

(Abstract)

M.A History Programme- Scheme , Syllabus and Pattern of Question papers (1st and IInd semester only) under Choice Based Credit and Semester System (Outcome Based Education system- OBE) in Affiliated Colleges -Implemented with effect from 2023 admission - Orders issued.

ACADEMIC C SECTION

ACAD C/ACAD C4/17000/2023

Dated: 23.08.2023

- Read:-1. U.O No. Acad C2/429/2017 Dated 08.09.2020
2. U. O No. Acad C1/21246/2019 Dated 07.12.2020
3 . U.O. No. Acad/C1/21246/2019 dated 16.02.2023 ,
4. U.O. No. Acad/C1/21246/2019 dated 20.04.2023
5. Minutes of the meeting of the CSMC & Conveners of Adhoc committee held on 15.06.2023
6. U.O. No. Acad/C1/21246/2019 dated 09.08.2023
7. Minutes of the Meeting of the Adhoc committee for M.A History programme held on 06.08.2023
8. Syllabus submitted by the Conveeor, Ad hoc committee for M.A History Programme vide e-mail dated 18.08.2023

ORDER

1.A Curriculum Syllabus Monitoring Committee comprising the members of Syndicate was constituted for the Syllabus revision of U G & PG Programmes in Affiliated Colleges, vide paper read (1) above and as per the recommendation of this Committee in its meeting held on 20.11.2020, constitute a sub Committee to prepare the Regulation for PG programmes in Affiliated Colleges vide paper read (2) above.

2. As the reconstitution of Board of Studies of the University is under consideration of the Hon'ble Chancellor, considering the exigency of the matter, Ad hoc Committees were constituted vide paper read (3) above, & it has been modified vide paper read (4) above to revise the Curriculum and Syllabus of PG Programmes in Affiliated Colleges w.e.f 2023-24 academic year.

3. The combined meeting of the Curriculum Syllabus Monitoring Committee & Conveners of Ad hoc committee held on 15.06.2023 at syndicate room discussed in detail the draft Regulation, prepared by the Curriculum Syllabus Monitoring Committee, for the PG programmes under Choice Based Credit and Semester System to be implemented in Affiliated Colleges w.e.f 2023 admission and proposed the different phases of Syllabus revision process such as subject wise workshop , vide paper read (5) above.

4. Revised Regulation for PG programmes under Choice Based Credit and Semester System (in OBE- Outcome Based Education System) was approved by the Vice Chancellor on 05.08.2023 and implemented w.e.f 2023 admission vide paper read (6) above.

5. Subsequently, as per the paper read (7) above, the Ad hoc committee for M.A History programme finalized the Scheme, Syllabus and Pattern of Question papers of 1st & IInd semester M.A History programme to be implemented w.e.f 2023 admission.

6. As per the paper read (8) above, the Convener, Ad hoc committee for M.A History submitted the finalized copy of the Scheme, Syllabus and Pattern of Question papers of 1st & IInd semester M.A History programme for implementation w.e.f 2023 admission

7. The Vice Chancellor after considering the matter in detail and in exercise of the powers of the Academic Council conferred under section 11(1) Chapter III of Kannur University Act, 1996 and all other enabling provisions read together with, **accorded sanction to implement the Scheme Syllabus and Pattern of Question Paper of 1st & IInd semester M.A History programme under Choice Based Credit and Semester System (in OBE- Outcome Based Education System) in Affiliated**

Colleges under the University w.e.f 2023 admission , subject to report to the Academic Council.

8. The Scheme, Syllabus and Pattern of question papers of Ist and IInd semester M.A History programme under Choice Based Credit and Semester System (in OBE- Outcome Based Education System) in Affiliated Colleges under the University w.e.f 2023 admission is uploaded in the University website.

9. Orders are issued accordingly.

Sd/-

Sajesh Kottambrath
Assistant Registrar1
For REGISTRAR

To: 1. Principals of Affiliated Colleges offering M.A History Programme
2. Convener, Curriculum Syllabus Monitoring Committee.
3. Convener, Ad hoc Committee for M.A History Programme

Copy To: 1. The Examination Branch (Through PA to CE)
2. PS to VC / PA to PVC / PA to R/PA to FO
3. DR / AR 1 (Acad) /All sections of Academic Branch/Computer Programmer
4. SF / DF /FC
5. IT Centre (for uploading on the website)



Forwarded / By Order
[Signature]
SECTION OFFICER

[Signature]

KANNUR UNIVERSITY

SYLLABUS

MASTER OF ARTS IN HISTORY
(MA HISTORY) in affiliated colleges
(Effective from Academic Year 2023-24)

Choice Based Credit and Semester System

Outcome Based Education-System (OBE)



Kannur University

Thavakkara, Civil Station PO, Kannur District
Kerala 670 002 India

2023

PREFACE

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

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

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

The Ad hoc committee (PG History) formed by Kannur University have given ample thought to this aspect and of the opinion that redesigned syllabus must help in developing critical acumen and develop broad frames of interactions with other social science and attain certain levels of inter-disciplinary approach. Students should be equipped to identify the crucial distinction between the study of carefully delimited aspects of human past and the material existence as a set of process and power relationship linking past to the present.

For redesigning the syllabus in a scientific and comprehensive manner, the Ad hoc Committee made serious efforts like conducting workshop, formal discussions and deliberations among the members, sought opinion from scholars of the faculty and also collected opinion from the student community.

The Ad hoc Committee acknowledges the support of Dr. Suresh Kumar KS, formerly Associate Professor, Nehru Arts and Science College Kanhangad, Prof. Dinesan

Vadakkiniyil, School of Social Sciences, MG University, Kottayam as resource persons and teachers of affiliated colleges who participated in the workshop held on 10 July 2023.

The Ad hoc Committee for MA History Syllabus Revision

1. Dr. Vinodan Navath , (Convener),
Associate Professor, Department of History,
Govt. Brennen College. Dharmadam.
2. Sri. Sasi CT, Assistant Professor, Department of History,
EK Nayanar Memorial Govt. College, Elerithattu.
3. Dr. Girish Vishnu Namboodiri, Associate Professor, Department of History,
Govt. College Kasargod.
4. Dr. Usha CK, Assistant Professor, Department of History,
Govt. Brennen College. Dharmadam.
5. Dr. Manjula Poyil, Assistant Professor, Department of History,
Kannur University.
6. Dr. Radhamani CP, Assistant Professor, Department of History,
PRNSS College, Mattannur.
7. Dr. Liji K , Assistant Professor, Department of History,
Nehru Arts and Science College, Kanhangad.
8. Dr Ajesh AM, Assistant Professor, Department of History,
Nehru Arts and Science College, Kanhangad.

KANNUR UNIVERSITY

Curriculum for Choice Based Credit and Semester System for Post Graduate Programme in Affiliated Colleges -2023 (OBE – Outcome Based Education – system)

Kannur University introduced outcome-based education (OBE) in the curriculum for under graduate students in 2019. Kannur University is introducing the same in Post graduate curriculum and syllabus from the academic year 2023 onwards.

Outcome based education is an educational methodology where each aspect of education is organized around a set of goals (outcomes). Students should achieve their goal by the end of the educational process. Throughout the educational experience, all students should be able to achieve their goals. It focuses on measuring student performance through outcomes. The OBE model aims to maximize student learning outcomes by developing their knowledge & skills.

The outcome-based education system also referred to as standard based education, has proven to be a success in helping institutions measure their learning outcomes and at the same time enabling students to develop new skills that prepare them to stand out with their global counterparts. Outcome-based education focuses on results rather than learning processes. Students are given clear objectives and regular evaluations of progress, and they receive personalized feedback on how well they have achieved those goals.

The key to success in outcome-based education is clarity, for both teachers and students to understand what's expected of them. Outcome-based education aims to create a clear expectation of results that students must achieve. Here, the outcome includes skills, knowledge and attitude. In addition to understanding what's expected, outcome-based education also encourages transparency. The basic principle of outcome-based education is that students must meet a specific standard to graduate. Hence, no curve grading is used in outcome-based education, and instead, teachers are free to experiment with any methodology they feel is best.

Vision and Mission statements

Vision:

To establish a teaching, residential and affiliating University and to provide equitable and just access to quality higher education involving the generation, dissemination and a critical application of knowledge with special focus on the development of higher education in Kasargode and Kannur Revenue Districts and the Manandavady Taluk of Wayanad Revenue District.

Mission:

- To produce and disseminate new knowledge and to find novel avenues for application of such knowledge.
- To adopt critical pedagogic practices which uphold scientific temper, the uncompromised spirit of enquiry and the right to dissent.
- To uphold democratic, multicultural, secular, environmental and gender sensitive values as the foundational principles of higher education and to cater to the modern notions of equity, social justice and merit in all educational endeavours.
- To affiliate colleges and other institutions of higher learning and to monitor academic, ethical, administrative and infrastructural standards in such institutions.
- To build stronger community networks based on the values and principles of higher education and to ensure the region's intellectual integration with national vision and international standards.
- To associate with the local self-governing bodies and other statutory as well as non-governmental organizations for continuing education and also for building public awareness on important social, cultural and other policy issues.

Establishing the Program Outcomes (POs)

Program Outcomes (POs): Program outcomes can be defined as the objectives achieved at the end of any specialization or discipline. These attributes are mapped while a student is doing graduation and determined when they get a degree.

PO 1. Advanced Knowledge and Skills: Postgraduate courses aim to provide students with in-depth knowledge and advanced skills related to their chosen field. The best outcome would be to acquire a comprehensive understanding of the subject matter and develop specialized expertise.

PO 2. Research and Analytical Abilities: Postgraduate programs often emphasize research and analytical thinking. The ability to conduct independent research, analyze complex problems, and propose innovative solutions is highly valued.

PO 3. Critical Thinking and Problem-Solving Skills: Developing critical thinking skills is crucial for postgraduate students. Being able to evaluate information critically, identify patterns, and solve problems creatively are important outcomes of these programs.

PO 4. Effective Communication Skills: Strong communication skills, both written and verbal, are essential in various professional settings. Postgraduate programs should

focus on enhancing communication abilities to effectively convey ideas, present research findings, and engage in academic discussions.

PO 5. Ethical and Professional Standards: Graduates should uphold ethical and professional standards relevant to their field. Understanding and adhering to professional ethics and practices are important outcomes of postgraduate education.

PO 6. Career Readiness: Postgraduate programs should equip students with the necessary skills and knowledge to succeed in their chosen careers. This includes practical skills, industry-specific knowledge, and an understanding of the job market and its requirements.

PO 7. Networking and Collaboration: Building a professional network and collaborating with peers and experts in the field are valuable outcomes. These connections can lead to opportunities for research collaborations, internships, and employment prospects.

PO 8. Lifelong Learning: Postgraduate education should instil a passion for lifelong learning. The ability to adapt to new developments in the field, pursue further education, and stay updated with emerging trends is a desirable outcome.

