stage of
 Capitalism Maurice Dobb - Studies in the
 Development of Capitalism Michael Hadson -
 Imperialism
 Partha Chatterjee - The Nation and its
 Fragments Robin Blackburn - Ideology
 in Social Science Tom Kemp - Theories
 of Imperialism
 S.J. Wolf (ed) - European Fascism
 T.S. Ashton - The Industrial
 Revolution John Hermann Randall -
 Making of the Modern
 Mind

Course Code	Title	Type	Credit
HIS 2A 01	Indian Numismatics	Audit	4

Professional Competency Course

(PCC) PAPER I : INDIAN

NUMISMATICS

Objectives

This is a Professional Competency Course, which is not a part of regular classroom teaching. The students should complete this course making use of their facilities including the online platforms. The College will conduct the examination at the end of the semester. This course helps the student to estimate the importance of Numismatics to study the economic ideology of India and develop a critical attitude to analyse the historical transformation of Indian society and culture from the time of Indo-Greeks. It enables the student to differentiate the social conditions before and after the mint culture and realise how the monetary economy facilitated the advancement of the Indian economy. The study of Numismatics helps the student to develop scientific and critical thinking about the evolution of economic history.

Learning Outcome

- It enables the student to evaluate the urbanisation and market system of our country and the economic basis of various institutions developed in early, medieval and modern India.
- It enables the student to identify various types of coins issued including punch-marked and minted coins.
- It enables the student to analyse the economic condition under various dynasties in early and medieval India.
- It enables the student to correlate with other sources of history and provide them with fresh inferences.

Module 1: Introduction to Numismatics

Numismatography: History of Numismatic Studies in India - Provenance of Coin: Findings from Archaeological excavations and Stratigraphic relevance, Stray findings, Hoards, Private and Public Collections

Module 2: Study of Ancient Indian Coinage

Different categories of the coins and weight standard as linked from the historical text: Shatamana, Vimshatik and Karshapana series - Punch-Marked Coins - Coins of Indo-Greek - Coinage of the Kushanas - Coins of the Satavahanas and Contemporary Rulers - Coins of the Western Kshatrapas - Coins of the Sangama Period: Chera, Chola and Pandya - Distribution of Roman Coins in India - Coins of the Guptas -Scripts - Brahmi, Kharoshthi and Greek

Module 3: Chemical and Statistical Analyses of Coins

Recent advancement in numismatic studies - Metallurgy of Coins - Minting Techniques - Destructive and Non-destructive methods of Analysis - Statistical Analysis: Frequency Tables and Histograms - Coin Cleaning: Treatment and Preservation - Identification of coins, preparation of coin catalogue and report writing

References

- Allan, J., *Catalogue of Coins of Ancient India*, London, 1935.
- Altekar, A.S., *Catalogue of Coins of the Gupta Empire*, Varanasi, 1937.
- Chattopadhyaya, Bhaskar, *The Age of the Kushanas – A Numismatic Study*, Calcutta, 1967.
- Chattopadhyaya, Brajdulal, *Coins and Currency System in South India*, Delhi, 1977.
- Datta, Mala, *A Study of the Satavahana coinage*, Delhi, 1990.
- Elliot, W., *Coins of South India*, Varanasi, Reprint 1970.
- Gardener, P., *The Coinage of the Greek and Scythic Kings of Bactria and India in British Museum*, London, 1886.
- Goyal, S.R., *Dynastic Coins of Ancient India*, Jodhpur, 1995.
- Gupta, P.L., *Coins*, New Delhi, 1979.
- Gupta, P.L. and T.R. Hardaker, *Ancient Indian Silver Punch-Marked Coins of the Magadha – Maurya Karshapana Series*, Nasik, 1985.
- Krishnamurti, R., *Sangam Age Tamil Coins*, Madras, 1997.
- Sahni, Birbal, *The Technique of Casting Coins in Ancient India*, Varanasi, 1973.
- Sarma, I.K., *Coinage of the Satavahana Empire*, Delhi, 1980.

Course Code	Title	Type	Credit
HIS 2A 02	Archival Studies	Audit	4

Professional Competency Course (PCC)

PAPER II : ARCHIVAL STUDIES

Objectives

This is a Professional Competency Course, which is not a part of regular classroom teaching. The students should complete this course making use of their facilities including the online platforms. The College will conduct the examination at the end of the semester. This paper introduces the essential concepts, ideas and methods of archival studies. It also familiarizes the student with various scientific methods of preservation of historical document. It also will equip the student to preserve the documents and by which may open professional opportunities in this field.

Learning Outcome

- Ability to understand major concepts of the archival studies
- Ability to evaluate the changes in various methods of preservation in various parts of the world
- Ability to analyse the process of preservation of archival records
- Ability to demonstrate the preservation techniques

MODULE I: Archives and Archival studies

Definitions- Meanings- History of Archives Keeping- Europe- USA- India- Ancient Period- Medieval Period- Modern period.

Relations with State and Archives- Characteristics of Archives- Classification of Records- Archivist- Private Archives.

MODULE II: Evolution of Modern Archives

Paper- Ink- Paints-Typewriters- Xerox- Packaging Materials- Collection of Records- Registry System- Record Room- Digitalization-moving image archives and sound archives- micro film- micro-fiche- film archives- oral history archives- online archives.

Archives in Modern India-British government-Maps, surveys, photographs- legal records- Folklore and archives.

MODULE III: Uses and Functions of Archives

Uses- Historical Value- Administrative value- Collection of Statistical Data- Intellectual Value- Social Value; Functions- Supply of Records to administrators and Researchers- Publication- Library- Offering training- Weeding up of Records-.

MODULE IV: Methods of Organization and Preservation of Records

Organization- Europe- France- England- USA- India- Administration- Administration of National Archives in India- Archival legislation in India-Appraisal of records- Record Management- Transfer

of records to Archives- Arrangement of Records- Finding Aids- Methods of Preservation- Preliminary and Precautionary measures- Preventive Measures- Methods of Preservation and Repair of Archival Records- Control of insects- Thymol Fumigation- Thymol Chamber- Protective measures- Bleaching Method- Re Sizing- Full Pasting- Backing- Chiffon Repair- Lamination- Docketing- Guarding etc.

MODULE IV: Practical

Visit Kerala Regional Archives or any other archives and Prepare a report on any of the major sources Preserved in it. (eg. British Survey Reports, Census Report)

Reference:

- Muller, Feith and Furin, *Manual for the Arrangement and Description of Archive*, H.W. Wilson Co., 1968.
- State Archives Department, *An Introduction to the Kerala State Archives*, Government of Kerala, 1975.
- Schellemborg T. R., *Modern Archives: Principles and Techniques*, Melbourne, Australia, 1956.
- Schellemborg T. R., *The Management of Archives*, Columbia University Press, 1965
- Scargil- Bird, *Guide to Records in Public Records Office*, London, 1896
- Tolboys Wheeler J, *Early Records of British India*, 1878
- Gregory Hunter, *Developing and Maintaining Practical Archives*, New York, 2003
- Abdul Majeed C.P., *Archival Science: Past Present and Future*, Kottayam, 2017
- Bhargava, K.D., *An Introduction to the National Archives*, New Delhi, 1958.
- Cook Michael, *Archives Administration*, Dawson, 1977.
- Guide to Archives Series*, Regional Archives Department, Eranakulam.
- Isaac Jayadhas, *Archives Keeping*, Villukury, 2012.
- James B. Rhoads, *The Role of Archives and Records Management in National Information System*, 1983.
- Daniel J Cohen and Roy Rosenzweig, *Digital History: A Guide to Gathering, Preserving and Presenting the Past on the Web*, 2006.
- Judith Ellis, *Keeping Archives*, Alta Mira Press, 2003.

Course Code	Title	Type	Credit
HIS 2A 03	Perspectives on Museology	Audit	4

Professional Complementary Course (PCC)

PAPER III - Perspectives on Museology

Objectives

This is a Professional Competency Course, which is not a part of regular classroom teaching. The students should complete this course making use of their facilities including the online platforms. The College will conduct the examination at the end of the semester. The museum as one of the prominent repositories has a significant role in historical research. The paper titled, Perspectives on Museology is intended to familiarize the theoretical aspects and techniques of Museology to the students. It will enable the student to theoretically and practically organize the museums.

Learning Outcome

- Ability to analyse the concepts and ideas related to museology
 - Ability to compare and contrast various methods of organization of museums
 - Ability to demonstrate the methods of museology
 - Ability to evaluate the management strategies of museums
-
- I. Introduction – Relevance and scope of Museology – Definition of Museology – History of Development of Museums in the World and in India – Types of Museums – Role of Museums in Society – Museums in the changing world.
 - II. Documentation in Museums – Collection of Museum articles – Theoretical issues and value based collections – Methods and ethics of collection – History and conservation of documentation – Computerisation and Multimedia.
 - III. Museum education – Meaning and role of Museum education – Tangible and intangible heritage and its significance – Relation and relevance with history – archaeology – anthropology – art and folk literature.
 - IV. Museum Management and Administration – Principles and strategies of management in Museums – principles of presentation – planning of gallery and exhibition – Types of Museum lighting communication techniques – Label writing and audiovisual techniques – Museum marketing scope and strategy.

Reference:

- A.Aiyappan and Satyamurti. S.T – Hand book of Museum technique.
- Anupama Bhatnagar – Museums, Museology and New Museology
- Balakrishna – Bibliography on Museology
- D.P. Ghosh – Studus in Museology
- J.N.Basu – Indian Museums and Movement
- M.L. Nigam – Museums in India, Fundamentals of Museaology
- Moley Grace – Museums today
- S.F. Morkham and hangreaores.H – Museums of India.
- S.J.Baxi and V.P. Dwivedi – Modern Museums.



III Semester MA History

Course Code	Title	Type	Credit
HIS 3C 01	Perspectives on Colonialism in India	Core	5

HIS3C01 PERSPECTIVES ON COLONIALISM IN INDIA

Objectives

It attempts to identify the colonial development in India under the British colonial rule over two centuries and under colonialism the Indian economy and society were completely subordinated to the British economy and political control.

Learning Outcome

It enables the student to formulate the various issues on the colonial period about the colonial administration and exploitation of Indian society.

Module I: Major Approaches to the History of Colonial India- colonial Historiography - Colonel Colin Mackenzie and the Surveying of India – Nationalist Historiography-Marxist Historiography - Subaltern Approach - Communalist Approach - Cambridge school

Module II: Emergence and Consolidation of Colonialism - Global factors leading to colonialism - European settlements – Mercantilism - English East India Company - stages in the Economic Consolidation - Revenue administration

Module III: Economic impact of British rule - de-industrialization - Famines in colonial India commercialization of agriculture-impact of commercialization on rural society

Module IV : Women under colonialism-The colonial economy and women's work- Professional positions-factory work-women's organizations and labour issues- work in mines-new jobs in the city maid servants and prostitutes

References

Bipan Chandra, *The Rise and Growth of Economic Nationalism in India: Economic Policies of Indian National Leadership, 1880-1905*, New Delhi, 1966.

Bipan Chandra, *Nationalism and Colonialism in Modern India*, New Delhi, 1979.

Bipan Chandra, et al., *India's Struggle for Independence, 1857-1947*, Viking, New Delhi, 1988.

Sekhar Bandyopadhyay, *From Plassey to Partition: A History of Modern India*, New Delhi, 2004.

A. R. Desai, *Social Background of Indian Nationalism*, Bombay, 1948.

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

Geraldine Forbes, *Women in Modern India*, Cambridge, 1996.

Nicholas B. Dirks, *Castes of Mind: Colonialism and the Making of Modern India*, Princeton, 2001.

Ania Loomba, *Colonialism/ Post-Colonialism*, Routledge, 1998.

Sumit Sarkar, *Modern India, 1885-1947*, New Delhi, 2014.

III Semester MA History

Course Code	Title	Type	Credit
HIS 3C 02	Discourses on Indian Nationalism	Core	5

HIS 3C 02 DISCOURSES ON INDIAN NATIONALISM

Objectives

The course enables the students to get an idea of the 'discourse' at the disciplinary level. It will help to understand Foucault's discourse analysis. It is an attempt to conceive the nationalist realm from newer perspectives. It would tend to know different schools in the approach of Indian nationalism. The course aims to understand gender, Dalit, minority and regional versions of the nationalist paradigm.

Learning Outcome

The students will do their further works on the insights of discourse analysis. The course will be strengthened their analytical capacity in Indian history with the expertise manner of nationalism divergently. It will tend to democratic and constitutional values in this practical living world.

Module 1: Discourse and discourse analysis – knowledge and power - manifold nature of nationalisms – classical and liberal nationalism – European conflicts on the basis of national fervor – Indian middle class – colonial intellectuals – modern nation states – 'imagined communities' – 'political nationalism' by Partha Chatterjee

Module 2: Ideology of the Indian National Congress (INC) – colonial discourse – various movements – socio-economic awareness – drain theory – critique on the INC politics – religious nationalism and cultural nationalism

Module 3: Discourse of National movement – Marxian, socialist and Cambridge Schools - repressive measures of the colonialism – bourgeoisie – petition politics – moderate and extremists – Bengali nationalism – *Khilafat* – women representation and gender consciousness – dalit movements and subaltern discourses

Module 4: Gandhian discourse — strategic agitations – Nehruvian practice – Subhash Chandra Bose - Poona Pact - Ambedkarite intervention – Ramaswami Naicker and Dravidian movements – an idea of *Aikya Keralam* - Quit India – Partition – Communalism – power relations

Readings:

A.R. Desai, *The Social Background of Indian Nationalism*, Popular Prakashan, 2005 (1948).
Anthony Smith, *Theories of Nationalism*, Holmes & Meier, New York, 1983.

AshisNandy: *The Intimate Enemy: Loss of Self Under Colonialism*, OUP, New Delhi, 1988.

Benedict Anderson, *Imagined Communities*, Verso, London, 1965.

Bipan Chandra (ed.), *The Indian Left: Critical Appraisal*, Vikas, New Delhi, 1983

Bipan Chandra, *Communalism in Modern India*, New Delhi, 1984.

Bipan Chandra, et al., *India's Struggle for Independence, 1857-1947*. Viking, New Delhi, 1988.

- Bipan Chandra, *Nationalism and Colonialism in Modern India*, New Delhi, 1979.
- Bipan Chandra, *The Rise and Growth of Economic Nationalism in India: Economic Policies of Indian National Leadership, 1880-1905*, New Delhi, 1966.
- Christophe Jaffrelot, *Ambedkar and Untouchability. Analysing and Fighting Caste*, Permanent Black, New Delhi, 2004.
- Christophe Jaffrelot, *Hindu Nationalism in India*, Columbia University Press, 1998.
- D. Rothermund: *The Phases of Indian Nationalism and other essay*.
- David Hardiman: *Gandhi: in his Time and Ours*, Permanent Black, 2003.
- Dianna Taylor, *Michel Foucault: Key Concepts*, Routledge, 2014.
- Eugene F. Irschik, *Politics and Social Conflict in South India*, University of California Press, 1969.
- Ernest Gellner, *Nations and Nationalism*, Oxford: Blackwell, 1983.
- G. Aloysius, *Nationalism without a Nation in India*, OUP, India, 1997.
- Gee, James Paul and et al., *The Routledge Handbook of Discourse Analysis*, Routledge, 2015.
- GyanendraPandey, *Construction of Communalism in Colonial North India*, OUP, 1990.
- Hobsbawn, E.J., *Nations and Nationalism since 1780: Programme, Myth, Reality*, Cambridge University Press, 1990.
- Homi K Bhabha (ed.), *Nation and Narration*, Routledge, New York, 1990.
- Homi K Bhabha, *The Location of Culture*, Routledge, London & New York, 1994.
- J.R. McLane: *Indian Nationalism and the Early Congress*, Princeton University Press, 1977.
- Job Roberts, *Discourse on History*, Wentworth Press, 2016.
- Judith M. Brown, *Gandhi and Civil Disobedience: Mahatma in Indian Politics 1028-34*,
- Judith M. Brown, *Gandhi: A Prisoner of Hope*, OUP, 1990.