Establishing the Course Outcomes

Course Outcomes (COs): Course outcomes are the objectives that are achieved at the end of any semester/year. For instance, if a student is studying a particular course, then, the outcomes would be concluded on the basis of the marks or grades achieved in theory and practical lessons.

Each programme shall define the COs according to the outcome set at the beginning of the study of the course.

Evaluation process using Revised Bloom's Taxonomy

There are six levels of cognitive learning according to the revised version of Bloom's Taxonomy. Each level is conceptually different. The six levels are remembering, understanding, applying, analysing, evaluating, and creating. These levels can be helpful in developing learning outcomes.

Remember: Definition: retrieve, recall, or recognize relevant knowledge from long-term memory. Appropriate learning outcome verbs for this level include: cite, define, describe, identify, label, list, match, name, outline, quote, recall, report, reproduce, retrieve, show, state, tabulate, and tell.

Understand: Definition: demonstrate comprehension through one or more forms of explanation. Appropriate learning outcome verbs for this level include: abstract, arrange, articulate, associate, categorize, clarify, classify, compare, compute,

conclude, contrast, defend, diagram, differentiate, discuss, distinguish, estimate, exemplify, explain, extend, extrapolate, generalize, give examples of, illustrate, infer, interpolate, interpret, match, outline, paraphrase, predict, rearrange, reorder, rephrase, represent, restate, summarize, transform, and translate.

Apply: Definition: Use information or a skill in a new situation
Appropriate learning outcome verb for this level include: apply, calculate, carry out, classify, complete, compute, demonstrate, dramatize, employ, examine, execute, experiment, generalize, illustrate, implement, infer, interpret, manipulate, modify, operate, organize, outline, predict, solve, transfer, translate, and use.

Analyze: Definition: break material into its constituent parts and determine how the parts relate to one another and/or to an overall structure or purpose
Appropriate learning outcome verbs for this level include: analyse, arrange, break down, categorize, classify, compare, connect, contrast, deconstruct, detect, diagram, differentiate, discriminate, distinguish, divide, explain, identify, integrate, inventory, order, organize, relate, separate, and structure.

Evaluate: Definition: make judgments based on criteria and standards
Appropriate learning outcome verbs for this level include: appraise, apprise, argue, assess, compare, conclude, consider, contrast, convince, criticize, critique, decide, determine, discriminate, evaluate, grade, judge, justify, measure, rank, rate, recommend, review, score, select, standardize, support, test, and validate.

Create: Definitions: put elements together to form a new coherent or functional whole; reorganize elements into a new pattern or structure.
Appropriate learning outcome verbs for this level include: arrange, assemble, build, collect, combine, compile, compose, constitute, construct, create, design, develop, devise, formulate, generate, hypothesize, integrate, invent, make, manage, modify, organize, perform, plan, prepare, produce, propose, rearrange, reconstruct, reorganize, revise, rewrite, specify, synthesize, and write.

Automated Question Bank system

The evaluation process shall be based on the revised Bloom's Taxonomy. Hence the syllabus shall be defined and designed in view of the scheme of the said taxonomy.

Modules

The syllabus shall be prepared in four Modules to cope up with the spirit of Blooms Taxonomy and the evaluation system based on the six cognitive levels.

KANNUR UNIVERSITY

Regulations For Choice Based Credit and Semester System For Post Graduate Programme in Affiliated Colleges -2023 (in OBE – Outcome Based Education – system)

1. TITLE, APPLICATION AND COMMENCEMENT

1.1 These regulations may be called “Kannur University Regulations for Choice Based Credit and Semester System for Post-Graduate Programme 2023” (in OBE – Outcome Based Education – system) (KUCBCSSPG 2023)

1.2 The regulations provided herein shall apply to all regular Post-graduate programmes conducted in colleges and institutions affiliated to the Kannur University, coming under the Faculties of Science, Technology, Humanities, Social Sciences, Language & Literature, Commerce and Management Studies, Fine Arts, Communication , and such other faculties as decided by the University from time to time .

1.3 These regulations shall come into force with effect from 2023 admission onwards

1.4 ‘Elective Course’ means an optional course to be selected by a student out of such courses offered in the same Department.

1.5 ‘Open Elective Course (Multidisciplinary)’ means an elective course which is available for students of all departments including students of the same department. Students of other departments may opt for these courses subject to fulfilling eligibility criteria as laid down by the department offering the course.

1.6 ‘MOOC Course’ means Massive Open Online Course.

PROGRAMME STRUCTURE

1.7 Duration: The duration of a Post graduate programme shall be four semesters inclusive of days of examinations distributed over a period of two academic years. The odd semesters (1, 3,) shall be from June to October and the even semesters (2, 4,) shall be from October/November to March. Each semester shall have 90 working days inclusive of days of all examinations. The minimum duration for completion of a two year Post graduate Programme in any subject is four semesters and the maximum period for completion is eight semesters from the date of registration. No student shall register for more than 24 credits and less than 16 credits per semester subject to the provisions of the programmes concerned.

1.8 Courses: The Post graduate programme shall include three types of courses, viz., Core Courses, Elective Course and Open Elective Course (including MOOC courses) Parent Department shall offer appropriate elective courses for a specific programme. Open Elective Courses are offered either by the parent department or by any other Department or by via MOOC. Open Elective courses can be opted in third semester preferably having multidisciplinary in nature. A course offered may have different components associated with the teaching –learning process of the course; namely

1.Lecture (L) , 2 Tutorial (T) and 3 Practicals (P).L stands for lecture session and every one hour lecture session per week of a semester amounts to 1 credit. T stands for tutorial session consisting participatory discussion /self-study/desk work/brief seminar presentation by students. P stands for practical session and it consists to acquire the much-required skill of applying the theoretically learnt concepts. A minimum of two hour session of Tutorial or Practical amounts to 1 credit per semester. Maximum hours allotted for 1 credit practical course/tutorial course/seminar course shall not exceed 4 hours.

3.4. Project/ project and internship/industry visit There shall be a project work with dissertation (credit of which shall be decided by the concerned Board of Studies) to be undertaken by all students. Project and dissertation work is a special course involving application of knowledge in solving/analysing/exploring a real-life situation/problem. The dissertation entails field work, lab work, report, presentation and viva voce. Project with dissertation shall be done under the supervision of a faculty member of the department as per the curriculum design. A candidate may, however, in certain cases be permitted to work on the project in an industrial/ research organisation on the recommendation of the Head of the Department. In such cases, one of the teachers from the department concerned shall be the supervisor/internal guide and an expert from the industry/research organisation concerned shall act as co-supervisor/external guide. Projects shall be submitted in the last week of February in fourth semester. Belated and incomplete projects will not be entertained. Dissertation on project shall be prepared as per the guidelines given as Annexure 1. Board of studies of each programme shall frame guidelines for internship/industry /academy/ library visit or such items designed by the BOS.

3.5 Course code: Every course offered is identified by a unique course code. Where, first two letters to denote programme name (MA for Master of Arts, MS for Master of Science for Master of Business Administration, MC for Master of Computer Application, MJ for Journalism).Next three letters denote subject. This is followed by semester number such as 01,02,03.After semester numbers ,single alphabet stands for core (C) Elective (E) and Open Elective (O).The last two digits denote the serial number of the course in that category (c E or O) in that programme.

Illustration 1.

MAENG01C02

MA = Master of Arts

ENG= English

01= First semester

C = Core

02= Serial number of the core course in the programme.

Programme Objectives

The basic curricular requirement of a student in MA History programme is to study and to understand Core courses and Elective courses. Post Graduate course in History is designed with a view to equip the students with adequate conceptual base and required scientific tools to assess the intellectual world of today. The core courses are fashioned in such a way that the student will, at the end of the programme, would emerge a world citizen as s/he will familiarize the basic developments from global to regional perspectives. The student should learn from world history and to proceed to Kerala history through Indian history. Each of the core courses is included in the syllabus with specific goals. Students will able to understand the transitional process of present society and locate his/her place in emerging social situation. Programme is designed to develop the students as responsible citizens adapting to the environment, eco system and sustainable development.

Programme Specific Outcomes

After the completion of the programme, the student should be able to:

PSO 1	Select and interpret the sources and content for better understanding of the society.
PSO 2	Identify and discuss social issues in historical, economic, cultural and socio-political contexts.
PSO 3	Equip with developing historical research, develop proper methodology, frame arguments and debate with regards to past and present.
PSO 4	Articulate factual and contextual knowledge of specific places and time to make careful comparisons
PSO 5	Advance and update the existing knowledge base and engage in critical evaluations and interpretations.
PSO 6	Construct historical narratives and formulate arguments based on historiographical engagement.
PSO 7	Engage with scholarly writings and presentations, participating in field trips, social interface and attain practical knowledge on various life situations.
PSO 8	Produce research reports, publications etc. using qualitative and quantitative methods and theory oriented research questions.

Kannur University
MA Programme in History
Course Details/ Credit & Mark distribution for M.A History

Semester I

Course Code	Title of course	Internal Marks	External Marks	Total	Course Credit	Weekly hours
MAHIS01C01	Historical Research and Method	15	60	75	4	5
MAHIS01C02	World History - I	15	60	75	4	5
MAHIS01C03	Themes and Debates in Early Indian History	15	60	75	4	5
MAHIS01C04	History of Kerala- 1-Themes and issues	15	60	75	4	5
MAHIS01E01 OR MAHIS01E02	History of Science and Technology in PreModern India Or Archaeological History of India	15	60	75	4	5
Total		75	300	375	20	25

Semester II

Course Code	Title of course	Internal Marks	External Marks	Total	Course Credit	Weekly hours
MAHIS02C05	History and Theories	15	60	75	4	5
MAHIS02C06	World History- 2	15	60	75	4	5
MAHIS02C07	State and Society in Medieval India	15	60	75	4	5
MAHIS02C08	History of Kerala- II- Themes and Issues	15	60	75	4	5
MAHIS02E03 OR MAHIS02E04	Environmental History of India: Problems and Perspectives OR Gender and Women Studies in India	15	60	75	4	5
Total		75	300	375	20	25

Semester III

Course Code	Title of course	Internal Marks	External Marks	Total Marks	Course Credit	Weekly hours
MAHIS03C09	Contemporary World: Problems and Approaches	15	60	75	4	5
MAHIS03C10	Colonialism and Indian Nationalism - I	15	60	75	4	5
MAHIS03C11	Themes in Pre Modern South India	15	60	75	4	5
MAHIS03C12	Formation of Modern Kerala	15	60	75	4	5
(Open Electives) MAHIS03O01 OR MAHIS03O02 OR MAHIS03O03	Social Movements in Modern India OR History of Indian Cinema OR The World of Indian Oceans	15	60	75	4	5
Total		75	300	375	20	25

Semester IV

Course code	Title of Course	Internal Marks	External Marks	Total	Course Credit	Weekly Hours
MAHIS04C13	Colonialism and Indian Nationalism- II	15	60	75	4	6
MAHIS04C14	Perspectives on Contemporary India	15	60	75	4	6
MAHIS04C15	Contemporary Kerala: Developmental Experiences	15	60	75	4	6
MAHIS04C16	Project	20	80	100	6	7
MAHIS04C17	Viva-Voce	--	50	50	2	--
Total		65	310	375	20	25

Grand Total	290	1210	1500	80	100
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Pattern of Question Papers

The Pattern of Question Papers, time and Difficulty level for theory papers will be as following

Section	Criteria	Time :3 Hrs	Marks		Percentage	Revised Blooms Taxonomy/Level
A	2 out of 4 Questions (EssayType Questions)	2x 25 min = 50 min	2x10	20	33.33	3,4(Application, Analysis)
B	5 out of 7 Questions (Short Essay Type Questions)	5 x 15 min = 75 min	5x5	25	41.67	5,6(Evaluate, Create)
C	5 out of 8 Questions (ParagraphType Questions)	5x 11 min = 55 min	5x3	15	25	1,2 (Remembering, Understanding)

SEMESTER – I: CORE COURSES

Course Code	Title	Type	Credit
MAHIS01C01	Historical Research and Method	Core	4

Course Outcome

The course is meant to impart a thorough and update knowledge in historical research methodology. The student will acquire research skills in the effective use of archives, libraries, on line data bases and non-conventional sources like films, paintings, digital archives and oral testimonies. The course also inspires the student to make his/her own understanding of various methodologies and organize field work on the basis of methodology. On a higher level the students will learn to conceptualise, problematise and theories the findings of research.

After the completion of the programme, the student should be able to:

CO-1: Evaluate and analyse evidence of all kinds, primary, secondary, tertiary, oral and digital.

CO-2: Carry out independent research project in primary and secondary sources and develop arguments by following proper referring system.

CO-3: Verify competence in the presentation of five different types of written communication: evaluation, analysis, and assessment of the historical significance of one or more primary sources.

Module I: History: Methodological Foundations

Meaning and definitions - Subject matter of History - The knowability of the past - History; its necessity - Nature of History: Science or Art? - Scope of History- the Question of Objectivity - Philosophy of History - Causation in History - Marc Bloch; Historian's craft; - E H Carr ; What is History? - RG Collingwood.

References

Bloc, Marc, *The Historian's Craft*, New York: Vintage Books, 1979.

Braudel, Fernand, *On History*, Chicago University Press, 1982.

E.H. Carr, *What is History?* Penguin, 2008 .

Elton, Geoffery R., *The Practice of History*, Willey- Blackwell, London, 2002.

E. Sreedharan, *A Manual of Historical Research Methodology*, Trivandrum, 2007.

Bhupendra Yadav: *Framing History: Context and Perspectives*, Govt. of India.

G.J. Renier, *History: Its Purpose and Method*, Allen and Unwin, 1961.

Jorma Kalela, *Making History: The Historian and the Uses of the Past*, Palgrave Macmillan, 2012.

Q.R.D. Skinner, 'Meaning and Understanding in the History of Ideas', *History and Theory*, vol. VIII (1969).

Sheik Ali, B., *History in Theory and Method*, Macmillan, 1978.

Venugopal, T.R (Ed.), *History and Theory*, Trissur, 1997.

Module II: Sources and Analysis

Historian and Sources - Evidence and Facts- Scientific methods in History; Heuristics and Hermeneutics - Qualitative and Quantitative Methods - Generalization – Textual analysis : Literary, Oral, Memories, and Myth.

References

Bhattacharya, Neeldri. (2008). "Predicaments of Secular Histories", *Public Culture*, Vol. 20, No. 1, pp. 57-73.

Jan Vansina, *Oral Tradition as History*, University of Wisconsin Press, 1985.

Jorma Kalela , *Making History: The Historian and the Uses of the past*, Palgrave Macmillan, 2012.

Keith Jenkins, *Refiguring History, New thoughts on a new discipline*, Routledge, 20003.

-----, *Rethinking History*, 2003.

Le Goff. *History and Memory*, Chicago University Press, 1973.

Nora, Pierre. (1989). "Between Memory and History: Les Lieux de Memoire", *Representations*, No. 26, pp. 7-24

Ronald A Ritchie, *The Oxford Handbook of Oral History*, Oxford University Press, 2011.

Upadhyay, Shashi Bhushan. (2016). *Historiography in the Modern World: Western and Indian Perspectives*, New Delhi: Oxford University Press

Sarkar, Sumit. (1999). "Post-Modernism and the Writing of History", *Studies in History*, Vol. 15, No. 2.

Module III: The Process of Research -I

Identifying a Research Problem - Framing Research Questions - Designing Research Plan - Working Bibliography - Preparation of Synopsis/Research Proposal - Working Hypothesis- Collection of Data - Primary and Secondary sources - Archaeological sources, Oral Sources – Documents - Archives- Online/Digital Sources - Photographs- Space as source - Digital Mapping - Methods of note taking - Card system - Files and Folders, Word Processor.

References

Arthur Marwick, *The New Nature of History*, Red Globe Press; 2001.

Martha C. Howell, *From Reliable Sources: An Introduction to Historical Methodology*, Cornell University Press, 2001.

Jacques Barzum and Graft, *The Modern Researcher*, Houghton Mifflin, Boston, 1992.

Zachary M.Schrag, *The Princeton Guide to Historical Research*, Princeton University Press, Oxford, 2021.

Module IV: The Process of Research- II

Source criticism; Internal Criticism and External Criticism - Synthesis; Grouping of Facts- Constructive Reasoning-Generalisation; Different type of Generalization- Methods of Exposition: Referencing Methods - Foot Notes - End Notes - Styles (MLA, APA, Chicago Manual etc.) - Bibliography - Glossary - Indexing - Illustrations - Use of Maps - Tables - Charts and Images - Appendix- Plagiarism and Ghost writing- Writing of Research papers and Projects- Editing.

References

Jacques Barzum and Graft, *The Modern Researcher*, Houghton Mifflin, Boston, 1992.
Joseph Gibaldi, *MLA Handbook for Writers of Research Papers*, New York: Modern Language Association of America, 1984.
Kate Turabian, *A Manual for the Writers of Research Papers, Theses Dissertations*, University of Chicago Press, 2013.
L. Cohen and E. Nagel, *Introduction to Logic and Scientific Method*, Simon Publications, 2002.
Ludmilla Jordanova, *History in Practice*, Bloomsbury, 2006.
Ludmila Jordanova, *The Looks of the Past: Visual and Material Evidence in Historical Practice*, Cambridge University Press, 2012.
Presnell, Jenny L., *The Information Literate Historian: A Guide to Research for History Students*. New York: Oxford University Press, 2007.

Suggested Readings

Appadurai, Arjun (Ed.), *The Social Life of Things: Commodities in Cultural Perspective*, Cambridge University Press, 1986.
Antoinette Burton, *Archive Stories: Facts, Fictions, and the Writing of History* Duke University Press, 2006.
Anthony Grafton, *The Footnote: A Curious History*, Harvard University Press, 1999.
Aschroft, Bill, Garreth Griffiths and Helen Tiffin, *The Empire Writes Back: Theory and Practice in Post-Colonial Literature*, Taylor & Francis group, 1989.
Ann Laura Stoler, *Along the Archival Grain: Epistemic Anxieties and Colonial Common Sense* Princeton University Press, 2008.
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Course Code	Title	Type	Credit
MAHIS01C02	World History I	Core	4

In this Course, students will learn the process of civilization, urbanisation and transformation of society from food gathering stage to Industrial Mode of production. It also discusses important events and inventions that transformed the course of human history in the world. The course makes a study on various aspects of life that includes agriculture and agrarian expansion, material life, art and architecture, religious beliefs, legal codes, process of exclusion, intellectual life etc. It also makes a familiarisation of archaeological and anthropological evidences for the study of cultures and civilizations. The course seeks to develop an understanding of ancient societies and their material culture, with the help of particular interpretative theories using interdisciplinary approach.

Course Outcomes

After the completion of the programme, the student should be able to:

- CO -1: Compare the ways and methods for the formation and development of cultures in various regions of the world.
- CO-2: Understand the geographical and climatic context for the formation of civilization and urban life.
- CO-3: Use the Archaeological and other sources to make a study on the process of urbanisation and material growth acquired by humans in various mode of production.
- CO-4: Appreciate the cultural traits associated with ancient societies.

Module I: Neolithic Revolution to Slavery

Tribal Social forms - Surplus and its Redistribution process - Pastoral Society - Exchange process - Legal systems - Religious ideology - Settlement Cultivation- Neolithic Revolution - process of Agriculture and Agrarian expansion - Urban Revolution- Overseas Trade - Processes of State formation: Mesopotamia, Egypt, Greek - Legal system - Science and Technology - Formation of Empires- Slave Mode of Production.

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- : *Ancient History: Evidence and Models*, Penguin.
- : *Ancient Slavery and Modern ideology*, Penguin.
- M. Rostovtseff: *Social and economic History of the Roman Empire*, London, 1927.
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Module II: Slavery to Feudalism

Decline of Ancient Empires - Feudal Society in Europe - Economy- Land grants- Landlord cultivator relations - Religion and Culture- Trade - Science and Technology: Its Transition - Science in West Asia - Urban Life in Medieval times - Technology and Environment.

References

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Module III: Feudalism to Capitalism

Transition from Feudalism to Capitalism - Debate- Maurice Dobb, Paul M Sweezy, Karl Polanyi - Transition from Commercial Capitalism to Industrial capitalism; Weakening of Absolutism - Rise of Nation States - Towards representative forms of governments.

References

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Module IV: Towards Modern World

Emergence of the early modern world in Spain, the German states and England- Emergence of Middle Class - Intellectual currents - Humanism - Enlightenment and Rationality - Idea of Progress - Agriculture Revolution - Industrial Revolution - Its Impact - French revolution; background and Impact.

References

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- Earlton Hayes and Margareta Faissler, *Modern Times*.
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Alexander Moret – *The Nile and Egyptian Civilisation*, New York.

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Goff, Jacques Le. (1980). *Time, Work & Culture in the Middle Ages*, trns. Arthur Goldhammer, Chicago: The University of Chicago Press, pp. 107-121.

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Glorer. T.R – *Democracy in the ancient world*.

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----- - *Every day life in Ancient Egypt*.
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Woods, E.M. (2015 reprint). Peasant-Citizen and the Slave, The Foundations of Athenian .

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Course Code	Title	Type	Credit
MAHIS01C03	Themes and Debates in Early Indian History	Core	4

Course Outcomes

After the completion of the programme, the student should be able to:

CO-1: Develop an understanding on socio-cultural-political and economic life of early India.

CO-2: Read India's past from different ideological and conceptual stand points.

CO-3: Compare and Contrast the life patterns of early and modern India.

CO-4: Collect primary and secondary data's on early India, available in the form of inscriptions, manuscripts, coins, documents, literature, memories and so on.