- Judith M. Brown, *Gandhi's Rise to Power: Indian Politics 1915 – 1922*, CUP, 1972.
- Kumkum Sangari and Sudesh Vaid (eds.), *Recasting Women: Essays in Colonial History*, Kali for Women, New Delhi, 1989.
- K.N. Panikkar, *Culture Ideology and Hegemony: Intellectuals and Social Consciousness in Colonial India*, Anthem Press, 2002.
- Partha Chatterjee, *Nation and Its Fragments: Colonial and Postcolonial Histories*, Princeton University Press, 1994.
- Partha Chatterjee, *Nationalist Thought and the Colonial World: A Derivative Discourse*, University Of Minnesota Press, 1993.
- Paul Baker and Sibonile Ellece, *Key Terms in Discourse Analysis*, Continuum, London & New York, 2011.
- Penderel Moon (ed.), *Wavell: A Viceroy's Journal*, London, 1971.
- Penderel Moon, *British Conquest and Dominion India*, London, 1989.
- Penderel Moon, *Plain tales of the Raj*, London, 1973.
- Ronaldo Munck, *The Difficult Dialogue: Marxism and Nationalism*, Zed Books, 1986.
- S. Gopal, *Jawaharlal Nehru: A Biography* (Vols. I and II), Harvard University Press, 1976
- Shashi Joshi and Bhagwan Josh: *The Struggle for Hegemony in India*, 3 Vols., Sage, New Delhi, 1992.
- Shahid Amin, *Conquest and Community: The Afterlife of Warrior Saint Ghazi Miyan*, Orient Blackswan, New Delhi, 2015.
- Shahid Amin, *The Event, Metaphor and Memory: Chauri Chaura 1922 – 1992*, University of California Press, 1995.
- Smith, A.D, *Nationalism*, Cambridge: Polity Press, 2001.
- Smith, A.D., *National Identity*, Penguin, Harmondsworth, 1991.
- Smith, A.D., *The cultural foundations of nations: hierarchy, covenant and republic*, Oxford: Blackwell Publishing, 2008.
- Subaltern Studies Series*, Vols. 1-14, OUP, New Delhi.
- Sudipta Kaviraj (ed.), *Politics in India*, OUP, India, 1999.
- Sudipta Kaviraj, *Civil Society: History and Possibilities*, CUP, 2001.

Sudipta Kaviraj, *Imaginary Institutions of India: Politics and Ideas*, Columbia University Press, 2010.

Sudipta Kaviraj, *The Unhappy Consciousness: Bankimchandra Chattopadhyay and the Formation of Nationalist Discourse in India*, OUP, New York, 1993.

Sudipta Kaviraj, *Trajectories Of The Indian State: Politics And Ideas*, Orient Blackswan, New Delhi, 2004

Sumit Sarkar, *Beyond Nationalist Frames*, Permanent Black, 2002.

Sumit Sarkar, *Critique on Colonial India*, Papyrus, 2000.

Sumit Sarkar, *Modern India: 1885-1947*, Macmillan, 1989.

Sumit Sarkar, *Popular Movements and Middle Class Leadership in late Colonial India*, K.P. Bagchi and Co. 2003.

Sumit Sarkar, *Swadeshi Movement in Bengal: 1903-1908*, People's Publishing House, 1973.

Sumit Sarkar, *Writing Social History*, OUP, 1998.

Sumit Sarkar and Tanika Sarkar, *Women and Social Reform in Modern India*, Orient Blackswan, 2007.

III Semester MA History

Course Code	Title	Type	Credit
HIS 3E 01	Emerging Trends in Early Indian History	Elective	4

HIS 3E 01 EMERGING TRENDS IN EARLY INDIAN HISTORY

Objectives

The course helps the students to understand the emerging trends by bringing to light the latest developments in early Indian history. It helps them to understand how historical research is advancing in early Indian history. The course covers a wide variety of areas of interest and enables them to understand the recent historical perspectives. The course aims to enthuse the students to be updated in their area of study and have shaped the scholarly understanding of their fields of study.

Learning Outcome

The course enables the students to explain and critique the recent developments in early Indian history. It helps them to evaluate and critique the trends in early Indian history and helps to formulate research problems in their area of interest. The course enables them to correlate and develop skill in the comparative analysis of situations in their area of interest. It makes them identify fresh insights in the area of early Indian history.

Module I: Genetics and Early Indian Past

Genome and Prehistory – Ancient DNA – Population Genetics – Collision formed India – The logic of Genetics – First Indians and Farmers – First Urbanites and Harappans – Last Migrants and Aryans – Genomics of Inequality – Caste and Genetics – Single source civilisation or multi source civilisation – Excavations at Rakhigarhi and ancient DNA

Essential Readings

Tony Joseph, *Early Indians*, New Delhi, 2018.

David Reich, *Who we are and How we got here*, New Delhi, 2018.

Romila Thapar, et.al., *Which of us are Aryans?*, New Delhi, 2019.

Module II: Gender in Early History

Gender reading of Indian Epics – Voices from the Buddhist nunnery and the hermitage – Lives of Buddhist nuns in *Terigatha* – Sexual-spiritual interface in a heterodox tradition - Inscriptions and images of Gender in early Stupa – Sex and Sexuality in Orthodox traditions – Birth in the

Grihyasutras – Perceptions of women in *Dharmasastra* and *Kamasashtra* – Concept of *Stridhana*
– Women in public sphere

Essential Readings

Alice Collett, *Lives of Early Buddhist Nuns: Biographies as History*, New Delhi, 2016.

Kumkum Roy, ed., *Women in Early Indian Societies*, Delhi, 2005.

Snigdha Singh, et.al., *Beyond the Woman Question: Reconstructing Gendered Identities in Early India*, New Delhi, 2017.

Uma Chakravarti, *Everyday Lives, Everyday Histories*, 2006.

Module III: Language as Culture and Power

Sanskrit Cosmopolis – Language of the Gods enters the world – Inscribing Political will in Sanskrit – Semantics of Inscriptional Discourse – Sanskrit culture as Courtly practice – Theory and Practice of Culture and Power – Imagining the Urban in Kavyas of early India – Urban characters and their world in Kavyas – Tamil – Origin of Tamil Speech – Pandyas Pallavas and carriers of Tamil knowledge – Cultural world of Tamil – Genealogy of Tamil literary culture

Essential Readings

David Shulman, *Tamil: A Biography*, Cambridge, 2016.

Sheldon Pollock, *The Language of the Gods in the World of Men: Sanskrit, Culture and Power in Premodern India*, New Delhi 2007.

Shonaleeka Kaul, *Imagining the Urban: Sanskrit and the City in Early India*, New Delhi, 2010.

Module IV: Nature, Environment and Ecology

Situating human activity in the context of nature – Perceiving the forest in early India – *Vana* and *Grama* – Forest dwellers in the Mauryan period – Eight types of forest in *Arthasastra* – Setting the forest and pacifying *Atavikas* – Ecological Paradigms in Buddhism – Elephants and the Mauryas

Essential Readings

Anand Singh, *Planet, Plants and Animals: Ecological Paradigms in Buddhism*, New Delhi, 2018.

Mahesh Rangarajan and K. Sivaramakrishnan, eds, *India's Environmental History*, Vol. I, New Delhi 2012.

Thomas R. Trautmann, *Elephants and Kings: An Environmental History*, New Delhi 2015.

References

Devika Rangachari, *Invisible Women, Visible Histories: Society, Gender and Polity in North India*, New Delhi, 2009.

Jaya Tyagi, *Engendering the Early Household*, Delhi, 2008.

Kirit K. Shah, *Problem of Identity: Women in Early Indian Inscriptions*, New Delhi, 2001.

Kumkum Roy, 'Of Theras and Theris: Visions of Liberation in the Early Buddhist Tradition', in Vijaya Ramaswamy, ed., *Researching Indian Women*, Delhi, 2003.

Leslie Orr, *Donors Devotees and Daughters of the God*, New York, 2000.

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Shalini Shah, *The Making of Womanhood: Gender Relations in the Mahabharata*, New Delhi, 1995.

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III Semester MA History

Course Code	Title	Type	Credit
HIS 3E 02	Perspectives and Debates on Early Tamilakam	Elective	4

HIS 3E 02 PERSPECTIVES AND DEBATES ON EARLY TAMILAKAM

OBJECTIVES

- This course introduces the students to the perspectives and debates on early Tamilakam
- It familiarizes them with the problems and debates on language, script and early history of Tamilakam.

- This course attempts to familiarize with social formations of early Tamilakam and the changes that happened in the later days and also the transformation of the early society into an agrarian society

LEARNING OUTCOME

- Students will be familiarized with various problems and debates on the early history of Tamilakam especially the debates on archaeology, the language and script, debate on the Sangam literature, early Tamil society, trade networks, development of chiefdoms and kingdoms, the entrance of new religious elements and the formation of agrarian states.

MODULE 1: ARCHAEOLOGY OF EARLY TAMILAKAM

Geographical and Environmental features of Tamilakam- Tamilakm-Pre Historic period –Robert R Bruce Foote -Archaeological remains- major excavations-Aricamedu – Kodumanal- Pattanam Keezhadi- etc.-Iron Age -Megalithic Burials and Graffiti Evidences-Typology and Extent-

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-, *Sangam Literature:Its Cults ad Cutures*
- Noborou Karashima(ed.), *A Concise history of South India*,Oxford Unversity Press,2014.
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- Rajan Gurukkal and Raghava Varier, *The Cultural History of Kerala*, Vol.I
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- P.T. Srinivasa Iyengar, *History of the Tamils-From Earliest Times to 600AD*, New Delhi, 2001.
- R.B. Foote, *Antiquities of South India*, Delhi, 1985.

MODULE II: DEBATE ON LANGUAGE AND SCRIPT

Language of Early Tamilakam- Proto-Tamil- Mauryan Brahmi-Asokan Inscriptions in Tamilakam- Southern Brahmi-Transition from Tamil Brahmi to Vattezhuthu-Thirunatharkunnu inscription-Contributions of Iravatham Mahadevan

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- K. Kailasapathy, *Tamil Heroic Poetry*, Oxford,1968.
- V.Kanakasabhai, *Tamils 1800 years ago*, New Delhi,1904(reprint 1979)
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-The Indus Script:Texts, Concordance and Tables,1977.
-*Akam and Puram : 'Address' Signs of the INDUS Script*,2010.
-Dravidian Proof of the Indus Script via the Rig Veda: a case Study,2014.
-Toponyms,directions and Tribal names n the Indus script,2017.
-Murukan in the Indus Script.
- K.Unnikidavu,*Sanghakalakraithikalile Tamil Samskaram*, Kerala Sahithya Academy.2007.

S.Sivaramamoorthy, *Indian Epigraphy and South Indian Scripts*, bulletin of the Madras Government Museum, 1966.

M R Raghava Varier, *Pracheena Lipi Padanam*, SPCS, 2019.

MODULE III: PROBLEMS AND DEBATES ON SANGAM LITERATURE

Debate on Sangam literature-Problem of dating-chronology- Debate on *Silappatikaram*- Vedic elements in Sangam literature- Mauryan Problem in the Sangam Age- Scholars worked on Early Tamilakam-Mahalingam-Srinivasa Iyengar-Neelakanta Sastri - M G S Narayanan- Kamil Zvelebil – Kailasapathy

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P.T.Srinivasa Iyengar, *History of the Tamils-From Earliest Times to 600AD*, New Delhi, 2001.

K. Unnikidavu, *Sanghakalakrithikalile Tamil Samskaram*, Kerala Sahithya Accademy, 2007.

MODULE IV- SOCIAL FORMATIONS OF EARLY TAMILAKAM

Early Tamil Society— The *tinai* concept- *nanilam* - ecosystems, clans and means of subsistence-Sivatambi and the materialistic interpretation – Athiyaman – wetland

agriculture – Debate on early contacts with Roman World– oceanic trade-Arikamedu-Kodumanal –Pattanam- The formation of Chiefdoms and kingdoms-Power structure of the *muventar* chiefdoms-Chera, Chola,Pandya- Transformation of early Tamil culture-Jain and Buddhist influence - Development of Hinduism-Vaishnava Saiva cults-Formation of Agrarian states- Pallavas and Pandyas.

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-, ‘Did State Exist in the Pre-Pallavan Tamil Region’, *Proceedings of the Indian History Congress*, Vol.63, 2002, pp.138-150.
- T.K. Venkatasubramanian, ‘Chieftaincies of the Sangam Age: A Developmental Approach’, *Proceedings of the Indian History Congress*, Vol.42,1981,pp.82-94.
- N Subrahmanyam, *Sangam Polity*,
- K A Neelakanta Sastri, *A History of South India*, Oxford University Press,1975.
-*The Pandyan Kingdom*,
- C. Meenakshi, *Administation and Social Life Under the Pallavas*,
- Noborou Karashima (ed.), *A Concise history of South India*, Oxford University Press,2014.
-, *South Indian History and Society 800-1800*,
- R. Champakalakshmi, *Trade, Ideology and Urbanisation*
- T V Mahalingam, *South Indian polity*,
- Amol saghar, ‘Irrigation under the Pallavas’, *Social Sccientist*, Vol.5/6, May-June 2015, pp.3-10.
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- Rajan Gurukkal, *Rethinking Classical Indo Roman Trade*,OUP,2014.
- Kesavan Veluthat, *Politcial Structure of Early Medieval South India*, (1993), Orient BlackSwan, New Delhi, 2013.
- Amaravati*, Felicitation volume of Prof. Shanmugham, Chennai,2016.

III Semester MA History

Course Code	Title	Type	Credit
HIS 3E 03	Knowledge and Culture in Early India	Elective	4

HIS 3E 03 KNOWLEDGE AND CULTURE IN EARLY INDIA

Objectives

This course intends to create rational thinking, analytical power among the students and to develop an idea of the dissemination of knowledge from time to time through comparison of early Sanskrit texts with other contemporary sources and to develop the skill of reasoning capacity from the study of early period to the medieval and modern age. It also makes the student understand the colonial attitude towards the study of the history of India. It enables the students to explore various types of materials to understand the social milieu of these specific and common issues of Indian culture. Moreover, it empowers the students through critical evaluation and scientific analysis of historical material to interpret the content of the early texts and the knowledge system inherent in them and to counter the same with the colonial attributes to early Indian culture and civilization. It enables the students to develop the students a balanced view on ancient Indian culture and facilitate to develop of the skill of analysis to understand the birth, growth and development of early Indian knowledge systems, like Astronomy, Mathematics and Engineering skills, the formation of Language and culture in Vedic, post-Vedic and later

authentic works.

Learning Outcome

Students are enabled to develop critical reasoning of early Sanskrit texts. Enable the students to formulate the historical debates and discussions on specific historical issues and problems of ancient Indian history. Students identify research problems and perspectives and to design research topics on ancient historical problems. To develop expertise in collecting different types of historical sources and develop the skill of comparative study of the sources.