Module I: Historical Approaches to the Past

Historical Consciousness in Early India - Embedded and Externalised History- Four Interpretations of Early India: Western Approaches to Ancient Indian State and Society; Nationalist Approaches - Marxist Interpretations- Dalit Readings of Early India.

References

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- R.S. Sharma, *Rethinking India's Past*, New Delhi, 2009.
- R.S. Sharma, *The Advent of Aryans in India*, New Delhi, 1999.
- Ranbir Chakravarti, *Exploring Early India*, Primus.
- Sanjay Subrahmanyam, *Europe's India. Words, People, Empires-1500-1800*, Massachusetts: Harvard University Press 2017.
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- Uma Chakravarti, *In Her Own Write: Writing from a Dalit Feminist Standpoint*, *India International Centre Quarterly*, Winter 2012-SPRING 2013, Vol. 39, No.3/4 (WINTER 2012-SPRING 2013), pp. 134-145.
- Suraj Yengde, *Caste Matters*, Penguin.
- Sudha Pai, *Dalit Assertion*, Oxford India Short Introductions.
- Upinder Singh, *A History of Ancient and Early Medieval India*, Delhi, 2008.

Module II: Harappan - Vedic to Post Vedic

Nature of Harappan State - Harappan Script and Writing; Studies of Asko Parpola, Iravatahm Mahadevan and Henry Heras - Harappan Trade and Urbanisation - Town Planning and Architecture - Society - Agriculture, Animal husbandry - Technology- Aryan Problem: Invasion hypothesis - / Migration hypothesis - Genomic hypothesis: Vasanth Shinde and Tony Joseph - Society and Culture in the Vedic and Post Vedic period- Agrarian expansion - PGW/NBPW - From Lineage to State.

References

- David Reich, *Who we are and How we got here*, New Delhi, 2018.
- RomilaThapar, et.al., *Which of us are Aryans?*, New Delhi, 2019.
- Romila Thapar, *From Lineage to State*, Second edition 2000.
- 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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- Shereen Ratnagar, *Enquiries into the Political organisation of Harappan Society*, Pune, 1991. Shereen Ratnagar, *Trading Encounters*, New Delhi, 2004.
- Thomas Trautman, ed., *Aryan Debate*, New Delhi, 2003.
- Tony Joseph, *Early Indians*, New Delhi, 2018.
- Upinder Singh, *Political violence in Ancient India*, Cambridge, 2017.

Upinder Singh, *A History of Ancient and Early Medieval India*, Delhi, 2008.
Uma Chakravarti, *Everyday Lives, Everyday Histories: Beyond the kings and Brahmanas of Ancient India*, New Delhi, 2006.
Vasanth Shinte, *Cultural Heritage of South Asia and Beyond*.

Module III: Mahajanapadas and After

Material Condition for Buddhism and Jainism - Mauryan state: Interpretations; Romila Thapar, Ranbir Chakrabarti - RK Mukherjee - IW Mabbett- Fussman and Lahiri N - Post Mauryan Polities; Kushanas and Satavahanas.

References

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Masaaki Kimura and Akio Tanabe, eds., *The State in India, Past and Present*, New Delhi, 2006.
Romila Thapar, *Asoka and the Decline of the Mauryas*, Delhi, Third edition 2012.
R.S. Sharma, *Rethinking India's Past*, New Delhi, 2009.
R.S. Sharma, *The Advent of Aryans in India*, New Delhi, 1999.
R.S. Sharma, *Political Ideas and Institutions in Ancient India*, Delhi, Second edition 1968.
R.S. Sharma, *India's Ancient Past*, New Delhi, 2006.
R.S. Sharma, *Material culture and Social formations in Ancient India*, New Delhi, Reprint 1990.

Module IV : Guptas and After

The Guptas: Concept of kingship and nature of state- Debate on Indian Feudalism: RS Sharma, DD Kosambi - BNS Yadva, Harban Mukhia and DC Sarkar - Land grants under Satavahanas and Guptas - South Indian feudalism - Temple based Bhakti traditions of Alwars and Nayanars in South India.

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R. Champakalakshmi, *Trade, Ideology and Urbanisation: South India 300BC-A.D. 1300*, Oxford University Press, Delhi, 1996.
ShereenRatnagar, *Trading Encounters*, New Delhi, 2004.
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Suggested Readings

A. L. Basham, *The Wonder That Was India*, Rupa paperbacks, Calcutta, 1982
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Sarkar, Sumit and Tanika Sarkar, eds. (2014). *Caste in Modern India*, 2 Vols, Ranikhet: Permanent Black. (Vol. 1: Chapter 13: Sekhar Bandyopadhyay, 'Popular Religion

S.N. Dasgupta, *Outline of Indian Philosophy*.

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SuviraJaiswal, *Origin and development of Vaishnavism*, Munshiram,Manoharlal Publishers, NewDelhi, 1967.

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Course Code	Title	Type	Credit
MAHIS01C04	History of Kerala- 1-Themes and issues	Core	4

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

Objectives

The course starts with a critical historiographical understanding about the early history of Kerala. The purpose of the course is to provide the students various aspects of historical process in early historic period of Kerala History.

Course Outcomes:

After the completion of the programme, the student should be able to:

CO-1: Understand the need to examine different historiographical writings related with Kerala History.

CO-2: Make a holistic perspective on the pre-historic Kerala.

CO- 3 : Make use of different types of sources for understanding social formations in early Kerala.

Module-I : Historiographical stand points on Early Kerala

- Historiographic discussion on Pre-Historic Kerala- Fawcett, LA Krishna Iyer, SP Thampi, Rajan Gurukkal, P Rajendran.
- Studies on Iron age and Tamil Anthologies - Sunderan Pillai, Elamkulam Kunjan Pillai and M G S Narayanan, Rajan Gurukkal, Selvakumar, K Kailasapathy, George L Hart and K V Zevelebil, K Sivathamby, Shino Abraham.
- Roman Trade in historiography- Social formation and great transformation-transition debate.
- Perumals in historiography - Elamkulam Kunjan Pillai and the notions on economy and society - integrative approach of M G S Narayanan - Rajan Gurukkal and Raghava Varier, Kesavan Veluthat on social formation during Perumal period - K N Ganesh and

historical materialist approach - Manu V Devadevan - critique on the concept of Chera as a monolithic whole.

Module-II: Pre-historic and Iron Age Kerala

Archaeology of landscape - human adaptation to environment - changing rivers-marine settings and their impact on pre-history - features of Paleolithic Mesolithic and Neolithic cultures - Iron Age – technological change from Stone Age to Iron Age - - megalithic monuments - typology and extent - formation of uzhakudi settlements in the riparian midlands - kutis and urs- forms of exchange - Eco-systems, Class and means of subsistence - Material Cultures - Forms of exchange and Transmarine Contacts - The structure of the Chieftdom polity - The power Structure of the Chera chiefdom - The features of the social Formation.

Module-3- Socio-economic features of the Age of Perumals

Further development of multiple economies - Paddy fields - Kari lands - Parambu purayitam - Budha Jain influences - Migration of Brahmans and formation of Brahman settlements - dominance of Brahmanical temples - Institution of karanmai and urala land control - Domination of landed property - Devasvam and Brahmasvam - Jati hierarchy and the subjugation of kutis and Atiyar groups - Temples and Uralars as parasitic entities - Temple culture and bhakti cult - Alvars and Nayanars.

Module- 4- State and Society Under the Perumals

polity under the Perumals - Adhikari- Prakriti - Nizhal – Nuttuvar - Debate on the nature of the Chera state - Hundred Years War - Composition and role of Hundred organization- Nadus - Agrarian Expansion - Kaccams - Trade Guilds and trading corporations - Importance of Arab - Chinese and West Asian Trade - Indian Ocean Trade and its impact on society and economy ;their Nature and Significance.

Reading List

Module-I

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

Elamkulam Kunjan Pillai, Studies in Kerala History, Kottayam, National Book Stall, 1970.

Dinesan V, Muziris Charchakal Iniyengottu?, Aya, ISES, Kozhikkode, 2017.

Dinesan V, Arude Keralam?. Charithra Vijnaneeya Chinthakal, Insight Publica, Kozhikkode, 2021.

Kamil Zvelebil, Tamil Poetry 2000 Years Ago, Tamil CultureVol.X1979.

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

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

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

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.

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

Kesavan Veluthat and P P Sudhakaran [Eds], Advances in History, Calicut Kesavan Veluthat, Brahman Settlements in Kerala, Calicut, 1978.

Manu V Devadevan, Changes in Land Relations during the Decline of the Chera State

M G S Narayanan Perumals of Kerala, Cosmo Books, Trissur.

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

P J Cherian [ed], Perspectives on Kerala History, KCHR, Thiruvananthapuram, 1999.

Module-II

P J Cherian [ed], Perspectives on Kerala History, KCHR, Thiruvananthapuram, 1999.

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

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

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

Rajendran P, Archaeology of Kerala, Classical Publishing Company New Delhi, 1989

R. V. Joshi and P. Rajendran, Studies on the Pre-History of North Kerala, Bulletin of the Deccan College Post-Graduate and Research Institute, Vol. 35, No. 3/4 (MARCH 1976).

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.

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

Module-III

Kesavan Veluthat, Brahman Settlements in Kerala, Calicut, 1978.

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

M G S Narayanan and Kesavan Veluthat, 'Bhakti Movement in South India' in SC Malik (Ed), Dissent Protest and Reform in Indian Civilization, Shimla, 1980.

M G S Narayanan Perumals of Kerala, Cosmo Books, Trissur.

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

M G S Narayanan, Cultural Symbiosis in Kerala.

P J Cherian [ed], Perspectives on Kerala History, KCHR, Thiruvananthapuram, 1999.

P K Balakrishnan, Jati Vyavasthayum Keralacharithravum [1983] DCBooks, Kottayam, 2008.

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

R Champakalakshmi , Kesavan Veluthat and T R Venugopal [eds], State in Premodern Kerala , Cosmo Books ,Thirur.

Module-IV

MGS Narayanan- Perumals of Kerala, Current Books, Trissur, 2013

R Champakalakshmi , Kesavan Veluthat and T R Venugopal [eds], State in Premodern Kerala , Cosmo Books ,Thirure.

P J Cherian [ed], Perspectives on Kerala History, KCHR, Thiruvananthapuram, 1999.

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

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

Suggested Readings

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

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

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

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

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

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

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

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

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

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

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

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

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

Kesavan Veluthat and P P Sudhakaran [Eds], Advances in History, Calicut .
Kesavan Veluthat, The Early Medieval in South India, New Delhi, 2008.
Kesavan Veluthat and Donald Davis Jr. [Eds], Irreverent History, Primus Books, New Delhi.

Suggested Readings

M G S Narayanan, Foundation of South Indian History, Thiruvananthapuram 1975.
M G S Narayanan, Cultural Symbiosis in Kerala.
M P Mujeebu Rehman and K S Madhavan [Eds], Explorations in South Indian History, SPCS, Kottayam 2014.
MR Raghava Varier- Jainamatham Keralathil. Kottayam SPCS, 2012
MR Raghava Varier- Keraleeyatha, Charithra Managal, Kottayam SPCS, 2012
N Athiyaman, Subsistence Pattern in Early Historic Tamilnadu , Presidential Address, 25th Annual Session Tamil Nadu History Congress, Dept of History University of Madras, October 2018.
N Sam [ed], Ilamkulam Kunjanpillayute Therenjeduth Krithikal, International Center for Kerala Studies University of Kerala , Thiruvananthapuram, 2005.
N M Nampoothiri, Malabar Padanangal, State Institute of Language, Thiruvananthapuram, 2008.
N M Nampoothiri and P K Sivadas, Kerala Charithrathinte Nattuvazhikal, D C Books Kottayam, 2009.
P K Balakrishnan, Jati Vyavasthayum Kerala Charithravum [1983] DCBooks, Kottayam, 2008
Puthussery Ramachandran, Kerala Charithrathinte Adisthana Rekhakal, State Institute of Languages, Thiruvananthapuram, 2007.
Raghava Varier, Keraliyatha Charithra Managal , Current Books, Kottayam, 1990.
Rajan Gurukkal, 'From Clan and Lineage to Hereditary Occupation to Caste' ,in Deve Nathan [ed], From Tribe to Caste, Shimla ,1997.
Rajan Gurukkal, Mithu, Charithram Samooam, SPCS , Kottayam , 2013.
Rajan Gurukkal, Social Formation in Early South India, OUP, Delhi, 2010.
Rajendran P, Archaeology of Kerala, Classical Publishing Company New Delhi, 1989.
Sebastian Joseph [ed], On Present [in/g] History, C Books, Kottayam, 2017.

SEMESTER II
CORE COURSES

Course Code	Title	Type	Credit
MAHIS02C05	History and Theories	Core	4

Course outcome

After the completion of the programme, the student should be able to:

CO -1: Attain the verbal skills necessary for intelligent participation in argument and debate and for the presentation of a position on, or interpretation of, a particular historical topic.

Co-2: Understand the problems and concepts involved in historical explanation and an awareness that there is some relationship between structural, ideological, and institutional circumstances and events, contingency, and human agency.

Module I: Reason and Science

Enlightenment and approaches to History - Positivism in History writing and the problem of objectivity; Ranke and Berlin Revolution - Critics of positivism- Historical Materialism and Marx - Hegalian Idealism - Romanticism and Nationalism and perception of Historical past; Jules Michelet and Thomas Carlyle.

Structural Marxism – Antonio Gramsci and Cultural Hegemony - Jurgen Habermas and theories of Public sphere - Bourdieu and Correspondence Analysis.

References

Arthur Marwick. The New Nature of History, Oxford University Press.

Carr, E.H. (1987). What is History? (Ed.). By R.W. Davies, London, Penguin.

Collingwood, R.G. The Idea of History, London, Oxford, pp. 50-120, 1977.

Cohen, G.A. (1978). Karl Marx Theory of History a Defence, New Jersey, Princeton University Press.

E Bentley, A Companion to Historiography.

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

Mark Day, the Philosophy of History: An introduction, Viva Continuum, 2008.

Harvey, J.K. (1984). The British Marxist Historians: an Introductory Analysis, London,

Hobsbawm, E. J. (1968). "Karl Marx's Contribution to Historiography", in Ideology and Social Sciences, Vol. 16, No. 64, pp. 37-56.

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

Sreedharan, E. (2004). A Textbook of Historiography, 500 B.C. to 2000 A.D, Orient Blackswan.

Module II: Towards Social and Cultural Histories

Annales School; interdisciplinary approach and total history; Marc Bloch and Lucien Febvre-Braudel's idea of History and conceptualisation of time - The third phase; Emmanuel Le Roy Ladurie - History of mentalities and emotions; Robert Mandrou-Philip Aries- Jacques Le Goff- History from Below.

References

- Andre Burguiere, *The Annales School, An Intellectual History*, Cornell University Press, 2009.
- Berk, Peter. (2001). *New Perspective on Historical Writing*, U.S.A. Pennsylvania University Press.
- Braudel, Fernand. (1972). *The Mediterranean and the Mediterranean World in the Age Of Philip II, Volume One*, Translated From The French By Sian Reynolds, U.S.A., Harper & Row.
- Braudel, Fernand, *On History*, Chicago University Press, 1982.
- Burk, Peter. (1990). *The French Historical Revolution: The Annales School 1929-1989*, U.K., Polity Press.
- Hunt, Lynn. (1986). "The Rise and Fall of the Annales Paradigm", *Journal of Contemporary History*, Vol.21, pp.209-44,
- Maurice, Aymard. And Mukhia, Harbans. (1988). (Ed.). *French Studies in History*, New Delhi, Orient Longman, 2 vols.

Module III: Theorising Modern World

Approaches and varieties to History; History and Classical Social theory - Weber and ideal type - Durkheim and Social Fact - Historical Anthropology - New Historicism- New Social History - Cultural History - Oral History .

References

- Aram Veesser, *The New Historicism*, Routledge, 2016.
- Aron V Cicourel, ed., *Advances in Social Theory and Methodology*, Routledge, 2014
- Burns, Robert (ed.). *Historiography: Critical Concepts in Historical Studies: Politics*. Routledge, 2005.
- C. Wright Mills, *Sociological Imagination*, Pelican book.
- Stern, Fritz Richard, *Varieties of History, From Voltaire to the Present*, (New York: Vintage, 1973.
- J. Habermas. 1989. *The Structural Transformation of the Public Sphere*. London.
- Marwick Arthur, *The New Nature of History: Knowledge, Evidence, Language*. (Houndmills: Palgrave, 2001).
- Peter Burke. 2005. *History and Social Theory*. London: Polity Press.

Module IV: Structuralism and Post structuralism

Basics of Historical theory and methods: Eurocentric's and critique of modernity; Structuralist critics; Ferdinand Sasseur - Post Structuralism and Deconstructive Criticism; Jacques Derrida; Michel Foucault - Postmodern criticism; Jean Francois Lyotard, Hayden White, Keith Jenkins and Jean Baudrillard- Post Colonialism; Edward Said—Ankersmit.

References

Chakrabarti, Dipesh. (1992). "Postcoloniality and the Artifice of History: Who Speaks for "Indian" Pasts?" *Representations*, Vol. 37, PP. 1-26.

Elliot, Anthony and Ray, Larry (Eds.), *Key Contemporary Social Theorists*, UK: Blackwell, 2003.

Gopal Guru and Sundar Sarukkai, *Cracked Mirror: An Indian Debate on Experience and Theory*, OUP 2015.

Hoy, David Couzens. (1986). *Foucault: A critical Reader*, Blackwell, Oxford.

Jenkins, Keith. (1997). *The Post Modern History Reader*, London, Routledge.

Joyce, Patrick. (1991). "History and Postmodernism", *Past and Present*, Vol. 133, No. 1, PP. 204-209.

Keith Jenkins, *Refiguring History, New thoughts on a new discipline*, Routledge, 2003. -----, *Rethinking History*, 2003.

Pierre Bourdieu. 1977. *Outline of a Theory of Practice*, Cambridge: CUP.

Sarkar, Sumit. (1999). "Post-Modernism and the Writing of History", *Studies in History*, Vol. 15, No. 2.

Schwarz, Henry and Ray, Sangeeta, *A Companion to Postcolonial Studies*, Blackwell, 2000.

Upadhyay, Shashi Bhushan. (2016). *Historiography in the Modern World: Western and Indian Perspectives*, New Delhi: Oxford University Press.

Young, Robert J.C. *Postcolonialism: An Historical Introduction*, Oxford University Press, 2001.

Suggested Readings

A Munslow, *Deconstructing History*.

Anthony Giddens. 1977. *Central Problems in Social Theory*, Hutchinson. London.

Antonio Gramsci. 1996. *Prison Notebooks*. Columbia University Press.

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.

- Chakrabarti, Dipesh, (2000). *Provincializing Europe, Post-Colonial Thought and Historical Difference*, New Jersey, Princeton University Press.
- Cannadine, David, *What is History Now?*. (United Kingdom: Palgrave Macmillan UK, 2002).
- Dreyfus, Ubert L. and Rabino, Paul. (1983). *Michel Foucault: Beyond Structuralism and Hermeneutics*, (second ed), Chicago: University of Chicago Press.
- Easthope, Antony and Mc Gowan, Kate (Eds.), *A Critical and Cultural Theory Reader*, Buckingham: Open University Press, 1999.
- Edward Said. 2001. *Orientalism*. New Delhi: Penguin India.
- G. Lukacs, *History and Class Consciousness*, London Merlin Press, 1971.
- Goldstein, Leon J. (1976). *Historical Knowing*, U.S.A. Texas University Press.
- Hayden White. 2010. *Fiction of Narratives*. John Hopkins University.
- Hayden White, *Metahistory: The Historical Imagination in Nineteenth Century Europe*, John Hopkins University Press.
- J. Habermas, *Philosophical Discourse of Modernity*, Polity Press, London.
- J. Habermas, *The Theory of Communicative Action* 2 vols. Heinemann, London.
- Joyce Appleby, Lynn Hunt and Margaret Jacob, *Telling the Truth About History*.
- Jonathan H. Turner. 2013. *Contemporary Sociological Theory*. London: Sage Publications.
- J. Habermas. 1987. *Philosophical Discourse of Modernity*. London: Polity Press.
- J. Habermas, 1986. *The Theory of Communicative Action* 2 vols. Heinemann, London.
- Jean-Francois Lyotard. 1986. *The Postmodern Condition: A Report on Knowledge*. Manchester University Press.
- Joyce, Patrick. (1991). "History and PostModernism", *Past and Present*, Vol. 133, No. 1, PP. 204-209.
- Keith Jenkins. 2002. *Refiguring History*. London: Routledge.
- Keith Lehrer. 1990. *Theory of Knowledge*. London: Routledge.
- Keith Jenkins, *Rethinking History*.
- Keith Lehrer, *Theory of Knowledge* (Routledge, London, 1990).
- Matt Perry, *Marxism and History*, Palgrave, 2012.
- Marc Block. 1953. *Historians Craft*. New York: Vintage Books.
- McLellan, David. (1979). *Marxism after Marx: An Introduction*, New York: Harper and Row.
- Michael Foucault. 1973. *The Order of Things*. New York: Vintage Books.
- Michel, Foucault, (1995). *Discipline and Punish*, New York, Vintage Books.
- Hoy, David Couzens. (1986). *Foucault: A critical Reader*, Blackwell, Oxford.
- Nancy Partner and Sarah R I Foot, *The Sage Hand book of Historical theory*, Sage, 2013.
- Novack, George, *Understanding History: Marxist Essays*, Pathfinder Press, New York, 1972.

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

Paul Feyerabend. 1984. *Against Method*. London: Verso Edition.

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

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

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.