Module I: Origin of Ancient Indian Knowledge system

Cosmology of the Vedas - Evolution of Astronomy, Calendar and linguistics - Knowledge in the Sanskrit literature and Upanishad - Knowledge in stratified society - Buddhist and Jain epistemology and Cosmology – Dharma and Karma - *Arthasastra* and *Dharmasastra*

Module II: Growth of Classical Philosophical systems

Evolution of classical systems -Encounter with Buddhists, Jains and *Lokayatikas* – Growth of *Purva Mimamsa*, *Sankhya*, *Yoga*, *Nyaya* and *Vaisesika* Schools – Concept of *Advaita Vedanta*- Growth of Logic - Language and discourse

Module III: Evolution of Scientific and Technological Knowledge

Growth of science and technology in Bronze and Iron age – Science and Technology of Harappan Relics – Pottery Technology and Metallurgy - Astronomy, Mathematics, Anatomy – Ayurveda – Art and Architecture - Dravidian linguistics and grammar – The Agamas

Module IV: India and other Countries of the World

Other civilizations and their give and take - Early contacts with west Asia, Babylonia, Greece and Rome - Interactions with China, Tibet, Srilanka and South East Asia - Ancient Indian concepts of Geography

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A.K. Chatterjee, *A Comprehensive History of Jainism*, Calcutta, 1978.
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B. Matilal, *The Word and the World*, OUP, 1990.
B. Matilal, *The character of Logic in India*, OUP, 1999.
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C. Sivaramamurti, *Indian Architecture*
D.P. Agarwal, *Copper-Bronze Age in India*, New Delhi, 1969.
D.P. Chattopadhyaya, *Science and Society in Ancient India*. Dilip Chakravarti, *India: An Archaeological History*.
E. Solomon, *Indian Dialectics*.
George Ghevarghese Joseph, *Crest of the Peacock*, Princeton, 2010.
H.C. Bharadwaj, *Aspects of Ancient Indian Technology*.
H. Zimmer, *Philosophies of India*.
K. Damodaran, *Indian Thought a Critical Outline*.
Krishna Chaitanya, *An Introduction to Sanskrit Poetics*.
M. Hiriyanna, *Outline History of Indian Philosophy*.
P.V. Kane, *Sanskrit Poetics*.
Patrick Oliville, *The Dharma Sutras*.
R.P. Kangle, *Arthasastra of Kautilya*
Rahman, A., *History of Indian Science Technology and Culture*, Delhi, 1998.
S.N. Dasgupta, *Outline of Indian Philosophy*.
S.S. Barlingay, *Modern Introduction of Indian Logic*.
Shereen Ratnagar, *Makers and Shapers: Early Indian Technology in the Home, Village*

and the Urban Workshop, Delhi, 2007.
T. Scherbatsky, *Introduction to Buddhist Logic*.

III Semester MA History

Course Code	Title	Type	Credit
HIS 3E 04	Selected Themes in Economic History of Medieval India	Elective	4

HIS 3E 04 SELECTED THEMES IN ECONOMIC HISTORY OF MEDIEVAL INDIA

Objectives

The course offers an understanding of the transitional phases of the medieval Indian economy. Since the course is arranged thematically, each module is presented to impart the student analytical skill of evaluating the nuances of the changes in the period. The course will enable the student in evaluating the role of the state and its policies in trade, urbanization and taxation etc. By this course, a comparative study of the economic actions of the country can be made to understand how far the present is rooted in the past historically.

Learning Outcome

- Ability to understand the economic activities of Medieval India
- Ability to differentiate various forms of taxes and other dues on agricultural and non- agricultural production
- Ability to analyze the cardinal changes in the economy of medieval India
- Ability to locate the centres of trade, urbanization and trade routes of medieval India

Module I: Agriculture in Medieval India

Land- property rights/ownership- Landlordism- *Iqta*- Zamindari- *Jagirdari*- peasants- cultivators- tax- types of assessments.

Essential Reading

Irfan Habib, *Agrarian System of Mughal India, 1556-1707*, OUP, New Delhi, 2000(1963)

-----, *Essays in Indian History: Towards a Marxist Perception*, Tulika, New Delhi, 1995.

W. H. Moreland, *Agrarian System in Moslem India*, 1929.

Shireen Moosvi, *People Taxation and Trade in Mughal India*, OUP, 2010 (2008)

-----, *The Economy of Mughal Empire- A Statistical Study*, Delhi, 1987.

Module II: Non- Agricultural Production

Forms of Labour- Artisans- crafts- spinning, weaving, building, tanning, Ship building and metal works- gender and labour-state.

Essential Reading

Irfan Habib, *Technology in Medieval India, 650-1750*, Tulika, New Delhi, 2016 (2008).

Satish Chandra, *History of Medieval India*, 2007.

G. F. Hourani, *Arab Seafaring in the Indian Ocean in Ancient and Medieval Times*, Princeton University Press, New Jersey, 1951.

Tapan Ray Choudhuri and Irfan Habib, ed., *Cambridge Economic History of India*, Vol.1, Cambridge, 1982.

Dharmakumar and Meghnad Desai, ed., *Cambridge Economic History of India*, Vol.2, Cambridge, 1982.

Module III: Trade, Commerce and Money

Nature of Trade- Local, Overland, Overseas- stake holders- Routes- involvement of state-Insurance- Bill of Exchange- Sahs, Modis, Shroffs- Money- Banking- interest- Major ports- - Guild system- Indian Ocean Trade.

Essential Reading

Irfan Habib, “ The System of Bills of Exchange (Hundis) in the Mughal Empire”,
Proceedings of Indian History Congress, Muzaffarpur, 1972.

-----, “Banking in Mughal India”, in Tapan Rai Chaoudhuri ed., *Contributions to Indian Economic History*, Calcutta, 1960.

M. N. Pearson, *Merchants and Rulers in Gujarat: The Response to the Portuguese in the Seventeenth Century*, California, 1976.

Satish Chandra, *History of Medieval India*, 2007.

-----, *Essays on Medieval Indian History*, OUP, 2003

Ashindas Gupta & M.N. Pearson, *India and Indian Ocean , 1500-1800*, OUP, Delhi, 1987.

Arasaratnam, *Merchants, Companies and Commerce on the Coromandel Coast, 1650-1740*, Delhi, 1988.

Om Prakash, *European Commercial Enterprises in Pre colonial India*, Cambridge, 1998.

John F. Richards ed., *The Imperial Monetary System of Mughal India*, Delhi, 1987.

Neils Steensgaard, *The Asian Trade Revolution of the Seventeenth Century, The East India Companies and Decline of Caravan Trade*, Chicago, 1974.

K. N. Choudhuri, *Trade and Civilization in the Indian Ocean*, Cambridge, 1983.

Module IV: Urbanization

Urban Centres- Shehr-, Qasba, Cantonment- Fortification- Nagaram- Pattanam- administration- Life- Nobility- Bankers- Mosque and temples.

Essential Reading

Iqtidar Hussain Siddiqui, *Delhi Sultanate: Urbanization and Social Change*, New Delhi, 2012.

Stephen Blake, *Shahjahanabad: The sovereign City in Mughal India, 1639- 1739*, Cambridge, 1991.

Yogesh Sharma and Pius Malekandathil (eds.), *Cities in Medieval India*, New Delhi, 2014.

Indu Banga (ed.), *The City in Indian History: Urban Demography, Society, and Politics*, New Delhi, 2005.

H. K. Naqvi, *Urbanisation and Urban Centres under the Great Mughals*, Indian Institute of Advanced Studies, Simla, 1971.

Shireen Moosvi, *People Taxation and Trade in Mughal India*, OUP, 2010 (2008)

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Irfan Habib, *Medieval India. The Study of a Civilization*, NBT, 2008.

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-----, *Essays in Indian History: Towards a Marxist Perception*, Tulika, New Delhi, 1995

-----, *Technology in Medieval India, 650-1750*, Tulika, New Delhi, 2016 (2008).

-----, *Interpreting Indian History*, NEHU Publishing, Shillong.

-----, "The System of Bills of Exchange (Hundis) in the Mughal Empire", *Proceedings of Indian History Congress*, Muzaffarpur, 1972.

-----, "Banking in Mughal India", in Tapan Rai Chaoudhuri ed., *Contributions to Indian Economic History*, Calcutta, 1960.

Irfan Habib ed., *Economic History of Medieval India*

Satish Chandra, *History of Medieval India*, 2007.

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K. M. Ashraf, *Life and Conditions of People of Hindustan*, New Delhi, 1970.

W. H. Moreland, *Agrarian System in Moslem India*, 1929.

-----, *India at the Death of Akbar*, 1920.

-----, *From Akbar to Aurangzeb*, London, 1923.

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Ashindas Gupta, *Indian Merchants and Decline of Surat, 1700-1750*, Wiesbaden, 1979.

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M. Athar Ali, *Mughal India*, New Delhi, 2006.

Arasaratnam, *Merchants, Companies and Commerce on the Coromandel Coast, 1650-1740*, Delhi, 1988.

Om Prakash, *European Commercial Enterprises in Pre colonial India*, Cambridge, 1998.

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R. Mukherjee, *Economic History of India, 1600-1800*, Allahabad, 1967.

Neils Steensgaard, *The Asian Trade Revolution of the Seventeenth Century, The East india Companies and Decline of Caravan Trade*, Chicago, 1974.

Iqtidar Hussain Siddiqui, *Delhi Sultanate: Urbanization and Social Change*, New Delhi, 2012.

Stephen Blake, *Shahjahanabad: The sovereign City in Mughal India, 1639- 1739*, Cambridge, 1991.

Yogesh Sharma and Pius Malekandathil (eds.), *Cities in Medieval India*, New Delhi, 2014.

Indu Banga (ed.), *The City in Indian History: Urban Demography, Society, and Politics*, New Delhi, 2005.

H. K. Naqvi, *Urbanisation and Urban Centres under the Great Mughals*, Indian Institute of Advanced Studies, Simla, 1971.

III Semester MA History

Course Code	Title	Type	Credit
HIS 3E 05	Aesthetic Traditions of Medieval India	Elective	4

HIS 3E 05 AESTHETIC TRADITIONS OF MEDIEVAL INDIA

Objectives

The course aims to open an approach to earn art history consciousness among the students. Another objective is that how aesthetics and historical narratives are connected to Indian medievalism. It is an attempt to conceive the cultural history. The course will help the students to understand the form and content of art and architecture. It will enable the students to act in art criticism.

Learning Outcome

The students will reflect their ideas with conceptual clarity with creative mood. It will lead to the engineering/innovative skill of the students. Practically, it will lead to the emergence of the architectural practitioner, painters, dancers, musicians, et al., with sound know-how of the historical traditions, art history and aesthetics. All these aesthetical understanding will create the question that how subjectivity arouses after medievalism.

Module 1: Aesthetics and History

Theoretical dimensions on Aesthetics and History – art concepts of medieval era – cultural settings – historical approaches to Aesthetics – methods and theories of art history - source materials

Module 2: Oral and literary tradition

Folk tradition – nature of orality - tribal culture – *Brahmanic* – regional medieval dynasties – translation culture of Indian arena – writing discourse – Indian medievalism

Module 3: Art and Architecture

Chola – temples - *Cire Perdue* - Nataraja idol – Sultanate - Indo-Islamic culture - Vijayanagar – *garbhagriha* – *mantapa* - Mughal – Indo-Persian – Turkish – charbagh style - calligraphy – Buildings – *pietra dura*.

Module 4: Music, Painting and Dance forms

Indian miniature paintings - Pala, Orissa, Jain, Rajasthani - Mughal paintings – Murals – Bijapuri – Bhakti and Sufi cultures - Indian classical music – Bhajans - Kirtan - Hindustani classical music - Dhrupad and Khayal - regional expressions of dances

References

Amrit Rai, *A House Divided: The Origin and Development of Hindi/Hindavi*, Oxford University Press, Delhi, 1984.

Ananda Coomaraswami, *Essays in Indian National Idealism*, Munshiram Manoharlal, New Delhi, 1991.

Athar Ali, *Mughal India: Studies in Polity, Ideas, Society and Culture*, Oxford University Press, Delhi, 2006.

Aziz Ahmad, *Intellectual History of Islam in India*, Edinburg University Press, Edinburg, 1996.

Aziz Ahmad, *Studies in Islamic Culture in the Indian Environment*, Clarendon Press, Oxford, 1966.

Bernard Berenson, *Aesthetics and History*, Pantheon Books, Inc, USA, 1948.

Catherine B. Asher: *Mughal Architecture*, CUP, 1992.

Charles Allen, *Coromandel: A Personal History of India*, Little Brown, 2017.

Dabney Townsend, *Historical Dictionary of Aesthetics*, Scarecrow Press, Inc, USA, 2006.

Daniel Herwitz, *Aesthetics: Key Concepts in Philosophy*, Continuum, London and New York, 2008

Donald Preziosi, *The Art of Art History: Critical Anthology*, OUP, 2009.

Ebba Koch, *Mughal Architecture: an Outline of its History and Development, 1526-1858*, OUP, New Delhi, 2002.

Harbans Mukhia, *The Mughals of India*, Blackwell Publishing, New Delhi, 2005.

Indira Viswanathan Peterson and Devesh Soneji, *Performing Pasts: Reinventing the Arts in Modern South India*, OUP, New Delhi, 2008.

Irfan Habib: (ed.): *Akbar and His India*, Oxford, 1997.

Irfan Habib: *Essays in Indian History*, Tulika, Delhi.

Janaki Bakle, *Two Men and Music: Nationalism in the Making of an Indian Classical Tradition*, Permanent Black, New Delhi, 2006.

John Berge, *The Ways of Seeing*, Penguin, 1972.

John Fitz, George Mitchell and Clare Arni (eds.), *New Light on Hampi: Recent Research at Vijayanagara*, Marg Publications, New Delhi.

John Stratton Hawley, *Songs of the Saints of India*, Oxford University Press, 2005.

K. N. Panikkar, *Colonialism, Culture and Renaissance*, OUP, New Delhi, 2007.

Lakshmi Subrahmanian, *From Tanjore Court to Madras Music Academy: A Social History of Music in South India*, OUP, New Delhi, 2006.

Laurie Adams, *The Methodologies of Art: An Introduction*, Westview Press, 2010.

Mathew Harp Allen, *Expressing Culture*, OUP, New York, 2004.

Meenakshi Khanna, (ed.), *Cultural History of Medieval India*, Orient Blackswan, New Delhi, 2007.

Milo C Beach: *The Mughal Painting*, CUP, 1992.

Milo Cleveland Beach, *Mughal and Rajput Painting*, Cambridge University Press, Cambridge, 1992.

P. Sambamoorthy, *A Dictionary of South Indian Music and Musicians*, Indian Music Publishing House, Madras, Madras, 1984.

Percy Brown: *India Architecture (Islamic Period)*, Bombay, Taraporevala, 1958.

Peter J. Martin, *Music and the Sociological Gaze*, Manchester University Press, New York, 2006.

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III Semester MA History

Course Code	Title	Type	Credit
HIS 3E 06	Recent Perspectives on Social History of Medieval Kerala	Elective	4

HIS 3E 06 RECENT PERSPECTIVES ON SOCIAL HISTORY OF MEDIEVAL KERALA

Objectives

This is an elective course in Medieval History. This course is intended to impart an intersectional approach to study the social relations and institutions in medieval Kerala. The social history perspective on medieval Kerala is to be developed by way of critical engagements with the topics of each module. This course helps the students to understand the recent developments in the field of the social history of medieval Kerala. The course is designed to help the students to identify historical problems of their interest in the social history of medieval Kerala to pursue further studies.

Learning Outcome

The course enables the students to explain and critique the recent developments in the social history of medieval Kerala. It helps them to evaluate and critique the trends in social history and helps to formulate research problems in their area of interest. The course enables them to

correlate and develop skill in the comparative analysis of situations in their area of interest. It makes them identify fresh insights in the area of the social history of medieval Kerala.