Robert F. Berkhofer, Jr, *Beyond the Great Story. History as Text and Discourse* (Cambridge, MA: Harvard University Press, 1995).

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

Stephen Davies, *Theory and History*.

Rosenau, Marie Pauline, *Postmodernism and the Social Sciences: Insights, Inroads and Intrusions*, New Jersey: Princeton University Press, 1992.

Shafer, R.J. *A Guide to Historical Method*, (Dorsey Press, 1983).

Tom Bottomore. 2002. *The Frankfurt School and its Critics*. London: Routledge.

Theodore W Adorno, *The Culture Industry*, Routledge, 2001.

Thomas S. Kuhn. 1970. *The Structure of Scientific Revolutions*. University of Chicago Press.

Tyson, Lois. *Critical Theory Today: A User-Friendly Guide*. (United Kingdom: Taylor & Francis, 2023).

Ulrich Beck. 1992. *Risk Society: Towards a New Modernity*. Sage.

White, Hayden V. (1973). "Foucault Decoded: Notes from Underground", *History and Theory*, Vol. 12, No. 1, pp. 23-54.

Willie Thompson. 2004. *Post modernism and History*. Palgrave.

White, Hayden. (1978). *Tropics of Discourse*, Baltimore, John Hopkins University Press.

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

Course Code	Title	Type	Credit
MAHIS02C06	World History 2	Core	4

Course Outcome

After the completion of the programme, the student should be able to:

CO-1: Compare and contrast the society and economy of the medieval world with ancient societies.

CO-2: Critically evaluate medieval achievements in culture, commerce, science and technology.

CO-3: Learn about the histories of imperialism and nationalism during the Colonial period in considerable theoretical and empirical variations.

CO-4: Appreciate the nature of the major nationalist resistance movements towards the decolonization of the global south.

Module I: Colonialism and Imperialism

Rise and growth of imperialism- Utilitarianism- Colonialism and stages of colonialism- imperialist ideology - Apparatus of Empire Building - ideology and institutions- Multiple Modalities of Colonial Control - Development of Modern Science and its effects-Colonization of Asia (China and West Asia) and Africa.

References

Anthony Pagden Lords of the World: Ideologies of Empire in Britain , Spain and France,1500-1800, Yale University Press,1996.

E.J.Hobsbawm - Age of Capital-1848-1875.

E.J.Hobsbawm - Industry and Empire.

J.D. Bernal - Science in History.

Hamsa Alavi - Capitalism and colonial Production.

HAL Fisher, History of Europe.

Harry Magdoff, Imperialism.

J.O.Bernal, Science in History.

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

Lenin - Imperialism: The Highest stage of Capitalism.

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

Michael Hadson – Imperialism.

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

Raymind Williams, Culture and Society.

Thomas R Metcalf, Ideologies of the Raj, Cambridge University Press.

Tom Kemp - Theories of Imperialism.

Module II : Colonialism and its Practice

Colonialism in 18th c America; Colonialism and American war of independence - capitalism as world system - World System Theory - capital, classes, slavery- socialist movements in 19th c Europe.

References

Appleby, Joyce (2010) *The Relentless Revolution: A History of Capitalism*, New York: W.W. Norton & Company.

Edmund.S.Morgan, *The American Revolution: Two centuries of Interpretation*
Hamza Alavi, *Capitalism and Colonial Production*.

Emmanuel Wallerstein , *The Modern World System, Vol.I,II and II*, Academic Press.
-----*The Capitalist World Economy* , Cambridge University Press,1979.

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

Lovis Gottschalk and Donald Lach, *Europe and the Modern World*

Marc Ferro, *Colonisation, A Global History*

Simon Gunn, *The Public Culture of the Victorian Middle Class*, Manchester, MUP,2006.

Module III: Facism and Nazism

Theories of Fascism and National Socialism; Marxist and Weberian - Fascism as ultra-nationalism; anti-Semitism and Racism- Nature of Fascist State, its domestic and foreign policies - Nazi policies - The Second World War and the end of the Fascist regimes.

References

S.J.Wolf (ed) - *European Fascism*.

Bosworth, R. J. (2006). *Mussolini's Italy*, New York, Penguin, pp.215-249.

Burleigh, M. (2001). *The Third Reich: A New History*, London, Macmillan.

Iordachi, Constantin. (2010). *Comparative Fascist Studies – New Perspectives*, London, Routledge, pp. 1-49.

Eatwell, Roger (1996). *Fascism: A History*, New York, Viking Penguin.

Neumann, F. (1942). *Behemoth: The Structure and Practice of National Socialism*, New York,Dutton & Co., Inc., 1942.

Peter Stachura, *The Shaping of the Nazi state*.

Ramm, A. (1984). *Europe in the Twentieth Century 1905-1970*, London, Longman, pp. 60-103.

Reich, W. (1946). *The Mass Psychology of Fascism*, New York, Orgone, pp. 1-83.

Renton, Dave. (2007). *Fascism – Theory and Practice*, New Delhi, Aakar Books, pp.1-

150.

Passmore, Kevin. (2014). *Fascism – A Very Short Introduction*, Oxford, OUP, pp. 1-100

Iordachi, Constantin. (2010). *Comparative Fascist Studies – New Perspectives*, London, Routledge, pp. 1-49.

Yoshiaki, Yoshimi. (1987). *Grassroots Fascism: The War Experience of the Japanese People*, New York, Columbia University Press, pp. 2-87

Module IV: Nationalism and course of Action

Different tactics of National Movement - Nationalism in Europe - Classical and Liberal nationalism - Nation, Nation state and Nationality - Nation as imagined communities- National Movement in Latin America - II World War and After: Emergence of super powers- cold war and world crisis - Non Alignment- Common wealth of Nations-Rise of Arab nationalism.

References

Anthony D Smith - *Nationalism: Theory, Ideology, History*.

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

Calvocoreesi Peter, *World Politics since 1945*.

C.Shafer, *Faces of Nationalism*.

Eatwell, Roger (1996). *Fascism: A History*, New York, Viking Penguin. Bosworth, R. J.

(2006). *Mussolini's Italy*, New York, Penguin, pp. 431-463.

Gellner, Ernest 2008, *Nations and Nationalism*, New York, Cornell University Press

Graefiner Norman, *Coldwar Diplomacy, 1945-60*.

G Aloysius: *Nationalism Without a Nation in India*.

Hobsbawm, Eric J 1992, *Nations and Nationalism Since 1780*, Cambridge University Press.

Harold J Cook (ed.) *Global History Contemporary debate*.

Arjun Dev, *History of the World from late 19th c to early 21 century*.

Ralph and Burs, *Western Civilization (ABC vols.)*.

John Hermann Randall - *Making of the Modern Mind*.

Kedourie, Elie 1993, *Nationalism*, New Jersey, Wiley Blackwell.

Melvin P Leffeter and Old Westart (ed.), *The Cambridge History of the Coldwar*, Vol I , II and III.

Partha Chatterjee - *The Nation and its Fragments*.

Renton, Dave. (2007). *Fascism – Theory and Practice*, New Delhi, Aakar Books, pp.1-150.

S.J.Woolf (Ed), *European Fascism*.

Spencer Philip, Howard Wollman (eds.), 2005, *Nations and Nationalism: A Reader*, Rutgers University Press.

Suggested Readings

- Appleby, Joyce (2010) *The Relentless Revolution: A History of Capitalism*, New York: W.W. Norton & Company.
- Bala, Arun.(2012). ed. *Asia, Europe, and the Emergence of Modern Science: Knowledge Crossing Boundaries*, New York: Palgrave Macmillan, pp. 1-8
- Bayly, C. A. (2004) *The Birth of the Modern World, 1780-1914*, Malden & Oxford: Blackwell Publishing.
- Bud Hannings,*Chronology of the American Revolution*,McFarland and Company Incorporated.
- Cain, Peter J., and Mark Harrison. (2000). *Imperialism: critical concepts in historical studies*, London: Routledge.
- Catherine Hall, *Civilising Subjects: colony and metropole in the English imagination. 1867*,Chicago, University of Chicago Press,2002.
- Calhoun, Craig. (2007). *Nation Matters: Culture, History, and the Cosmopolitan Dream*. London: Routledge.
- David Thompson,*Europe Since Napoleon*, Knopf Doubleday Publishing group,1957,New York.
- Duby, Georges. (1980).*The Three Orders: Feudal Society Imagined*, Chicago: University of Chicago Press.
- J.H.Randall, *Making of the Modern World*.
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Course Code	Title	Type	Credit
MAHIS02C07	State and Society in Medieval India	Core	4

Course Outcomes

After the completion of the programme, the student should be able to:

- CO-1: Use different kinds of sources available for writing histories of various aspects of life during the 13 – 15th centuries
- CO-2: Analyse the politics and major events in the history of the slave, Khalaji and Tughluq regimes.
- CO-3: Learn that politics and authority are an integral aspect of social and cultural life.
- CO-4: Investigate the Medieval polity, society and economy and come to know how medieval system is different from modern times.

Module I: Early Medieval and Medieval: Perceptions and theories

Interpreting Early Medieval India; its characteristics - Geopolitical contexts- Characterising Medieval India; Colonial perspectives - Stereotypical constructs, Myth of hostile religions, Equating religion and State- The notion of despotic state, Stagnant economy - Nationalist interpretations of medieval India - Marxist perspectives.

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Module II: State and Economy in Medieval India

Nature of Sultanate state; Kingship; Nobility and Ulema - Structure of administration- Land and property rights, iqta system and polity - jagir - Economic procedures of Alauddin Khalji and Muhammad Tughluq - Interpreting Mughal State : JF Richards, Stephen Blake, Raychaudhury, Irfan habib- Mansabdari system - System of revenue assessment - Agrarian system and agrarian expansion in Medieval India- Nature of Vijayanagara and Chola state; debate - 18th c Indian economy debate : continuity or change .

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- Shireen, *The Economy of the Mughal Empire 1595: a statistical study*, 2015.
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Module III: State and Religion

State and Religion in Mughal India - Sufism; syncretic culture - Sufism and relationship with the state - Bhakti Movement; reactions to religious orthodoxy- Kabir - Guru Nanak and Sikhism - Effect of Islam: its spread and growth - Shaivism- Vaishnavism - social stratification- Caste: systems of distancing and pollution- Practice of untouchability - Differentiation of access to resources- - Position of women-domestication- involvement in production process.

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Unit- IV: Science Technology and Culture

Technological advancement - Military, Gunpowder- Textile – Sericulture - Knowledge Transmission- Paper- Agrarian technology- Ecological vision- Healing practices - Culinary practices in Mugal Court.

References

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Suggested Readings

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Alam, Muzaffar. (2004). *The Languages of Political Islam in India*. Chicago: University of Chicago Press.

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Champakalakshmi, R. (1996), *Trade, Ideology and Urbanization: South India 300 BC – AD 1300*, New Delhi, Oxford University Press.