Module I: Writing Social History - Perspectives and Method

Historiography and pioneers in social history approaches – K.P. Padmanabha Menon-Elamkulam Kunjan Pillai – P.K. Balakrishnan - scientific approaches – K.N. Ganesh - Social history approaches to gender - caste and religion in Kerala - Social History and Indian historiography - Various schools - Positions – criticism - Need for a social history of Kerala - Problems in dominant historiography of Kerala - history of social institutions and relations - social history perspective - Challenges and possibilities - need for a critical social history

Module II: Social world of Early Medieval Kerala

Environment - life activities and social life - people and material culture - multiple economies - social spaces and social divisions - Non-brahmana villages - ur and kutis - Natus and *Utayavars* - gender relations - chiefly powers – migration - trans marine spaces and blue economy in early medieval Kerala – Buddhist - Jains and Brahmans

Module III: Social life in Later Medieval Kerala

Land- labour - production - exchange - labour activities - multiple economies – people's life in early medieval Kerala - dominance of temples and brahmans - political structure of Natus and *Svarupams* - social stratification and hierarchy - caste and gender - caste slavery - kutis and atiyar groups - socio-spatial exclusion – Malabar society under Hyder Ali and Tipu

Module IV: Social History Perspectives of Selected Themes in Medieval Kerala

Social stratification and development of castes in medieval Kerala – Matriliney and Patriliney – heroines in *Manipravala* kavyas – Brahmanical patriarchy and gender positions - social divisions as reflected in medieval texts and oral tradition – Ideology and knowledge in medieval society – Literacy and communication in medieval Kerala

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III Semester MA History

Course Code	Title	Type	Credit
HIS 3E 07	Social Movements in Modern India	Elective	4

HIS 3E 07 SOCIAL MOVEMENTS IN MODERN INDIA

This course is indented to introduce the students to the collective efforts of people to bring transformations in human society. It deals with nature, characteristics, structure and processes of

social movements besides the history of social movements in India with a special focus on Kerala

OBJECTIVES

- To develop a critical understanding of the history of social movements in modern India
- To promote understanding of the common grounds and shared goals between various social movements
- To consider the strategic value for movements of combining forces
- To promote discussion of the obstacles to integrating and highlighting equality of human beings
- To provide spaces and opportunities for movements and activists to come together to generate and share knowledge on effective approaches, strategies and conceptual frameworks.

LEARNING OUTCOME

- Understand the dynamics of and theories of social movements in India
- Comprehend the factors contributing to and determining the various social movements
- Development of analytical and critical perspectives about movements in society.
- Acquainting with major social movements and their historical roots in Kerala.

MODULE I DYNAMICS OF SOCIAL MOVEMENTS

Social Movements- Definitions, Concepts and Nature –Types of Social Movements-Reform Movements-Revolutionary movements-Resistance movements- Migratory Movements- Views of Mahatma Jyotibha Phule- Dr.Babasaheb Ambedkar-Theories on the emergence of Social Movements- Weber-Marx- Contemporary debate- Counter Movements-Social , political and cultural factors of social movements-Social Movements in contemporary times-

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MODULE II SOCIAL MOVEMENTS IN COLONIAL INDIA

Colonialism and its impact-Transformation of Indian society-Emergence of new classes-Industrial working class-labor class-intellectuals-money lenders-Public space and print culture - Reform and Revivalism- Organized Women's Movements -Colonial Modernity and Counter Movements-Marxist Ideologies and Revolutionary social Movements-Dravidian and anti Brahminic Movements-Peasant and Trade Union Movements

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MODULE III SOCIAL MOVEMENTS IN POST INDEPENDENCE INDIA

Socio-Political challenges in Post Independence India-Influence of socialist ideology-Tribal
Movements-Peasant Movements -Trade Union Movements-
Movements for Land Reform - Environmental Movements-Naxalite Movement-Women's
movements in post colonial India-Dalit Movements-Mandal Commission Report-Religious and
Revivalist Movements

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K.S.Singh,*Tribal Movements In India*,New Delhi,2004.

MODULE IV SOCIAL MOVEMENTS IN MODERN KERALA

Transformation of Kerala society under colonialism-Birth of modernity and alternatives-education, public space and print culture-Leftist Movements-vision for a new Kerala-Peasant Movements-Naxal Movement-Environmental MovementsMovements and identity politics-Library and Literacy Movement- Land Reforms and its Impact-Local Self Government-People's campaign Programme- public health-Internal and External Migration

REFERENCES

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III Semester MA History

Course Code	Title	Type	Credit
HIS 3E 08	Economic History of Modern India	Elective	4

HIS 3E 08 ECONOMIC HISTORY OF MODERN INDIA

Objectives

- Ability to understand major debates in Indian Economic history
- Ability to understand different colonial economic policies and their impact on the Indian economy.
- Ability to recognize the development of capitalism, industries and markets in India
- Ability to grasp the role of Indian capital and the impact of colonial economic policies in the emergence of the Indian national movement.
- Ability to grasp the idea of the political economy of liberalization.

Learning Outcome

- Enable the students to identify the debates in Indian Economic History.
- Enable the students to correlate the colonial economic policies and their impact on the Indian economy.
- Enable the students to formulate theories on the development of capitalism in India.
- Enable the students to critique the political economy of liberalization that occurred on the economic front during the 1990s.
- Enable the students to critically evaluate the basic contradictions of the economic policies vis-à-vis the Indian people.

Module I: Writings on Colonial Economy

Historiography of colonial economy- Economic nationalism- The drain of wealth debate- The de-industrialization debate- Commercialization of agriculture.

Module II: Colonial Interventions on Land and Agriculture

Agrarian settlements -Zemindari, Riotwari, Mahalwari-debate on agrarian growth and stagnation- Effects of periodic settlements on economy- Growth of plantation economy- Colonial forest policies.

Module III: Colonialism and Indian industry

Patterns of industrialization- Capitalism, colonialism and the dependent urbanization- Indian markets and their nature- Development of labour unions

Module IV: Nationalism and Indian capital

National movement and Indian social groups –the peasantry, the land lords, the capitalists- The great depression and its impact- Bengal famine- Tata plan and Bombay plan- Economic planning – five year plans – License raj- Critique of the Nehruvian model- Towards globalization- The political economy of liberalization.

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III Semester MA History

Course Code	Title	Type	Credit
HIS 3E 09	Gender and Caste in Modern India	Elective	4

HIS 3E 09 GENDER AND CASTE IN MODERN INDIA

Objectives

Create awareness among students about the ideologies and social factors leading to the marginalization of women. Expose the students to cultural and socio-economic dimensions within gender frameworks.

Learning Outcome

Students become more sensitized towards gender and caste issues prevailing in society and search for solutions using historical tools.

MODULE I: Gender in colonial India-colonial perception of Indian women- process of gendering- female education, clothing and public sphere- colonial legislation- abolition of sati-widow remarriage- age of consent- -women's suffrage- the Sarda Act

MODULE II: Colonial caste studies-census - Colonial Anthropology- The Caste Question: Phule, Gandhi, Periyar, Ambedkar. Decolonisation and Independence interpretations, Orientalist discourses, Nationalist uses of caste and its politicization, Homo Hierarchicus-Louis Dumont, David Washbrook- Sanskritisation-M N Sreenivas - Marxist, and subaltern historiographies and caste-dalit studies in Kerala

MODULE III: Historical Developments of Social Reform Movements and women - The Colonial and Nationalist Responses- Writings of Jyotibarao Phule, Narayana Guru- - Ambedkar, Gandhi- Upper caste reformers- Caste and its relationship to gender and class - Representations of gender in literature

MODULE IV: Caste, Class and Community, Caste and Woman's Question -Recasting of Women: Controversies and Debates on Gender in Modern Indian History - National Movement and the genesis of feminism, AIWC-Quit India Movement - Women's revolutionary activities- Women's Organisation in pre-Independence period: WIA, AIWC

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III Semester MA History

Course Code	Title	Type	Credit
HIS 3E 10	SELECTED THEMES IN ANCIENT WORLD HISTORY	Elective	4

Objectives

Prehistory refers to that phase of human history when the earth was still taking place and man was evolving biologically through various extinct species from the primates to their present form. The primary objective of this paper is to introduce the fundamentals of prehistory, early tool technologies and the nature of the paleo-environment. It explores the areas of human evolution, development of agriculture, domestication of animals and so on. Besides prehistoric features, here an attempt is made to provide some information about the emergence of the writing systems too as it is one of the primary conditions of ‘civilizations’.

Learning Outcome

By studying this paper, the learners get a fair idea about the early man’s struggle for survival in adverse environments and the evolution of human cultures from simple to complex nature. It inculcates values related to the universal brotherhood, historical consciousness, scientific temper and research mind. It familiarizes the student with different kinds of primary sources and the methods of their collection and analysis. Students will be able to undertake methodologically sound researches and arriving at logical conclusions or interpretations.

Module I

Pre-History: Definition, aims and scope, inter-disciplinary nature-retrieving data in the fields and laboratories- Proto History

Palaeo environment-Geological chronology- Pleistocene and Holocene- Hominids-Human evolution-Charles Darwin- early human dispersals- Archaeological records of Africa, Europe and South-East Asia

Module II

Lower Palaeolithic cultures: Lithic technology and tool typology- distribution and variation- important sites

Middle Palaeolithic Cultures: Lithic technology and tool typology- distribution and variation- important sites

Upper Palaeolithic cultures: Lithic technology and tool typology -distribution and Variation- important sites

Module III

Mesolithic cultures: Distribution- Artefacts- lithic technology and tool typology- raw materials- economy-pottery- animal domestication-ornaments- important sites

Neolithic cultures- Neolithic revolution- lithic technology and tool typology - economy- important sites- issues on early domestication and cultivation-Social complexity- the emergence of early states

Module IV

Language and Human Thought- Proto writing—Pictograms-Ideography-Logograph-Phonetic Writing-Alphabetic Script- Cave Art- Cuneiform script –Hieroglyphics- - Minoan Script-Indus scripts- Chinese Script- Phoenician Script- Greek Script- Hebrew

Selected Readings

Allchin, B, and R Allchin, *Origin of Civilization: The Prehistory and Early Archaeology of South Asia*, New Delhi,

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Marshal, John, *Mohanjo Daro and Indus Civilization*, 3 Vols., London, 1931

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Nowell, Aril and Lain Davidson (Eds) *Stone Tools and the Evolution of Human Cognition*, University Press of Colorado, 2010

Parpola, Asko, *Deciphering the Indus Script*, Cambridge University Press, 2000

Philips, Patricia, *Prehistory of Europe*, Penguin, London, 1980

Renfrew, Colin, *Prehistory: The Making of the Human Mind*, Modern Library, New York, 2008

Sankalia, H. D, *Prehistory of India*, New Delhi, 1977

Sankalia, H.D, *The Prehistory and Proto-history of India and Pakistan*, Pune, 1974

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Wilson, J.V. Kinnier, *Indo-Sumerian, A New Approach to the problems of the Indus Script*, Clarendon Press, Oxford, 1974

Woodhead, *Study of Greek Inscriptions*, 1970

Woolley, C.L, *The Sumerians*, Oxford, 1928

III Semester MA History

Course Code	Title	Type	Credit
HIS 3E 11	Selected Themes in History of the Medieval Eastern World	Elective	4

Objectives

The course intended to understand the material culture of the medieval East as a part of world history. The student will tend to know the parameters of the Pre-modern Eastern socio-economic structure. It traces the spread of Arab and Chinese knowledge to the other world. It envisages the students to make a habit of inquiry on the history of science and technology. It will develop a clear idea of the evolution of the religious and political terrain of the East. It doesn't consider the whole Medieval Eastern land but deals in prominent history part of there.

Learning Outcome

The students will develop a strong foundation and critical understanding of medievalism that developed in the East. They will always seek to make a debate on medieval epistemology. Students will familiarise themselves with all arch-type tools and their growing pattern. It will provide a strong foundation to thinking mode about human evolution.

Module 1: Socio-Cultural Traditions

Geography of the Medieval East – characteristic features of Umayyads and Abbasids - ethnicity – religious spaces – Oriental religions – Arab poetry – Persian world - Chinese experiences: Confucianism - Buddhism — gender position – social institutions – Sufi culture

Module 2: Political Aspects:

Medieval political practices – – tribal structure - *Khilafah* – Abbasids, Fatimid, and Mamluks - *Crusades* – Christendom – decentralized regional powers – invasion – war politics – Chinese voyages – Han, Sui, Tang, Song and Ming empires - *Pax Mongolica*

Module 3: Science and Technology:

Development of science and technology – China: Grand Canal - printing – compass - gun powder - rational science and geometry in the Islamic world: Astronomy - calligraphy – medicine - art and architecture – Khwarizmi, Avicenna, Ibn Haytham, Al Razi and Ibn Rushd – Arabesque - Aristotelian influence – Arab roots and European renaissance – debates on Orientalism

Module 4: Transformation of Economic institutions:

Early medieval East – slavery – Black Death - trade and urbanity – Chinese trade in middle ages - West Asian Feudalism – Iqta – Muqti – urban China – land and agrarian factors – popular revolts - the decline of the medieval feudal order

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Attar, Samar, *The vital roots of European Enlightenment: Ibn Tufayl's Influence on modern Western thought*, Lanham, Lexington Books, 2007.

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Cynthia Brokaw Peter Kornicki, *The History of the Book in East Asia*, Routledge, 2013

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Elias N. Saad, *Social History of Timbuktu: The Role of Muslim Scholars and Notables 1400–1900*, Cambridge University Press, 2010.

F C Jones, *The Far East: A Concise History*, Pergamon, 2014

Falco, Charles M., *Ibn al-Haytham and the Origins of Modern Image Analysis, International Conference on Information Sciences, Signal Processing and its Applications*, February 2007.

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Jack Tannous, *The Making of the Medieval Middle East: Religion, Society, and Simple Believers*, Princeton, 2018.

Jacob Ru er Mancus, *The Jew in the Medieval World: A Sourcebook, 315-1791*, (with an introduction and updated bibliography by Marc Saperstein), Hebrew Union College Press, 1999.

Janet Abu-Lughod, *Before European Hegemony: the world system, AD 1250-1350* (1991), Oxford University Press, 1989.

Jerold C. Frakes (ed.), *Contextualizing the Muslim Other in Medieval Christian Discourse*, Palgrave Macmillan US, 2011.

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Knowledge and Gave Us the Renaissance, The Penguin Press, New York, 2011.

Joseph Needham, *Science and Technology in China – Series of Volumes*, Cambridge University Press, published in 1954 onwards.

Joseph Saunders, *A History of Medieval Islam*, Routledge and K. Paul, 1972.

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Maher Abu-Munshar, *Islamic Jerusalem and its Christians: A History of Tolerance and Tensions*, Bloomsbury, 2007.

Majid Fakhry, *Averroes: His Life, Works and Influence*, Oneworld Publications, 2001.

María Rosa Menocal, *The Ornament of the World: How Muslims, Jews, and Christians Created a Culture of Tolerance in Medieval Spain*, Middle East Studies Association of North America (MESA), 2019.

Michael H. Morgan, *Lost History: The Enduring Legacy of Muslim Scientists, Thinkers, and Artists*, National Geographic Society, Washington, 2008.

Norman Cantor, *The Civilization of the Medieval Ages*, Harper Collins, 1993.

Ovidiu Cristea and Liviu Pilat (Volume Editors), *From Pax Mongolica to Pax Ottomanica, War, Religion and Trade in the Northwestern Black Sea Region (14th-16th Centuries)*, [Series: East Central and Eastern Europe in the Middle Ages, 450-1450], Volume: 58), Brill, 2020.

Paul W. Kroll, *Essays in Medieval Chinese Literature and Cultural History*, Routledge, 2019.

Peter Frankopan, *The Silk Roads: A New History of the World*, Bloomsbury, 2015.

Sabra, A. I. Hogendijk, J. P., *The Enterprise of Science in Islam: New Perspectives*, MIT Press, 2003.

Shaikh M. Ghazanfar, *Medieval Islamic Economic Thought Filling the Great Gap in European Economics*, Routledge, 2003.

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Suzanne C. Akbari, *Idols in the East: European Representations of Islam and the Orient, 1100–1450*, Cornell University Press, 2009.

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Tung-Tsu Chu, Wang Qingyong, Deng Weitian, *The History of Chinese Feudal Society*, Routledge, 2020.

IV Semester MA History

Course Code	Title	Type	Credit
HIS 4C 01	Problems and Debates in Contemporary India	Core	4

HIS 4C 01: PROBLEMS AND DEBATES IN CONTEMPORARY INDIA

Objectives

The very objective of this paper is to provide the learners with in-depth knowledge of the social, political and economic developments and events that took place in India during the post Independent period. The student will be able to master the facts, analyse them in a cause-effect manner, critically perceiving things, comprehending different ideas and concepts that influenced each phenomenon. They recognise the effect of the national movement in every domain of Indian life. Independent India had to face many challenges- internal as well as external. Students understand the efforts taken by the early political leaders to tackle them one by one.

Learning Outcome

To enable the students to contribute substantially to the development of a country through an understanding of the historical events. They will be able to communicate past events sequentially and coherently. Enable the students to develop problem-solving abilities at different levels- locally, regionally and nationally. Develop international understanding. The learning outcomes are observable and measurable through their social behaviour and involvement in the process of national development.

Module: 1

Debates in Contemporary India

Legacy of Colonialism - Political, Social and Economic legacy - Indian secularism – debates - State in Post-Colonial India – debates - The Political Economy of LPG - debates

Module: 2

Issues in Contemporary India

Formation of Linguistic States - Question of Language - Anti Hindi Agitation - Question of Autonomy - Regionalism and Regional Separatism - Kashmir - Punjab and North Eastern States -Centre - State Relations.

Module: 3

Changes in the Social Structure

Industrialisation and Urbanization - Caste and Community - Dalit oppression - Question of reservation - Communalism in society and politics - Adivasi Question - Genesis of Jharkhand and Uttarakhand - Gender and the rise of Women's Movements - The land question and Peasant Rebellions - Environmental Movement

Module: 4

Political Development and Cultural Trends

Panchayati Raj - Nehruvian Era - Indira Gandhi and Internal Emergency - Rise of Janata Party - Coalition Government - Role of Left - Politics of Majorities and Minorities - Growth of Hindutva Politics - Populism in Indian Politics - Educational reforms – Films and Society – Theatre – Music and other Literary forms – Sports Nationalism

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Achin Vanaik and Rajeev Bhargava, *Understanding Contemporary India: Critical Perspective*, Orient Blackswan, 2010.

Alice Thorner and Sujata Patel, *Bombay: Mosaic of Modern Culture*, Oxford University Press, 1995.

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Brass, Paul R., *The Politics of India since Independence*, [Cambridge University Press](#), 1980.

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----- Essays on Colonialism, Sangam, 1999

----- Essays on Contemporary India, Har- Anand, New Delhi, 1993.

Challenges of Education- A Policy Perspective, Ministry of Education, Govt. of India, New Delhi, 1985.

Christopher Jafferlot, *The Hindu Nationalist Movement in India*, Columbia University Press, 1996.

Chirashree Das Gupta, *State and Capital in Post-Colonial India: From Licence Raj to Open Economy*, [Cambridge University Press](#), 2016.

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Madhav Gadgil and Ramchandra Guha, *The Fissured Land: An Ecological History of India*, Oxford University Press, New Delhi, 1996

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McCartney, Matthew, *India – The Political Economy of Growth, Stagnation and the State, 1951-2007*, 2009.

Neera Chanhoke and Praveen Priyadarshi, eds, *Contemporary India: Economy, Society, Politics*, Pearson, New Delhi, 2009.

Partha Chatterjee, *Wages of freedom Fifty Years of the Indian Nation-state*, Oxford University Press, 1998.

----- *State and Politics in India*, New Delhi, 2002

----- *Nation and its Fragments, Colonial And Postcolonial Histories*, Oxford University Press, 1997

Paul R Brass, *Politics of India Since Independence*, Cambridge University Press, 1994.

Ramachandra Guha, *India After Gandhi: The History of the World's Largest Democracy*. Pan Macmillan, 2011.

Ravi Vasudevan, *The Melodramatic Public: Film forms and spectatorship in Indian Cinema*, Permanent Black, 2010.

R. Nagaraj, and Sripad Motiram eds, *Political Economy of Contemporary India*, Cambridge University Press, 2017.

Ronojoy Sen, *Nation at Play: A History of Sport in India*, Penguin UK, 2015

S.Gopal, *Jawaharlal Nehru: A Biography*, Vol.I, Cambridge, 1956

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Mushirul Hasan, *Legacy of A Divided Nation: India's Muslims From Independence to Ayodhya*, Routledge, 2019.

Sambaiah Gundimeda, *Dalit Politics in Contemporary India*, Routledge, 2016.

Taisha Abraham, *Introducing Postcolonial Theories: Issues and Debates*, McMillan, 2007.

Tanika Sarkar, *Hindu Wife, Hindu Nation: Community, Religion and Cultural Nationalism*, Hurst and Co., London, 2001.

T.V. Sathyamurthy, ed., *Region, Religion, Caste, Gender and Culture in Contemporary India*, Oxford University Press, 1996.

Vinita Damodaran and Maya Unnithan, *Post-Colonial India History Politics and Culture*, Manohar, 2000.

IV Semester MA History

Course Code	Title	Type	Credit
HIS 4C 02	Selected Themes in Pre-modern South India	Core	4

HIS 4C 02: Selected Themes in Pre-modern South India

Objectives

The course helps the students to understand the current trends and perspectives by bringing to light a few significant and relevant themes in pre-modern South Indian History. It helps them to understand the regional history and enable them to compare it with the contemporary situation in other parts of India. The course covers two millenniums and helps the students to study history as a process by taking into account the broader perspectives of change and continuity.

Learning Outcome

The course enables the students to evaluate the socio-cultural life of the people in pre-modern South India. It helps them to identify the trends in South Indian history and helps to derive research problems in their area of interest. The course enables them to correlate and develop skill in the comparative analysis of situations in various parts of the country. It enables them to formulate persuasive arguments in the area of pre-modern South Indian history.

Module I: Sources and Historiography

Archaeological sources – Archaeological excavations – Arikamede – Kodumanal – Pattanam – Recent excavations at Keezhadi and the problem of chronology – Evidences of Iron Age society – Inscriptions – Meikeerthis and land grants – Early Tamil literature – Nationalist Historiography to the present – ‘centralised’, ‘segmentary’ and ‘feudal’ state models

Essential Readings

Department of Archaeology, *Keeladi: An Urban Settlement of Sangam Age on the banks of River Vaigai*, Chennai, 2019.

K. Kailasapathy, *Tamil Heroic Poetry*, London, 1968.

Kesavan Veluthat, *The Political Structure of Early Medieval South India*, (1993), New Delhi, 2012.

R.K. Mohanty, V. Selvakumar, ‘The Archaeology of the Megaliths in India: 1947-1997’, *Indian Archaeology in Retrospect*, Vol.1, 2002, pp.313-52.

Rajan Gurukkal, *Social formations of Early South India*, New Delhi, 2010.

Module II: Formation of Early South Indian Society

Early Tamil society – Problem of early Social formations – Methodological issues of early Tamil poetics – Concept of *Tinai* – forms of production and forces of change in early Tamil society – Expansion of plough agriculture – Rise of non-cultivating intermediaries – Writing and literacy in South India – Formation of chiefdoms – *Velir* and *Ventar* – Re-interpretations of Indo-Roman trade – Migrations and settlement – Infiltration of ideas and institutions – Break up of early Tamil culture

Essential Readings

K. Sivathamby, 'Early South Indian Society and Economy: The *Tinai* concept', *Social Scientist*, No.29, 1974.

Rajan Gurukkal and M.R. Raghava Varier, eds, *Cultural History of Kerala*, Vol. I, Thiruvananthapuram, 1999.

Rajan Gurukkal, *Rethinking Classical Indo-Roman Trade*, New Delhi, 2016.

Rajan Gurukkal, *Social formations of Early South India*, New Delhi, 2010.

Module III: Formation of Agrarian States

Emergence of Pallava state – Early Pandyas – Irrigation system in Pandya country – Political structure of Cholas – Debate on the nature of Chola state – Chera state – Emergence of new Political structure in Vijayanagara kingdom – *Nayakattanam*

Essential Readings

Burton Stein, *The New Cambridge History of India*, Vol. 1, Part 2, *Vijayanagara*, Cambridge, 1987.

Kesavan Veluthat, *The Political Structure of Early Medieval South India*, (1993), New Delhi, 2012.

Manu V. Devadevan, *The Early Medieval Origins of India*, Cambridge, 2020.

Noboru Karashima, ed., *A Concise History of South India*, New Delhi, 2014.

Noboru Karashima, *South Indian History and Society: Studies from Inscriptions AD 850-1800*, New Delhi, 1984.

Y. Subbarayalu, *South India under the Cholas*, New Delhi, 2012.

Module IV: Structure of Society and Cultural Economy

Brahmadeyas and *Devadanas* – Ur and Nadu – Maritime trade and Trade Corporations – *Anchuvannam* and *Manigramam* – *Nagaram* – Landlords and tenants – Left hand and Right-hand castes – Women in pre-modern South India – Bhakti movement and temples – *Mathas* - Ramanuja in tradition and history – *Saiva Siddhanta* – *Virasaivism* – Chalukya and Hoysala Art and Architecture – Temple architecture under Cholas and Vijayanagara

Essential Readings

George Michell, *The New Cambridge History of India*, I:6, *Architecture and art of South India*, Cambridge, 1995.

Kesavan Veluthat, *The Political Structure of Early Medieval South India*, (1993), New Delhi, 2012.

M.G.S. Narayanan and Kesavan Veluthat, 'The Bhakti Movement in South India', in D.N. Jha, ed., *Feudal Social formation in Early India*, New Delhi, 1987.

R. Champakalakshmi, *Religion Tradition and Ideology: Pre-Colonial South India*, New Delhi, 2011.

Ranjeeta Dutta, *From Hagiographies to Biographies*, New Delhi, 2014.

Y. Subbarayalu, *South India under the Cholas*, New Delhi, 2012.

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- C. Minakshi, *Administration and Social life under the Pallavas*, Madras, 1938.
- Gunasekaran, S., *State, Society and Economy: Evolution Study of the Kongu Region (Western Tamil Nadu) From the 6th century to the 16th century*, Ph.D. Thesis, JNU, 2007.
- J.C. Harle, *The Art and Architecture of the Indian Subcontinent*, Harmondsworth, 1986.
- K. Sivathamby, *Studies in Ancient Tamil Society*, Madras, 1985.
- K.A. Nilakanta Sastri, *A History of South India*, (1955), New Delhi, 1998.
- K.A. Nilakanta Sastri, *The Colas*, Madras, 1975.
- Kamil Zvelebil, *The Smile of Muruga*, Leiden, 1972.
- Kenneth R. Hall, ed., *Structure and Society in Early South India*, New Delhi, 2001.
- L.S. Leshnik, *South Indian Megalithic Burials: The Pandukal Complex*, Wiesbaden, 1974.
- M.N. Venkata Ramanappa, *Outlines of South Indian History*, Delhi, 1975.
- M.P. Mujeebu Rehman and K.S. Madhavan, eds, *Explorations in South Indian History*, Kottayam, 2014.
- Manu V. Devadevan, *A Prehistory of Hinduism*, Warsaw, 2016.
- Noboru Karashima, *South Indian Society under Vijayanagar Rule*, New Delhi, 1992.
- Om Prakash Singh, *The Archaeology of Iron and Social Change in Early South India*, New Delhi, 2019.
- R. Champakalakshmi, Kesavan Veluthat and T.R. Venugopalan, eds, *State and Society in Pre-modern South India*, Trissur, 2002.

R. Nagaswami, *Tamil Brahmi Inscriptions*, Madras, 1970.

Rajan Gurukkal, *The Agrarian System and the Socio-Political Organisation under the early Pandyas*, Ph.D. thesis, JNU, New Delhi, 1984.

T.V. Mahalingam, *Early South Indian Palaeography*, Madras, 1967.

T.V. Mahalingam, *Readings in South Indian History*, Delhi, 1977.

U.S. Moorti, *Megalithic Culture of South India: Socio-Economic Perspectives*, Varanasi, 1994.

IV Semester MA History

Course Code	Title	Type	Credit
HIS 4E 01	Archaeology: Theory and Practice	Elective	3

HIS 4E 01-ARCHAEOLOGY: THEORY AND PRACTICE

Objectives

- This course provides a comprehensive idea into the discipline of archaeology and its relation with other science and social science disciplines
- It introduces the significance of interdisciplinary and multidisciplinary approach in the ancient historical studies
- It familiarizes various archaeological exploration and excavation and dating methods
- This course gives an idea about the prominent archaeological finds from India in general and South India in particular

Learning Outcomes

- This course equips the students to get a broad knowledge of the multi-disciplinary field of Archaeology, and a more detailed understanding of several of these disciplines and sub-disciplines.
- It enabled the students to understand the archaeological methods and theories used to evaluate artefacts and other data.

- It provides knowledge and skills of archaeology that helps the students to become a field archaeologist or researcher
- It gives a chance to understand and appreciate the legacy of ancient cultures of India in general and south India in particular

Module I - EVOLUTION OF ARCHAEOLOGY AS A DISCIPLINE - definition- scope - basic concepts; artefacts, features, eco-facts, formation of mound or site or tell, assemblage, industry, culture – relation with other disciplines – antiquarianism – beginning of scientific archaeology - Three Age System theory - early field archaeologists and the discoveries of ancient civilizations

Module II - ARCHAEOLOGY IN THE FIELD - Exploration methods - Desktop survey - Site survey – Aerial Survey - Geophysical survey - Under water Archaeology - Excavation methods - Vertical or stratigraphical, Horizontal or open area and Quadrant methods of digging- accidental discoveries and salvage operations – Documentation - Written documents - Site or trench note book, data sheet, label, daily reports and final report, registers - Drawing and illustrations - Top plans, Section Plans, drawings of antiquities- Photographic documentation- Archaeological survey of India – ancient monument acts

Module III - POST FIELD RESEARCH - Dating methods - relative and absolute dating methods- Stratigraphy- historical dating - C14 Method - Thermoluminescence - Dendrochronology – derivative dating methods Archaeology and theory - culture – evolution - processual / New Archaeology - Post Processual - Cognitive – settlement archaeology – Ethno-archaeology

Module IV- HISTORICAL ARCHAEOLOGY- History of archaeology in India - PGW and NBPW cultures of later Vedic period- Archaeology of Sangam age - Megaliths and Sangam literatures - Keezhadi excavations – Archaeology of Indian Ocean/ Indo Roman Trade - Arikamedu and Pattanam

References

Colin Renfrew and Paul Bahn, *Archaeology: Theories, Methods, and Practice*

Brian. M. Fagan, Nadia Durani, *Archaeology A Brief Introduction*

Peter. L. Drewett, *Field Archaeology: An Introduction*

Ian Hodder, *Archaeological Theory Today*

Ian Hodder, Scott Hutson, *Reading the Past- Current approaches to interpretation in archaeology*

D.P. Agarwal, *Archaeology of India*

M J Aitken, *Science based Dating in Archaeology*

Allchin B. and F.R. Allchin, *Rise of civilizations in India and Pakistan*

Allchin F.R., *The Archaeology of Early Historic South Asia: The Emergence of cities and states*

Atkinson R.J.C., *Field Archaeology*

Barker P., *Techniques of Archaeological Excavation*

D.K. Chakrabarti, *A History of Indian Archaeology: From the Beginning to 1947*

D.K. Chakrabarti, *Theoretical Perspectives in Indian Archaeology*

S.B. Deo, *The Megalithic: Their culture, ecology, economy and technology in Recent advances in Indian Archaeology*

A. Gosh, *Encyclopedia of Indian Archaeology* (2 volumes)

Rajan Gurukkal and M.R. Raghava Varier, eds, *Cultural History of Kerala*, Vol.1

K. Rajan, *Archaeology: Principles and Methods*

K. Rajan, *Memorial Stones*

K.V. Raman, *Principles and Methods in Archaeology*

Noburo Karashima, ed., *Concise History of South India*

M.P. Mujeebu Rehman and K.S. Madhavan, eds, *Explorations in South Indian History*

Rajan Gurukkal, *Rethinking Indo Roman Classical Trade*

M.R. Manmathan, ed., *Archaeology in Kerala – Past and Present*

IV Semester MA History

Course Code	Title	Type	Credit
HIS 4E 02	Human Geography	Elective	3

HIS 4E 02: HUMAN GEOGRAPHY

Objectives

In all social science subjects, human beings are at the centre. Human geography is a branch of geography dealing with how human activity affects or is influenced by the earth's surface. It is a wide-ranging discipline that draws together many subjects like geography, environmental science, sociology, demography, cultural studies and so on. It tries to give a comprehensive picture of the features of human geography in India. It familiarizes the current trends in that subject in a detailed manner. The students can analyze the socio-spatial patterns in India and their importance in the making of the material and cultural life of the Indians. They also know the major tendencies in the making and unmaking of socio-spatial relations in Indian History. Historical knowledge about the geographical settings is very necessary to understand the cultural, social and economic life in an in-depth manner.