Dale, Stephen.(2004). *The Garden of the Eight Paradises: Babur and the Culture of Empire in Central Asia, Afghanistan and India (1483-1530)*, Leiden: Brill, pp.291-354.

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- , *Technology in Medieval India, 650-1750*, Tulika, New Delhi, 2016 (2008).
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- Karashima, N. (1984), *South Indian History and Society: Studies from Inscriptions AD 850-1800*, New Delhi, Oxford University Press.
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Course Code	Title	Type	Credit
MAHIS02C08	History of Kerala- II- Themes and Issues	Core	4

This paper helps the students to understand the early Medieval and Pre-Modern Kerala history in the background of different themes and issues. The paper would enable students to understand Kerala history critically and analytically. The reference list suggested for study in the syllabus makes students capable of understanding different historiographical stand points on Early Medieval and Pre-Modern Kerala.

Objectives

The course will help students to make a critical understanding on Pre-Modern Kerala history. Through this paper students will be acquainted with different themes and issues of Early Medieval and Pre Modern Kerala with historiographical observations.

Course Outcomes:

After the completion of the programme, the student should be able to:

- CO1: Trace the transformation from Swaroopams to native states in Travancore and Cochin.
- CO2 :Make a critical study on the historical antecedents of socio- cultural formation of pre-Modern Kerala.
- CO3 : Evaluate the nature of political, social and economic changes during European settlements in Kerala.

Module- I: Historiographical stand points on early Medieval and pre–Modern Kerala

- Studies on Janmi system-Elamkulam PN Kunjan Pillai; MGS Narayanan, Robin Jeffry.
- Studies on Swaroopams and Naduvazhis ; KN Ganesh, MR Raghava Varier,S Raju.
- Studies on native states: History writing in Manuals; Nagam Aiyya, Velu Pillai, Vaikkathu Pachu Moothethu, MP Shangunny Menon, C Achutha Menon. KV.Krishna Iyyer, William Logan , KP Padmanabha Menon.
- Studies on early European settlements; Shaik Zainuddeen, KM Panikkar,KS Mathew, Pious Melekkandathil, Geovany Boecheon, S Ramachandran Nair and others.
- Studies on Mysoreans; AP Ibrahim Kunju, CA Kareem ,MP Mujeeb Rahman and Others.

Module-II: Power structure in the post Perumal period

Polity in the post-Perumal period- Rise and growth of Naduvazhi Swarupams - Perumpadappu and Nediyruppu swaroopam - Janma kana maryada system- Transformation of swaroopams in to states - State formation in Travancore and Cochin- Political structure under the Zamorins - Features of polity.

Module- III:Society and Economy during post-Perumal period:

Jati hierarchy and process of social exclusion - Caste oppression and practice of untouchability - Gender relations - Socio-economic and Cultural trends - Janmi system - debate on origin and structure - Marumakkathayam - origin, features and conflicting perspectives - Tarawad and Sambandham - varna and jati - evolution and unique characteristics - Question of slavery - craft, technology and artisan groups.

Module- IV: Towards trade monopoly: Coming of Western Mercantile Groups

Portuguese- Dutch- French and the English- impact on trade Changing Nature of Trade – trade and conflict - Consolidation of Dutch Power, making of modern of Travancore and Cochin - Marthanda Varma and Shaktan Tampuran - Mysorean Intervention and its impact on Kerala.

References

Module-I

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

Elamkulam PN Kunjan Pillai- Janmi smbradhayam Keralaathil.

Elamkulam PN Kunjan Pillai- Studies in Kerala History, Kottayam, National Book Stall, 1970.

KS Mathew, Maritime Trade of the Malabar Coast and the Portuguese in the Sixteenth Century.

PJ Cheriyan (ed)- Perspectives on Kerala History, Government of Kerala, 2009.

Rajan Gurukkal & Raghava Varier- Kerala Charithram, Vol.I. Current Books, Kottayam, 2004.

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

Robin Jeffrey- Legacies of Matriliney: The Place of Women and the "Kerala Model", Pacific Affairs,Vol. 77, No. 4 (Winter, 2004/2005), pp. 647-664 (18 pages), Published by: Pacific Affairs, University of British Columbia.

Module-II

AP Ibrahimkunju- Medieval Kerala, University of Kerala, edition 2007.

AP Ibrahimkunju- MarthandaVarma, Aadhunika Thiruvithamcorinte Udayam, Kerala Bhasha Institutte, April, 2016.

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KP Padmanabha Menon- Kochi Rajya Charithram.

KV Krishna Iyer- Zamorins of Calicut: from the earliest times to AD 1806, Calicut,1938

MR Raghava Varier – Madhyakala Keralam: Swaropaneethiyude Charithrapatanga.

PJ Cheriyan (ed)- Perspectives on Kerala History, Government of Kerala, 2005.

P. Sangoonny Menon, A History of Travancore from the Earliest Times, Thiruvananthapuram, 1983.

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V Nagam Aiya, Travancore State Manual (3 Vols.), Gazetteers Department, Thiruvananthapuram, 1999.

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

Module- III

Elamkulam PN Kunjan Pillai- Studies in Kerala History, Kottayam, National Book Stall, 1970.

KN Ganesh- Keralathinte Innalekal, Kerala Basha Institutte, 2005..

Rajan Gurukkal & Raghava Varier- Kerala Charithram, Vol.I. Current Books, Kottayam, 2004.

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

Robrin Jeffry- The Decline of Nayar dominance: Society and Politics in Travancore, (1847-1908).

PJ Cheriyan (ed)- Perspectives on Kerala History, Government of Kerala , 1999.

Module- IV

A P Ibrahim Kunju, Mysore Kerala Relations in the 18th century, Kerala Historical Society, 1975.

C K Kareem, Kerala under Hyder Ali and Tippu Sulthan, Cochin 1973.

KM Panikkar- Malabar and the Portuguese, Voice of India, reprint, 2016.

KM Panikkar- Malabar and the Dutch: Being the History of the Fall of the Nayar Power in Malabar, Life, reprint, 2019.

MN Pearson, Before Colonialism, Theories on Asia- Europe Relations.

M P Mujeebu Rehiman, The Other Side of the story: Tippu Sulthan Colonialism and Resistance in Malabar, SPCS, 2016.

PJ Cheriyan (ed)- Perspectives on Kerala History, Government of Kerala, 1999.

Pius Malekandathil, *Maritime Malabar: Trade, Religion and Power*, Primus Books, 2022.

S Ramachandran Nair, *The State and Economy in Colonial British Kerala*, Trivandrum, 1998.

S Ramachandran Nair, *Social and Cultural History of Colonial Kerala*, Thiruvananthapuram, 1999.

Sebastian Prange, *Monsoon Islam- Trade and Faith in Medieval Malabar Coast*, Cambridge Oceanic History Series.

Suggested Readings

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

Filippo Osella, Caroline Osella- *Social Mobility in Kerala: Modernity and Identity in Conflict*, Pluto Press, 2001 .

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

Kesavan Veluthat- *Political Structure of Early Medieval South India*, Orient Blackswain, 1993.

KN Ganesh , *Kerala Samootha Padanangal*, Pattanamthitta, 2002.

K N Ganesh, *Malayaliyude Desakalangal*, Rasperry , Calicut 2016.

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

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

Krishna Iyer S- *Travancore- Dutch Relations 1729-1941*, University of Kerala

T P Sankarankutty Nair, *A Tragic Decade in Kerala History*, S V Publishers, Madras

K.M. Panikkar, *History of Kerala*, Annamalai University.

Rajan Gurukkal and M.R. Raghava Varier (ed.), *History of Kerala Prehistoric to Present*, Orient Blackswan, 2017.

Rajan Gurukkal- *The Kerala Temple: Agrarian Relations in Early Medieval Kerala*, Vallathol Vidyapeetham.

TR Venugopalan - *Processes and Structures : A History of Medieval Kerala*, Current books, 2022.

TI Poonan- *Survey of the Rise of Dutch power in Malabar (1603-78)*, Trivandrum, 1948.

TI Poonan, *Dutch Hegemony in Malabar and its Collapse-(AD 1603-1795)*, Trivandrum, 1978.

V V. Haridas, *Samuthiripperuma*, Sahithya Academy, Thrissur, 2012.

SEMESTER I
ELECTIVE COURSES

Course Code	Title	Type	Credit
MAHIS01E01	History of Science and Technology in Pre Modern India	Elective	4

Course outcomes

After the completion of the programme, the student should be able to:

- CO 1: Appreciate the contributions of pre-colonial Indian societies towards science, technology and other kinds of knowledge.
- CO 2: Get an understanding of the relationship between knowledge system and cultural formation before colonial modernity in India.
- CO 3: Apply the pre modern technology of India to present social and economic needs.
- CO 4: Read and preserve primary documents that contain valuable information on medicine, mathematics, agricultural technology and other.

Module I: Introduction to Indian Knowledge system, Science and Technology

Introduction to the History of science and technology in the world - Indian Sources of history of science and technology; Archaeological sources-Stone age technology - Rock Art- Indus Science and Technology- Literary sources; Vedangas and contribution to knowledge - Upavedas: its encyclopaedic nature - Vedic geometry - Vedic ganitha - Botany - Zoology - element of medicine in Atharvaveda - Man and Environment.

References

- Adas Michael, *Machines as the Measure of Men, Science, Technology and Ideas of a Western Dominance*, OUP, Delhi, 1992.
- Anirudha Roy and S.K. Bhagchi, *Technology in Ancient and Medieval India*, Sundeep, 1986.
- Cohn, Floris, .H. (1994). *The Scientific Revolution: Historiographical Inquiry*, Chicago, The Chicago University Press, pp.1-44.
- Popper, Karl. (2005). *The Logic of Scientific Discovery*, London: Routledge, pp.1-56.
- Rahman, A. (1982). "Science and Technology in Medieval India" in Chattodhyaya, Debiprasad. (Ed.) *Studies in the History of Science in India*. Vol 2, New Delhi: Editorial Enterprises, pp. 805-815.

Module II: Indian Concepts and Practices

Development of Concepts - Pancha Bhutha or Doctrine of Five Elements- Theory of Atomism and attributes of matter in ancient times – Jain and Buddhist attitude towards this concepts - Jain and Buddhist medicine - Astronomy – Mathematics - Healing Practices in Ancient India; Charaka and Development of Ayurvedic medicine - Susruta and Development of Surgery - Patanjali and Dhanwandhari - People and environment in ancient India.

References

- Barbosa, Duarte. (2009). Description of the Coasts of East Africa and Malabar In the Beginning of the Sixteenth Century, Cambridge: Cambridge University Press, pp.98-163.
- Fisher, Michael H. (2018). An Environmental History of India: From Earliest Times to the Twenty-First Century, Cambridge: Cambridge University Press, pp.77-116.
- Guha, Sumit.(1999), Environment and Ethnicity in India, 1200-1991, Cambridge: Cambridge University Press, pp. 1-82.
- Koch, Ebba. (2009). "Jahangir as Francis Bacon's Ideal of the King as an Observer and Investigator of Nature", Journal of the Royal Asiatic Society, Third Series, Vol. 19 (3), pp. 293-338.
- Richards, John F. (2003), The Unending Frontier: An Environmental History of the Early Modern World, Berkeley: University of California Press, 1-88.