This paper gives an idea about humans and their relationship with communities, cultures, economies and interactions with the environment by studying their relations with and across locations. It explores the inherent relation between social formations and geographical background. Understanding of the subject, through qualitative and quantitative methods, makes the student aware of different issues the current societies facing. He will be able to provide solutions to many of these by the application of facts, concepts, reasoning, analytical power, inferences, hypothesis, etc., acquired through the subject-Human Geography. Objectives may be measured through their performance in both classrooms and fields. Assignments, work reports, seminars and involvement in social issues are the indicators of the attainment of the desired goals.

Learning outcome

- Enable the students to identify the current trends in the study of human geography.
- The students formulate the socio-spatial patterns in India and their importance in the making of the material and cultural life of the Indians.
- Enable the students to correlate the major tendencies in the making and unmaking of socio-spatial relations in Indian History.

Module: I

Human Geography - Definition and perspectives - From Descriptive Geography to Explanatory Geography - Critical human geography – Cultural Geography – Anthropogeography - Social relations and Spatial processes - Spatial concentration, Exclusion and Nullification - Contestations and struggles for existential space - Rethinking social history in terms of spatialisation

Module: II

Geography of early India - Forests, pasturelands and river valleys - patterns of habitat and settlement-coastline and marine contacts - resources, technologies and emergence of early kingdoms - expeditions and empires - formation of cultural regions - emergence of villages and village community - trade routes, trading towns and fortified towns - sacred centers

Module: III

Migrations and spread of settlements; spatial and social diffusion of cultures - sacred and profane landscapes - religion, economy and culture-caste and socio-spatial segregation - Location and enumeration of Spatialities - emergence of regional cultures and cultural networks – Effects of Globalisation

Module: IV

European perceptions of Indian landscape-Trigonometric survey and transformation of living space under the British - Fuzzy and enumerated landscapes - formation of human geography of Indian nation – census and demography - regional geographies and societies - spatial exclusion and conflict - core and periphery - development and underdevelopment - urbanization.

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A.K. Bagchi, *The Perilous Passage*, OUP, 2005

Achin Vanaik, ed., *Masks of Empire*, Tulika, 2007.

Alice Thorner and Sujata Patel ed., *Bombay: The making of a city*, (2 vols),

OUP. Asha Sarangi, ed., *Language and Politics in India*, Oxford, 2008.

B. Subbarao, *Personality of India*, Bombay, 1954.

Carl O. Sauer, 'The Morphology of Landscape', *Geography* 2, (2), University of California Publications, 1925.

- D.D. Kosambi, *An Introduction to the Study of Indian History*, Bombay, 1956.
- D. Gregory and J. Urry, eds, *Social relations and Spatial structures*, London, 1985.
- D. Massey, *Spatial Division of Labour*, London, 1984.
- David Harvey, *Explanation in Geography*, London, 1969.
- David Harvey, *Limits to Capital*, London, 1982.
- David Harvey, *Spaces of Capital*, Edinburgh University Press, 2001.
- Donald Mitchell, *Cultural Geography: A Critical Introduction*, Wiley, 2000.
- Edward Soja, *Post Modern Geographies*, London, 1990.
- F.R Allchin, *Archaeology of Early Historic South Asia*, Cambridge University Press, 1995.
- Giovanni Arrighi, *The Long Twentieth Century*, Verso, 2004.
- H. Lefebvre, *Production of Space*, London, 2000
- H.P. Ray and De Selles ed., *Archaeology of Seafaring*
- Ian J Barrier, *Making History, Drawing Territory, Mapping in British India*, Oxford, 2003
- K. Sivathamby, *Studies in Ancient Tamil Society*, Madras, 1997
- Mathew Edney, *Mapping the Empire*, Oxford University Press, 1998
- R. Inden, *Imagining India*, Blackwell, London, 1990
- R.J Johnson, et.al., eds, *Geographies of Global change: Remapping the world in the late 20th century*, London, 2003
- Rajan Gurukkal and Raghava Varier, eds, *The Cultural History of Kerala*, Vol. I, 1999.
- Rajat K. Ray, *The Felt Community*, New Delhi, 2007.
- Romila Thapar, *Cultural Past*, New Delhi, 2000.
- Romila Thapar, *Early India from the Origins to c. AD 1300 from the Origins to c. AD 1300 from the Origins to c. AD 1300*, New Delhi, 2002.
- Y. Subbarayalu, *Political Geography of the Chola country*, Madras, 1973.

IV Semester MA History

Course	Title	Type	Credit
Code			
HIS 4E 03	Science and Technology in Medieval India	Elective	3

HIS 4E 03: Science and Technology in Medieval India

Objectives

The course intended to inquire about the manifold nature of medieval science. It is aimed to make the view of evolving the knowledge system of medieval India. It is an attempt to conceive the *Aryabhatiya*, *Tantrasamgraha* alike with the changing scenario of mathematics. It envisages the students to the nature of the labour force and its' progression to civilizational growth. It will develop a clear practical idea in the evolution of scientific technology.

Learning Outcome

The students will express medieval techniques in light of their present understanding of the same field. They will be created/shared with local tools and medicinal knowledge. They will propagate agrarian knowledge and craft techniques.

Module 1: Medieval science – concepts of knowledge – technological advancement – shift in civilization – socio-cultural environment

Module 2: Innovative ideas – Technical know how – Early medieval – Mathematical knowledge – *Aryabhatiya* – Nilakantha Somayaji's *Tantrasamgraha* – medicinal knowledge – Western Ghats and South Indian agriculture

Module 3: Agrarian and textile technology – crops and tools – crafts – irrigation – spinning wheel – looms – metallurgy – paper and printing

Module 4: Machine – Persian wheel – industry – land transportation – horse drawn vehicles – roads and bridges – navigation – military techniques – scientific constructions of Mughals and Vijayanagara

References

- A. Rahaman, ed., *Science and Technology in Indian Culture: A Historical Perspective*, NISTADS, New Delhi, 1984.
- A. Rahman, ed., *History of Indian Science, Technology and Culture, A.D.1000-1800*, OUP, New Delhi, 1999.
- Abdul Aziz, *Mansabdari Systems and the Mughal Army*, Delhi, 1954.
- Ashoke K Bagchi, *Medicine in Medieval India: 11th to 18th Centuries*, Konark Publishers, Delhi, 1997.
- Bruce T Moran ed., *Patronage and Institutions; Science Technology and Medicine at The European Court, 1500-1750*, Rochester, New York, 1991.
- Burton Stein, *Peasant state and society in medieval South India*, OUP, 1980.
- David Gosling, *Science and Religion in India*, Madras, 1976.
- Debiprasad Chattopadhyaya, *History of Science and Technology in Ancient India*, Vol.III, Calcutta, 1996.
- George Gheverghese Joseph, *A Passage to Infinity: Medieval Indian Mathematics from Kerala and Its Impact*, Sage Publications, 2009.
- George Gheverghese Joseph, *Kerala Mathematics: History and Its Possible Transmission to Europe*, B.R. Publishing Corporation, 2009.
- George Gheverghese Joseph, *The Crest of the Peacock - Non-European Roots of Mathematics*, Princeton University Press, 2010.
- H.K. Naqvi, *Urbanism and Urban Centres under the Great Mughals*, Indian Institute of Advanced Studies, Simla, 1971.
- I.A. Khan, *Gunpowder and Firearms: Warfare in Medieval India*, Oxford University Press, New Delhi, 2004.
- Irfan Habib, *Medieval India: The Study of a Civilization*, National Book Trust, New Delhi, 2008.
- Irfan Habib, *Technology in medieval India: c. 650-1750*, Tulika Books, 2008.
- Irfan Habib, *The Agrarian System of Mughal India, 1556-1707*, OUP, 1999.
- Irfan Habib, ed., *Medieval India-Researches in the History of India 1200-1750*, OUP, 1993.

Irfan Habib ed., *Akbar and His India*, Oxford, 1997.

Mattison Mines, *The Warrior Merchants, Textiles, Trade, and Territory in South India*, CUP, 1984.

Michel Foucault, *The Birth of The Clinic, An Archaeology of Medial Perception*, Vintage Books, New York, 1973.

Musaffar Alam and Sanjay Subrahmanyam, eds, *The Mughal State*, OUP, 1998.

Noboru Karashima, *South Indian History and Society*, OUP, 1984.

Richard G Fox ed., *Realism and Region in Medieval India*, Delhi, 1976.

S. Subramaniam ed., *Merchants, Markets and State in Early Modern India*, New Delhi, 1990.

Satish Chandra, *Essays on Medieval Indian History*, OUP, 2003.

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Seema Alavi, *Islam And Healing: Loss and Recovery Of An Indo-Muslim Medical Tradition 1600-1900*, Palgrave Macmillan, 2008.

T. Raychaudhuri and Irfan Habib ed., *Cambridge Economic History of India*, Vol. I, Cambridge, 1982.

IV Semester MA History

Course Code	Title	Type	Credit
HIS 4E 04	Perspectives on Environmental History of India	Elective	3

HIS 4E 04: Perspectives on Environmental History of India

Objectives

This course will outline the origin and spread of environmental history in the world in general and India in particular. After the completion of the course, the student will understand the various stages of environmental degradation and ruin engendered by humankind. The course will inculcate a feeling of sensitivity and a sense of responsibility for the environment in students,

Learning Outcome

- It will enable the student to understand the history of the emergence and spread of environmental history in the world and India.
- This course will instil a sense of environmental consciousness and responsibility in students.
- This will familiarize students with major environmental struggles that occurred in the various parts of India.

Module I - Growth of modern environmental thought

Two waves of environmentalism – the first wave – rise of environmental consciousness – Gandhi - William Wordsworth – second wave – ideology of scientific conservation – George Perkins Marsh – Dietrich Brandis - the age of ecological innocence – deep ecology and earth first movements - Silent spring – Rachel Carson – Great acceleration – Anthropocene – Global warming - Early humans and the natural world - Nature, human interface – subsistence pattern – foraging – nomadic pastoralism – agriculture – agricultural expansion – migration

Module II - Environment and early Indian society

Out of Africa migration – the first Indians – Indian landscape - origins of agriculture in the subcontinent – regional crop patterns – resource use – metal, mineral and water sources - Indus and Vedic relationships with environment – wilderness and civility in Indian society – Indian philosophy and environment – India's ecological pasts.

Module III - Colonial rule and Ecological change

Ecological imperialism - Colonial forest policy – forest enactments – introduction of new genetic varieties and effects – plantations – canal constructions – displacement and development – deforestation - ship building – railways – population migration – epidemics – famines – urbanization

Module IV - Environmentalism since independence

Industrial expansion – water pollution – air pollution – earth pollution – slums – dams – hydroelectric projects – mines – struggle over water and land – sand mining – river protection – waste disposal - environmental movements – Eco-Feminism – Chipco – Silent valley – Narmada Bachao Andolan – Appico – Anti-nuclear movement – Environmental debate and struggles in Kerala – Silent Valley – Plachimada

References

Agarwal et.al, *A text book of environment*.

Alfred W. Crosby, *Ecological Imperialism: The biological expansion of Europe 900-1900*, Cambridge University Press, 1993.

Amita Baviskar, *In the belly of the river: Tribal conflicts over development in Narmada Valley*, Oxford University Press, 1995.

----- ed., *Contested Grounds: Essays on nature, culture and power*, New Delhi, 2008.

D.R. Gadgil, *The industrial evolution of India in recent times 1860-1939*, Oxford University Press, Bombay, 1971.

David Arnold, *The Problem of Nature: Environment, Culture and European Expansion*, Blackwell, 1996.

David Arnold and Ramachandra Guha, *Nature, Culture and imperialism*, Oxford University Press, New Delhi, 1995.

Diamond Jared, *Guns, Germs and Steel*, W.W. Norton and Company, 2005.

Dipesh Chakarabarty, *The climate of History: Four theses*.

Donal Worster, Alfred W. Crosby, *Nature's economy: A history of ecological ideas*. Irfan

Habib, *Man and Environment: The ecological history of India*, Tulika books, 2010. John

Bellamy Foster, *Ecology against Capitalism*.

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

John Robert McNeill and Alan Roe, *Global Environmental History*, Routledge, 2013.

John Robert McNeill, *Something New Under the Sun: An Environmental History of Twentieth century World*, Penguin, 2001.

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

Laxman D. Satya, *Medicine Disease and Ecology in colonial India: The Deccan Plateau in the 19th century*, Manohar, 2009.

M. N. Moorthy, et. al, *Economics of water pollution*, Oxford University Press, 2000.

Madhav Gadgil and Ramachandra Guha, *This Fissured Land: An Ecological History of India*, Oxford University Press, New Delhi, 1992.

Mahesh Rangarajan and K. Sivaramakrishnan, *India's environmental History: A Reader*, (two volumes)

Ramachandra Guha, *Ecology and Equity: The Use and Abuse of Nature in Contemporary India*, Penguin, New Delhi, 1996.

-----, *The Unquite Woods*, Oxford University Press, New Delhi, 1989.

Vandana Siva, *Staying alive: Women, Ecology and Development*, London, 1998.

IV Semester MA History

Course Code	Title	Type	Credit
HIS 4E 05	Indian Epigraphy	Elective	3

HIS 4E 05: Indian Epigraphy

Objectives

Our knowledge of early Indian history depends very much on epigraphs. Epigraphy strengthens the historian's knowledge, understanding and helps to draw valid inferences and intelligent hypothesis. However, due to the lack of properly trained scholars and the obscure nature of ancient scripts, all over India, the subject faces some serious threats. The immediate objective of this paper is to bring out a group of students with sound knowledge in the field of epigraphy capable of surveying inscriptions, deciphering and placing them in the correct historical settings. It cultivates the habit of using primary data and provides corroborating evidence. Mastery of the obsolete scripts increases the confidence level of the researchers in many ways.

Learning Outcome

- The principal object of this paper is to equip the students to handle the documents of the ancient and medieval period written in archaic scripts.
- Epigraphy is a dwindling subject all over India due to the want of experts in this field.
- This paper develops certain professional qualities among the students.
- It enables students to use primary data in historical research.
- Students identify corroborating evidence in their studies.

The learning outcomes are measurable through the performance level of the learners- both in theory and practice. The students visit the inscriptional sites, taking mechanical copies, understand the paleographical features and finally interpret the content. Such awareness will be reflected in their seminars, assignments and project reports. Further research activities are also an indicator of the effectiveness of the subject. They will be able to contribute substantially to the field of history, particularly about the ancient and the medieval period.

Module I: Introduction to Epigraphy

Origin of writing systems – Epigraphy - definition- nature – scope - writing materials - inscriptions as primary source - importance of Paleography - Estampage - Inscriptions- classification by form - classification by content - Royal writs and their properties - Eulogies - Development of Indian Epigraphy- Asiatic Society of Bengal - William Jones, James Prinsep, James Burgess – Hultzch - Buhler – G.H. Ojha - D.C. Sircar

Module II: Scripts and Inscriptions - North India

Indus script – nature - various decipherments - contemporary scripts - Cuneiform – Hieroglyphics - Northern Brahmi – decipherment - Theories on the origin of Brahmi script - Asokan Inscriptions - Allahabad Pillar Inscription - Hathigumpha inscription - Nasik Cave

inscription - Kharoshti script - Gupta Brahmi - Eras in Indian Inscriptions - Saka Era - Vikrama Era - Gupta Era - Harsha Era

Module III: Scripts and Inscriptions - South India

Southern Brahmi - peculiar features - Brahmi inscriptions from Kerala - Iravatham Mahadevan's contributions to Tamil Epigraphy – *Vattezhuthu* – *Grantha* – *Kolezhuthu* - *Arya Ezhuthu* - Kudimiyamalai inscription - Nature of Chera Inscriptions - Early Malayalam language - Parthivapuram Copperplate- Tharisappalli Copperplate, new findings - Jewish Copperplate - Thiruvalla Copperplate – Muccunti Palli inscription - *Katapayati* – *Bhootasankhya* - Origin of Kollam Era - various views – *Olakkaranam* - *Mulakkaranam* - Malayalam numerals - Kali Era

Module IV: Epigraphical studies in Kerala

Gundert - Fawcett - Vishakam Thirunal – *South Indian Inscriptions* Volumes - *Travancore Archaeological series* - T.A. Gopinatha Rao - KV Subrahmanya Ayyar - Ramanatha Iyyer - T.K. Joseph and Kerala Society Papers - Ramavarma Research Institute Bulletin - L. A Ravi Varma, Elamkulam Kunjan Pillai - VR Parameswaranpillai - M.G.S. Narayanan – M.R. Raghava Varier

(Students must be trained in scripts like Brahmi, Southern Brahmi, Vattezhuthu and Grantha. They should also be given certain ideas about the early Malayalam language.)

References

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Raghava Varier, M.R., *Pracheena Lipi Padanam* (Mal.), SPCS, 2019.

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Sircar, D.C, *Indian Epigraphy*, Motilal Banarseedas, Delhi, 1984.

Sivaramamurty, C., *Indian Epigraphy and South Indian Scripts*, Madras, 1952.

Upasik C.S., *The History and Paleography of Mauryan Brahmi*, Nava Nalanda Mahavira, Varanasi.

IV Semester MA History

Course Code	Title	Type	Credit
HIS 4E 06	Indian Literature in Historical Perspectives	Elective	3

HIS 4E 06: Indian Literature in Historical Perspectives

Objectives

Introduce the students to the trajectory of Indian literature with landmark writings and the historical context in which they have been written.

Learning Outcome

Students will be able to view Indian literary tradition from a historical perspective and critically respond to texts. They will identify that the relationship between history and literature are at multiple levels and how do they supplement each other.

MODULE 1

Vedic literature - later Vedic literature-Upanishads - *Vedangas* – *Smritis* – *Puranas* - *Itihasas* - early Tamil works - Buddhist literature - Canonical and non- canonical- - *Sushruta Samhita* - *Charaka Samhita*- *Arthasastra* – *Kamasutra*

References

A.K. Ramanujan, *Poems of Love and War from the Eight Anthologies and Ten Songs of Classical Tamil*, Columbia University Press: New York, 1985.

K. Kailasapathy, *Tamil Heroic Poetry*, Clarendon Press, Oxford, 1968.

K. Sivathampy, *Studies in Early Tamil Society, Economy, Society and State formation*, New Century Book House, 1998.

K. Sivathampy, *Literary History in Tamil, A Historiographical Analysis*, Tamil University, Thanjavur, 1986.

Kamil Zvelebil, *The smile of Murugan*, Brill, 1973.

Nilakanta Sastri, K.A., *A History of South India*, (1947), OUP, New Delhi, 1998.

Nilakanta Sastri, K.A., *Sangam Literature: Its Cults and Cultures*, Swathi Publications, Madras 1972.

Winternitz M., *A History of Indian Literature*, Vol.I and II

MODULE 2

Medieval Indian literature - Bhakti literature in the South and the North – court chronicles – historical narratives - works on science and Mathematics

References

H. M. Elliot, Edited by John Dowson, [*The History of India, as Told by Its Own Historians. The Muhammadan Period, 2*](#), London: Triübner and Co.

Kesavan Veluthat, 'The Temple-Base of The Bhakti Movement in South India', *Proceedings of the Indian History Congress*, Vol. 40, 1979.

M.M. Sharifed, *A History of Muslim Philosophy*, Vol. 1, Adam Publishers and Distributors, 2007.

S.A.A. Rizvi, *History of Sufism in India*, 2 Volumes, South Asia Books, New Delhi, 1997.

[Sachau, C. Edward](#), [*Alberuni's India – An account of India about A.D. 1030*](#), Kegan Paul, Trench Trubner and Co. Ltd., London, 1910.

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

Satish Chandra, *Medieval India: From Sultanate to the Mughals*, Har-Anand Publications, New Delhi, 1997.

MODULE 3

Modern Indian literature - colonial impact - response to colonial institutions, values and colonial modernity - nationalism – identity - Urdu, Hindi, Bengali - Literary activity in south Indian languages - Bankim Chandra Chatterjee, [Rabindranth Tagore](#), Sadat Hasan Manto, Subrahmanya Bharati, Chandu Menon

References

B. K. Gupta, *India in English Fiction 1800-1970*, Scarecrow Press, Metuchen, 1973.

Henry Schwarz, *Writing Cultural History in Colonial and Postcolonial India*, University of Pennsylvania Press.

MODULE 4

Indian writing in English – Vikram Seth – R.K. Narayanan – Salman Rushdie – Ruskin Bond – Khushwant Singh – Amitav Ghosh - Jhumpa Lahiri – Anitha Desai – Arundhati Roy – Shashi Tharoor

References

Arvind Krishna Mehrotra, ed., *A History of Indian Literature in English*, Columbia University Press, New York, 2003.

K.R. Srinivasa Iyenger, *Indian Writing in English*, Sterling Publishers Pvt Ltd, 1995.

M.K. Naik, *A History of Indian English Literature*, Sahitya Akademi, 1995.

IV Semester MA History

Course Code	Title	Type	Credit
HIS 4E 07	ORAL HISTORY OF KERALA	Elective	3

HIS 4E 07: ORAL HISTORY OF KERALA

Oral history is both a process (doing an interview) and a product (the recorded interview); both a document (a source of information/data) and a text (a construction of memory and language); and challenging (making sense of another person's story). It is a form of first-person, personal narrative, both similar to and different from other forms of the first-person narrative, including ethnography, storytelling, field survey and memoir. This enables students to become familiar with the lived experiences of individuals who have come through such experiences in their life. Oral History also helps people to understand how society makes use of history and memory for different actions in everyday life.

Objectives

- Understand the nature and characteristics of Oral History.
- Design, undertake and critique cultural documentation field projects applying diverse research methods such as observation, writing, photography, video, and/or sound recordings.
- Make students familiarized with possibilities in Oral History projects and documentation
- Teaching practising Oral History collection and documentation by applying the best practices available today.
- Develop critical thinking and commitment to society

Learning Outcome

- Understand what oral history is and plan an oral history project to conduct individual and group interviews.
- Apply legal and ethical concerns.
- Discuss oral history in a community setting and as an interpretative act.
- Understand oral history interface with digital media and apply it to the process of social change
- Develop critical thinking, reading, and writing skills.

Module 1: What is Oral History

History of Oral History – Peculiarities - Difference with Local History - Emergence of the discipline with the Second World War

Essential Readings

Lynn Abrams, *Oral History Theory*, Routledge, Oxon, 2016.

Donald A Ritchie, *Doing Oral History: A Practical Guide*, OUP, New York, 2003.

Robert Perks and Alistair Thomson, eds, *The Oral History Reader*, (1998), Routledge, New York, 2006.

Module 2: Planning an Oral History Project

Asking historical questions - Collecting historical information - drawing conclusion and identify historical theme - Past through Individual and family histories - linking with larger narratives - start locally and connect globally - Researchable questions and finding the answers - Oral History Interview and related techniques - Legal and ethical issues - Conventional practices and transcripts - information society and the digital turn

Essential Readings

D Antonio Cantu and Wilson J Warren, *Teaching History in the Digital Class Room*, M E Sharpe, Inc: New York, 2003.

Donald A Ritchie, *Doing Oral History: A Practical Guide*, OUP: New York, 2003.

Robert Perks and Alistair Thomson, ed., *The Oral History Reader*, (1998), Routledge, New York, 2006.

Lynn Abrams, *Oral History Theory*, Routledge, Oxon, 2016.

Robert Hassan, *The Information Society*, Polity Press, Cambridge, 2008.

Module 3: Oral History in the writing of Kerala History

The efforts of Regional Records Survey Committee - The Encyclopaedia of Freedom Fighters in Kerala - The Project of KCHR - Family histories - People's Planning Programme - Oral History

Transcripts pertaining to Kerala preserved in the NMML, New Delhi - Effort of the Communist Party of Kerala (Marxist) since 2018 - Efforts by academic non-academic groups in Kerala

Essential Readings

<http://kchr.ac.in/articles/61/Conservation-of-Historical-Heritage-of-Kerala.html>

Vikasana Rekha, Govt. of Kerala.

K. Karunakaran Nair, *Who is Who of Freedom Fighters in Kerala*, 1975

Module 4: Practicing Oral History

Conduct Oral History Interview based upon the history of Kerala on the following themes:

Land Reform and its impact - Educational Change since 1956 - five year planning programmes - Malayali migration and diaspora - movements of peasants, industrial laborers, teachers, women and other working classes - socio economic changes since 1956 - Movements of the Dalit classes and marginalized people - public health, sanitation, urbanization, women, environment, children and Kerala heritage - cultural performances, painting, music - political incidents - impact of globalization and information technology

(The student should individually prepare a project based upon a research problem and the final report is to be submitted in digital and hard form.)

References

Rebecca P. Scales, *Radio and the Politics of Sound in Interwar France, 1921-1939*, Cambridge University Press, Cambridge, 2016.

Robert Hassan, *The Information Society*, Polity Press, Cambridge, 2008.

Linda S. Levstik and Keith C Barton, *Doing History*, Lawrence Erlbaum Associates: London, 2001.

Robert Perks and Alistair Thomson ed., *The Oral History Reader*, (1998), Routledge, New York, 2006.

Lynn Abrams, *Oral History Theory*, Routledge, Oxon, 2016.

D. Antonio Cantu and Wilson J. Warren, *Teaching History in the Digital Class Room*, M E Sharpe, Inc, New York, 2003.

Jan Vansina, *Oral Tradition as History*, University of Wisconsin Press, Wisconsin, 1985.

Donald A Ritchie, *Doing Oral History: A Practical Guide*, OUP, New York, 2003.

Jacques Le Goff, *History and Memory*, Columbia University Press, New York, 1992.

Frantz Fanon, *The Wretched of the Earth*, Grove Press, New York, 2011.

H. Aram Veaser, ed., *The New Historicism*, Routledge, New York, 1989.

K.N. Ganesh, et. al., *History of the Communist Party in Kerala* (Mal.), (III Vols), Chintha, Thiruvananthapuram, 2018.

K. Karunakaran Nair, *Who is Who of Freedom Fighters in Kerala*, 1975.

E.M.S. Namboodirippad, *Keralam Malayalikalude Mathrubhumi* (mal.), Chintha, Thiruvananthapuram, Reprint 2018.

IV Semester MA History

Course Code	Title	Type	Credit
HIS 4E 08	ARCHIVAL STUDIES AND DOCUMENTATION IN INDIA	Elective	3

HIS 4E 08: ARCHIVAL STUDIES AND DOCUMENTATION IN INDIA

This course is an introduction to the archives and records management fields. It provides a survey of principles and practices applied by archivists and records managers. This course will

teach how components of archives and records administration fit together and how the 'digital turn' has transformed the subject and skill. The course will also discuss the nature of documentation and record-keeping in contemporary society and the different types of institutions with responsibility for records. The course will be a combination of lecture, discussion, and problem-solving. It requires participants to conduct field visit and writing. Critical reading of course materials is also essential to stimulate active participation in-class exercises.

Objectives

The object of the course is the development of knowledge and methodology instruments necessary for archival activity and management. The students have to understand the history of archival management, newer versions of archives and scientific conservation of documents. It is also intended to familiarize the student with new possibilities and threats that emerged with the digital turn in the archival activity.

Learning Outcome

- Explain the basic terminology and concepts used in records management and archival administration.
- Describe the evolution of methods and technologies used to create, store, organize, and preserve records.
- Discuss the various environments and cultural contexts where records and documents are created, managed, and used and the reasons why societies, cultures, organizations, and individuals create and keep records.
- Describe the core components of archival programs like an appraisal, acquisition/disposition, inventory, arrangement, description, preservation, access, use and outreach.
- Describe and discuss legal and ethical issues surrounding archives and records administration.
- Explain the possibilities and problems of digital archiving.

MODULE I: Archives and Archival studies

Definitions - Meaning- History of Archives Keeping – Europe – USA – India - Ancient Medieval - Modern periods - Characteristics of Archives - Classification of Records - Archivist - Private Archives

MODULE II: Evolution of Modern Archives

Paper - Ink- Paints -Typewriters – Xerox - Packaging Materials - Collection of Records - Registry System - Record Room – Digitalization - moving image archives and sound archives -

micro film, micro-fiche - film archives - oral history archives - online archives - Archives in Modern India - British government - Maps, surveys, photographs - legal records - Folklore and archives

MODULE III: Uses and Functions of Archives

Uses - Historical Value - Administrative value - Collection of Statistical Data - Intellectual Value, Social Value – Functions - Supply of Records to administrators and Researchers- Publication – Library - Offering training - Weeding up of Records

MODULE IV: Methods of Organization and Preservation of Records

Organization – Europe – France – England – USA – India – Administration - Administration of National Archives in India - Archival legislation in India - Appraisal of records - Record Management, Transfer of records to Archives - Arrangement of Records - Finding Aids - Methods of Preservation, Preliminary and Precautionary measures - Preventive Measures - Methods of Preservation and Repair of Archival Records - Control of insects - Thymol Fumigation - Thymol Chamber - Protective measures - Bleaching Method - Re Sizing - Full Pasting – Backing - Chiffon Repair - Lamination, Docketing - Guarding

MODULE V: Digital Archives

Information Technology and Digital Turn - Audio tapes – Microfilms - Aperture Card - Video Archives, Sound Archives, film archives - Online Archives - Possibilities and problems of digital archiving

(Students should visit Kerala Regional Archives or any other Regional Archives and prepare a report on any of the major sources preserved in it or prepare a report on an important archival document preserved by a group or an individual. Doing field visit workshop to prepare oral history archival document is also preferred.)

References

Muller, Feith and Furin, *Manual for the Arrangement and Description of Archive*, H.W. Wilson Co., 1968.

State Archives Department, *An Introduction to the Kerala State Archives*, Government of Kerala, 1975.

Schelleberg T. R., *Modern Archives: Principles and Techniques*, Melbourne, Australia, 1956.

Schelleberg T. R., *The Management of Archives*, Columbia University Press, 1965

Scargil- Bird, *Guide to Records in Public Records Office*, London, 1896.

Tolboys Wheeler J, *Early Records of British India*, 1878.

Gregory Hunter, *Developing and Maintaining Practical Archives*, New York,

2003. Abdul Majeed C.P., *Archival Science: Past Present and Future*, Kottayam, 2017.

Bhargava, K.D., *An Introduction to the National Archives*, New Delhi, 1958.

Cook Michael, *Archives Administration*, Dawson, 1977.

Guide to Archives Series, Regional Archives, Ernakulam.

James B. Rhoads, *The Role of Archives and Records Management in National Information System*, 1983.

Daniel J Cohen and Roy Rosenzweig, *Digital History: A Guide to Gathering, Preserving and Presenting the Past on the Web*, 2006.

Judith Ellis, *Keeping Archives*, Alta Mira Press, 2003.

Niels Brugger, *The Archived Web: Doing History in the Digital Age*, MIT Press, London, 2008.

IV Semester MA History

Course Code	Title	Type	Credit
HIS 4E 09	Perspectives on Environmental History of the World	Elective	3

Objectives

The principal objective of this paper is to provide an interpretive ecological history of the world. It radically alters students' understanding of environmental history. It invites students' attentions to the environment-development debates. They will be able to understand the human's use and abuse of nature in the past, present and future. Mastery of the subject helps them to develop innovative practices in environmental and social renewal. Students will be aware of environmental issues and the need for the judicious use of natural recourses.

Learning Outcome

For effective management of environmental hazards, a sound understanding of the core issues is necessary. The present generation is in the midst of various issues like pollution of different kinds, deforestation, waste management, global warming, depletion of Ozone, loss of biodiversity and so on. This paper prepares the students to manage environmental issues effectively. They work for sustainable development. Concern for the future is one of the outcomes. Their understanding of the ecological past can be used to educate people on relevant issues. Their expatriation can be used in policymaking also.

Module I – Growth of Modern Environmental Thought

Two waves of environmentalism – the first wave- the rise of environmental consciousness – Gandhi – William Wordsworth – second wave – the ideology of scientific conservation – George Perkins Marsh- Dietrich Brandis – the age of ecological innocence – deep ecology– Silent Spring – Rachel Carson - Global Warming – Early humans and the natural world – Nature- human interface – subsistence pattern – foraging – nomadic pastoralism – agriculture – agricultural expansion – Roderick Nash – Environmental History.

Module II – Environment and early World Societies

Human races– Negroid – Caucasoid – Mongoloids – Migration - Indo Europeans – landscape – regional crop patterns – resource use – metals, mineral and water sources – Bronze Age

Civilizations - Egyptian, Mesopotamia, Indus, Maya – Relationship with the environment – Iron Age Civilizations – South Asia, Mediterranean, China – ecological past

Module III – Industrialism and Ecological change

Industrial Revolution – Agrarian Revolution – Industrial Capitalism – Technological advancement – Changes in the life pattern - Pollution- Ecological Imperialism – Colonial Forest Policies – Plantations – Introduction of new genetic varieties and effects - Canal constructions – displacement and development – deforestation – shipbuilding – railways – Population Migration – famines – Urbanization

Module IV – Environmentalism since World Wars

Industrial expansion – Effects on Third World - water pollution – air pollution – air pollution – earth pollution – slums – dams – hydroelectric projects – mines – struggle over water and land – sand mining – river protection – waste disposal – environmental movements – Green Parties - Eco-Feminism – Anti-nuclear movements

Selected Reading

Alfred W. Crosby, *Ecological Imperialism: The Biological Expansion of Europe 900-1900*, Cambridge University Press

Andrew C. Isenberg, *The Destruction of the Bison: An Environmental History, 1750-1920*

Carolyn Merchant, *The Death of Nature: Women, Ecology and the Scientific Revolution*, Harper and Row, 1980

Clive Ponting, *A New Green History*, Vintage

Donald Hughes J., *What is Environmental History?*, Polity Press, 2006

Edmund BurkIII, Kenneth, Pomeranz Eds. *The Environment and World History* University of California Press

Elizabeth Kolbert, *The Sixth Extinction: An unnatural History*, 2014

Jared Diamond, *Guns, Germs, and Steel: The Fates and Human Societies*, 1997

Joy Parr, *Sensing Changes: Technologies, environments and every day 1953-2003*, 2009

John Robert Mc Neill, *Something New Under the Sun: An Environmental History of 20th Century World*, 2000

John F. Richard, *The Unending Frontier: An Environmental History of the Early Modern World*, 2003

Karl Jacoby, *Crime against nature: Squatters, Poachers, Thieves and Hidden History of American Conservation*

Linda Nash, *Inescapable Ecologies: A History of Environment, Disease, and knowledge*, 2006

Madhav Gadgil and Ramachandra Guha, *The Use and Abuse of Nature* (incorporating *This Fissured Land: An Ecological History of India* and *Ecology and Equity*, Oxford University Press, 2000

J. R. Mc Neill, *Environmental History in the Pacific World*, Routledge

Rachel Carson, *Silent Spring*, 1962

Ramachandra Guha, *The Unquiet Woods*, Oxford, 1989

....., *Environmentalism: A Global History*, Penguin Random House, 2016

....., *Saving of the Civilized: Verrier Elwin, His Tribals and India*, Oxford

Shepard Krech III, JR C Neill, and Carolyn Merchant, Eds. *Encyclopedia of World Environmental History*, Routledge, 2003

William Cronon, *Changes in the Land: Indians, Colonists, and the Ecology of New England*, 1983

William Cronon, *Un Common Ground: Rethinking the human place in Nature*, 1995

William, Mc Neill, *Plagues and People*, 1976

IV Semester MA History

Course Code	Title	Type	Credit
HIS 4E 10	History of the Postcolonial World	Elective	3

Objectives

- Ability to comprehend the nuances, intricacies and subtleties of post-world war history.
- Ability to understand late modern settler colonialism and occupations.
- Ability to critically grasp the forces of globalisation and differing views.

Learning Outcome

- To understand the background of the postcolonial discourse - both cultural and political, and Marxist and Neo-Marxist theories of development.
- To grasp the beginnings of the age of extremes, the golden years of both capitalism and the Marxist ideas.
- To analyse the late modern occupations, conflicts and disintegration of socialist regimes.
- To scrutinize the foray of globalisation, its effects, the rise and assertion of China, regional and multilateral organizations.

Module I: Emergence and Development of Postcolonial Discourse

The emergence of postcolonial discourse – Frantz Fanon – *The Wretched of the Earth* – Dependency Theory – Core – Periphery — Paul A Barren – Andre Gunder Frank – Samir Amin – World System Theory – Immanuel Wallerstein – category of semi-periphery.

Module II: Age of Extremes

The emergence of bipolarity – Cuban Missile Crisis - Golden Age of capitalism(1950-1973) - Technological and Scientific Advances - space - nuclear sector - youth culture of the long sixties -Post-world war ‘Baby Boom’, Jazz and Rock, Hippies, Sexual Liberation, Avant-Garde Art and Anti-Art, Popular Music, Bob Dylan-*The Beatles*, New Left, Anti-War Movements - ‘Real socialism’ in the Soviet Union and the Eastern European States - The influence of Marxism(1945-1983) - 1973 Oil crisis.

Module III: Turbulent years

Formation of Israel - Palestine question - Six-Day war, 1967 - Yom Kippur war, 1973 - Camp David Accord, 1979 - Oslo Accord, 1993 -Algerian War of Independence - Vietnam War - causes and impact - Anti-Vietnam war movement - Marxism in recession (1983-2000) - Collapse of the Berlin Wall - Disintegration of the Soviet Union - Causes and effects - Emergence of Unipolarity -Francis Fukuyama-*The end of History and The Last Man* - Criticism.

Module IV: The Era of Globalisation

Globalisation - political, economic and cultural dimensions -Thomas Piketty - *Capital in the Twenty-First Century* - Joseph E. Stiglitz - *Globalization and its Discontents* -Thomas Fiedman - *The World is Flat: A Brief History of the Twenty-First Century*) - Multipolarity - BRICS - Shanghai Cooperation Organisation - ASEAN - War on Terror - 9/11 and Iraq Invasion - Emergence of ISIS - Rise of China - Belt and Road Initiative (BRI).

Reading List

Module I: Emergence and Development of Postcolonial Discourse

Amin, Samir., *Unequal Development: An Essay on the Social Formations of Peripheral Capitalism* (Monthly Review Press,1976.).

Barker, Francis., Peter Hulme and Margaret Iversen (eds), *Colonial Discourse/Postcolonial Theory* (Manchester University Press,1994.).

Barran, P.R., *The Political Economy of Growth*(Monthly Review Press,(1957).

Brewer, A., *Marxist Theories of Imperialism: A Critical Survey*(Routledge,1990).

Choi, Hyunsun, ‘*Systemism*’ in *Twentyfirst Century Political Science: A Reference Hand Book* (Sage,2011.).

Fanon, Frantz ., *The Wretched of the Earth*, Trans.Constance Farrington(Penguin,1967.)

Frank, A.G, *Capitalism and Underdevelopment in Latin America*(Monthly ReviewPress,1967)

-----, *Dependent Accumulation and Under Development* (MacMillan,1978).

-----, *The Development of Underdevelopment* in Cockcroft, James, P. (et al), *Dependence and Underdevelopment* (Anchor Book,1973).

Loomba, Ania, *Colonialism/ Postcolonialism* (Routledge,1998).

McLeod, John ., *Beginning Postcolonialism* (Viva books,2012).

Pieterse,J.N.,*Development Theory:Deconstructions/Reconstructions* (Sage,2011).

Wallerstein, Immanuel., *The Modern World-System* (Academic Press,1974).

-----, *The Capitalist World Economy* (Cambridge University Press,1979).

Module II: Age of Extremes

Armason, Johann P., *The Future that Failed: Origins and Destinies of the Soviet Model* (Routledge, 1993).

Hobsbawm, Eric.,*The Age of Extremes: The Short Twentieth Century 1914-1991* (Abacus, 1995).

-----., *How to Change The World: Tales of Marx and Marxism* (Abacus, 2012).

-----., *Globalization, Democracy and Terrorism* (Little Brown, 2007).

-----., *Fractured Times: Culture and Society in the Twentieth Century* (New Press, 2014).

Mc Killop, A. and Newman, S., *The Final Energy Crisis* (Pluto Press, 2005).

Robertson, Charles .L., *International Politics since World War II: A Short History* (M.E. Sharpe,1997).

Westad, Odd Arne., *The Cold War: A World History* (Basic Books, 2017).

Module III: Turbulent years

Adrian, Nathan., *Britain, Israel and Anglo-Jewry 1949-1957* (Routledge, 2004).

Armason, Johann.P., *The Future that Failed: Origins and Destinies of the Soviet Model* (Routledge, 1993).

Brah, Avtar., *Cartographies of Diaspora: Contesting Identities* (Routeldge,1996).

Brown, Archie., *The Gorbachev Factor*(Oxford University Press,1997).

Chomsky, Noam and Pappé Ilan ., *On Palestine* (Penguin,2015).

Chomsky, Noam.,*At War with Asia: Essays on Indochina* (Pantheon Books,1970).

Fukuyama, Francis.,*The End of History and the Last Man*(Free Press, 1992).

Gerges, Fawaz.A ., *ISIS: A History* (Princeton University Press, 2012).

Gorbachev,MiKhail., *Perestroika* (Harper Collins, 1987).

Hassan, Hassan and Michael Weiss., *ISIS: Inside the Army of Terror* (Regan Arts, 2015).

Hobsbawm, Eric., *The Age of Extremes: The Short Twentieth Century 1914-1991* (Vintage Books, 1994).

Karnow, Stanley., *Vietnam: A History* (Century Publishing House,1983).

Khalidi, Rashid., *The Hundred Years' War on Palestine - A History of Settler Colonial Conquest and Resistance* (Hachette,2020).

Kolko, Gabriel., *Vietnam: Anatomy of a War* (Routledge, 1997).

Lubin, Alex., *Never-Ending War on Terror* (University of California Press).

Morris, Benny.,*1948 and after Israel and Palestinians* (Vintage Books,1994).

-----.,*Righteous Victims: A History of the Zionist -Arab Conflict,1881-2001* (Vintage Books, 2001).

Rothermund, Dietmr, *The Routledge Companion to Decolonization* (Routledge, 2006).

Traubman,William.,*Gorbachev* (W.W.Norton&Company Ltd, 2017).

Westad, Odd Arne., *The Cold War: A World History* (Basic Books, 2017).

Module IV: The Era of Globalisation

Bougon,Francois, *Inside The Mind of Xi Jinping* (Westland publications,2018).

Chellaney, Brahma, *Asian Juggernaut: The Rise of China, India and Japan*(Harper Business Publications,2010).

Friedman, Thomas.,*The World is Flat: A Brief History of the Twenty-First Century* (Farrar, Straus and Giroux, 2005).

Giddens, Anthony.,*The Consequences of Modernity* (Polity Press, 1990).

Hirst, P.and G.Thompson., *Globalisation in question* (Cambridge University Press, 1996).

Hobsbawm, Eric., *How to Change The World: Tales of Marx and Marxism* (Abacus, 2012).

Krishnan, Ananth., *India's China Challenge* (Harper Collins, 2020).

Patnaik, Prabhat., *Re-Envisioning Socialism* (Tulika Books, 2011).

Piketty, Thomas., *Capital in the Twenty-First Century* (Belknap Press, 2014).

-----., *Capital and Ideology* (Harvard University Press, 2020).

Robertson, R., *Globalisation* (Sage, 1992).

Stiglitz, Joseph E., *Globalization and Its Discontents* (W.W.Norton&Company, 2002.)

-----., *Wither Socialism* (MIT Press, 1994).

Vanaik, Achin (ed.), *Globalisation and South Asia: Multidimensional Perspective* (Academy of third world studies, 2004).

Watson, Dale C., *Geo-Politics and Great Powers in the Twenty-First Century: Multipolarity and The Revolution in the Strategic Perspectives* (Routledge, 2007).

Course Code	Title	Type	Credit
HIS 4P 01	Project		6

HIS 4P 01: Project

The Project of the students should be submitted as an individual dissertation by each student. The topic of the project may be selected by the student and finalised in consultation with the Supervising teacher. It is preferable that the student select the topic of the Project in the Third

Semester itself and complete the preliminary works in that Semester. The dissertation should be submitted before the commencement of the Fourth Semester Examination. A student may choose any topic in History depending upon her/his interest. The student should select the topic in such a way that he/she should get training in various methodologies of historical research. Field work, Interview, Oral history, Archaeological exploration, Museum and Archival visits, etc. should be utilised in the completion of the project. Supervising teachers should insist the use of primary sources in the project. Students should be encouraged to use interdisciplinary, multidisciplinary techniques and innovative methods in their study. The project should be submitted as a dissertation adhering any standard research methodological framework in History. Though the total number of pages in the dissertation is a prerogative of the Supervising teachers depending upon the nature of the study, it is preferable to be typed in 1.5 line space and consist at least 30-40 pages.

The valuation scheme for Dissertation

The valuation shall be jointly done by the supervisor of the dissertation in the College and an External Expert from the approved panel, based on a well-defined scheme of valuation framed by them.

Course Code	Title	Type	Credit
HIS 4V 01	Viva Voce		2

HIS 4V 01: Viva Voce

The Viva Voce on the project should be conducted by the College making use of the internal and external experts who valued the dissertation.

Study Tour

The students should conduct a study tour from the College to historical sites, Museums, Archives, etc. as part of the completion of MA History. The study tour may be organised in the Third or Fourth Semester based on the convenience of the teachers and students in the College. The study tour intends to familiarise the students with various historical sites and impart practical training in archaeological, epigraphic, archival methodologies which they have learned from various courses. It may provide them first-hand information on various historical artefacts and sites.

For School of Distance Education in lieu of Project the following course and Viva Voce is offered.

IV Semester MA History (SDE)

Course Code	Title	Type	Credit
HIS 4C 03	Digital History		4

HIS 4C 03: Digital History

This paper is an introduction and critical examination of the emerging field of digital history. The paper will also explore the current and potential impact of digital media on the theory and practice of history.

Objectives

- Understand the scope of digital history.
- Develop a sense of the ways that digital history work.
- Acquire a working knowledge about the tools and methods of digital history.

Learning Outcome

- Understand the possibilities of History discipline in the age of technology and information
- Discover, critically evaluate, and implement digital tools and resources to support historical scholarship, research, and teaching.
- Develop digital history resources with detailed plans for project management, design, outreach, and evaluation.
- Engage in dialogue about digital history with historians, archivists, museum professionals, educators, IT experts etc.

Module I: Understanding Digital History

History in digital medium - forms of digital history - Computational system- networked information - Geographic information Systems (GIS)

Module II: Preserving the Past

Information Age- digitization - digital methods of storing data - Digital Archives - democratization of historical knowledge

Module III: Tools of Digital History

Internet archives- websites- podcasts- blogs- social media-digital resources- Role of robotics, artificial intelligence, 3D printing and block chain in history related activities - Learning Management Systems and the teaching of History

Module IV: Digital Divide

Problems of the access to information technology - gender divide - social divide - access divide - causes and impact upon the society

Module V: Open Access and Copy Right

Ownership of data- PATENTS- Creative Common License - free access - Budapest Open Access Initiative - copy right and copy left

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IV Semester MA History (SDE)

Course Code	Title	Type	Credit
HIS 4V 01	Viva Voce		4