Module III: Kinds of Technology

Science and Technology in Arthasasthra - Treatment of Plants and Animals- Alchemy - Irrigation techniques - Textile technology - Transport on land and water – -Ship building - science and technology in Dharma Sastra .

References

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

Module IV: Technology Transformation

Astronomy in the Gupta period - Greco- Roman influence - Bhaskara I – Bhaskara II - Aryabhatta - Growth of Astrology and Varaha Mihira - Commentaries - Calendar – Coinages - Science and technology in Mughal period - Textile technology - Coinage- Calligraphy - Metallurgy - Jewellery - Pottery- Engineering Technology; Iron pillar of Delhi - Mehrgarh.

References

- Alavi, Seema .(2007). *Islam And Healing: Loss And Recovery Of An Indo-Muslim Medical Tradition 1600-1900*, New Delhi: Permanent Black, 2007.
- Baber, Zaheer. (1996). *The Science of Empire: Scientific Knowledge, Civilization, and Colonial Rule in India*, Albany: State University of New York Press, pp.1-14.
- Habib, Irfan (1980). "The Technology and Economy of Mughal India", *IESHR*, 17(1), pp.1-34
- Pernau, Margrit.(2011). "The Indian Body and Unani Medicine: Body History as Entangled History", in Michaels, Axel and Wulf, Christoph. eds. *Images of the Body in India: South Asian and European Perspectives on Rituals and Performativity*, New Delhi: Routledge, pp. 97-108.
- Rezavi, Ali Nadeem.(2001). "Physicians as Professionals in Medieval India", in Kumar, Deepak. ed. *Disease and Medicine in India: A Historical Overview*, New Delhi: Tulika, pp. 40-65.
- Richardson, Kristina.(2012). *Difference and Disability in the Medieval Islamic World: Blighted Bodies*, Edinburgh:, Edinburgh University Press, pp. 1-21.
- Speziale, Fabrizio.(2003). "The Relation between Galenic Medicine and Sufism in India during the Delhi and Deccan Sultanates", *East and West*, Vol. 53 (1/4), pp. 149-178.
- Zupanov, Ines G. (2002). "Drugs, Health, Bodies and Souls in the Tropics: Medical Experiments in Sixteenth-century Portuguese India¹", *IESHR*, 39(1), pp.1-43.

Course Code	Title	Type	credit
MAHIS01E02	Archaeological History of India	Elective	4

Course outcomes

After the completion of the programme, the student should be able to:

CO1. Familiar with major developments in human history, including basic sciences and technologies with the help of archaeological sources.

CO2. Analyse different archaeological theories

CO3. Attain basic archaeological skills, such as how to locate, record, investigate and analyse archaeological sites and data, and be familiar with distinct vocabulary of archaeology.

CO4: Apply principles of relative and absolute dating and Chemical treatment and preservation of Archaeological finds.

Module I: Introduction to Archaeology

A. Definition – Scope - Basic concepts; Artefacts, Features, Eco-facts, Formation of Mound or Site or Tell, Assemblage, Industry, Culture-Processes of formation of sites.

B. Approaches and Theories: Antiquarianism - Scientific Archaeology - Three Age System - Processual approaches - Post Processual Approaches- Behaviouralism - Marxist perspectives.

References

Chakrabarti, D.K. (1999). India : An Archaeological History, Oxford University Press, pp. 1-18.

DP Aggarwal, The Archaeological History of India, 1985.

Dyson, Stephen L. (1987). Processual Archaeology and the Radical Critique in Current Anthropology, Vol. 28, No. 4, The University of Chicago Press, pp. 501-538.

K V Raman, Principles and Methods of Archaeology, Parthajan, Madras, 1986.

Linda, Ellis. (ed). (2000). Archaeological Method and Theory: An Encyclopedia, Garland Publishing, Inc, New York & London, pp. xv-xxvi.

Schiffer (ed). Advances in Archaeological Method and Theory, Vol. I, New York: Academic, pp.223-253.

Sharer, R.J. and Wendy Ashmore, (1979). Fundamentals of Archaeology, The Benjamin Publishing Company, London, pp. 1-109.

Ucko, P.J. (ed). (1995). Theory in Archaeology – a world perspective. Routledge: London.

Upinder Singh, A History of Ancient and Early Medieval India: From the Stone Age to 12 th Century, Pearson, 2009.

White, Nancy, (2000). Introduction to Archaeology, University of South Florida, pp. 1-78

Module II: Branches of Archaeology

Different branches of Archaeology - Settlement Archaeology - Ethno Archaeology - Environmental Archaeology - Salvage archaeology - Marine Archaeology - Aerial Archaeology - Cognitive Archaeology - Landscape Archaeology - Industrial archaeology - Gender Archaeology.

References

K V Raman, Principles and Methods of Archaeology, Parthajan, Madras, 1986.

Linda, Ellis. (ed). (2000). Archaeological Method and Theory: An Encyclopedia, Garland Publishing, Inc, New York & London, pp. xv-xxvi.

Rajan K. (2002). Archaeology: Principles and Methods, Manoo Pathippakam, Thanjavur, pp. 188-19

Schiffer (ed). Advances in Archaeological Method and Theory, Vol. I, New York: Academic, pp.223-253.

Sharer, R.J. and Wendy Ashmore, (1979). Fundamentals of Archaeology, The Benjamin Publishing Company, London, pp. 1-109.

Module III : Field Archaeology in India

Techniques of exploration - Use of Maps and Remote Sensing Data-Cartography - Survey Methods; Desktop survey - Site survey -Aerial Survey - Geophysical survey.

Methods of excavation; Sondage and vertical/ Stratigraphical Excavation- Horizontal or open area and Quadrant methods - General field procedures- Drawing and illustrations - Top plans, Section Plans -Drawings of Antiquities- Photographic Documentation - Site or Trench note book - Data sheet - Label - Daily Reports and Final report - Preservation of artefacts; Bone, Shell, Stone, Textiles, Metals, Wood, Ceramics - Relative and absolute dating methods: Carbon 14 - Dendrochronology - Thermoluminescence - Seriation.

References

Arthur Brinton Carson, General Excavation Methods, 2012.

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Ben J. Wilson, Methods of Trench Excavation, Forgotten Books.

Cloud, D. W. (2014). Archaeological Dating Methods.

- Drewett, Peter L., (1999). *Field Archaeology: An introduction*, UCL Press, London, pp. 1-17 and 76-98.
- Dean, J.S. (1978). *Independent Dating in Archaeological Analysis* in M.B. Schiffer (ed). *Advances in Archaeological Method and Theory*, Vol. I, New York: Academic, pp.223-253.
- Michels J.W. (1972). *Dating Methods in Annual Review of Anthropology*, Vol. I, pp. 113-126.
- Peter Drewett, *Field Archaeology: An Introduction*
- Philip Barker, *Techniques of Archaeological Excavation*, Routledge, 1993.
- RJC Atkinson, *Field Archaeology*.
- Thomas R. Hester, Harry J. Shafer. Kenneth L. Feder, *Field Methods in Archaeology*, Routledge.
- Valentin D. and S. Vasiliev, (2004). *New Methods of Dating in Archaeology in Journal on Methods and Applications of Absolute Chronology*, *Geochronometria* Vol. 23, pp. 39-43.

Module IV- Development of Archaeological Research in India

Establishment of Asiatic Society of Bengal - Alexander Cunningham - Lord Curzon- John Marshall - Mortimer Wheeler - Robert Bruce Foote - RD Banerjee- Dayaram Sahni- VS Wakankar - BB Lal - HD Sankhalia - Archaeological Survey of India - Artefacts of PGW and NBPW Culture- Megalithic artefacts.

References

- Devika Caiapa, *India through Archaeology: Excavating History*.
- Dilip K Chakrabarti, *A history of Indian Archaeology: From Beginning to 1947*, Munshiram Manoharlal Publishers.
- Dilip K. Chakravarthi, *India: An Archaeological History*.
- Upinder Singh, *Archaeological Discovery of Ancient India, the Early Archaeologists and the beginning of Archaeology*.
- VK Jain, *Prehistory and Protohistory of India*, DK Printworld, New Delhi

Suggested Readings

- Arthur Brinton Carson, *General Excavation Methods*, 2012.
- Arnold, J.B. (1981). *Remote Sensing in Underwater Archaeology in International Journal of Nautical Archaeology* 10, pp. 51-62.
- Ben J. Wilson, *Methods of Trench Excavation*, Forgotten Books.
- HD Sankalia, *Pre History and proto History of India and Pakistan: Suggested Readings*.
- Michels J.W. (1972). *Dating Methods in Annual Review of Anthropology*, Vol. I,

pp. 113-126

Sharer, R.J. and Wendy Ashmore, (1979). *Fundamentals of Archaeology*, The Benjamin Publishing Company, London, pp. 211-264.

Philip Barker, *Techniques of Archaeological Excavation*, Routledge, 1993

Scollar, I. (1990). *Archaeological Prospecting and Remote Sensing*. Cambridge: Cambridge University Press, pp. 12-74.

Valentin D. and S. Vasiliev, (2004). *New Methods of Dating in Archaeology in Journal on Methods and Applications of Absolute Chronology, Geochronometria Vol. 23*, pp. 39-43.

**SEMESTER II
ELECTIVE COURSES**

Course Code	Title	Type	Credit
MAHIS02E03	Environmental History of India: Problems and Perspectives	Elective	4

Course Outcomes

After the completion of the programme, the student should be able to:

- CO1- Understand the environmental issues of the country and contributed to sustainable development activities.
- CO2- Realise the humble beginning of the human beings and their peaceful coexistence with the nature.
- CO3- Develop a holistic approach to nature and come out with practical suggestion to overcome natural disasters and calamities.
- CO4- Develop environmental consciousness to protect our life and property and involve in Activities related to environmental protection and sustainable growth of the country.

Module I: Concepts and Approaches

Environmental History; Introduction- Global approach to environmentalism; Frederick Jackson Turner-George Perkins Marsh – Dietrich Brandis- Richard Grove and Green Imperialism-Alfred Crosby and Ecological Imperialism- Indian approach to environmentalism; from ancient to Modern-Gandhian thought on environment- Gadgil- Guha theses- New readings.

Module II: Human beings, Livelihood patterns and Environment

Human beings, habitat, livelihood pattern and Environment; Hunter gatherers- Nomadic pastoralists-settled cultivators; agriculture and domestication- Industrial society- Anthropocene - Climate and History.

Module III: Environmentalism and the British Raj –India

Colonialism and Environment- Science and imperialism - Botany and Empire- Botanical Gardens - Plantation economy - Scientific forestry; legislations and its impact - Railway- Changes in Tribal life.

Module IV :Development, Insecurity and Protest

Environmental Movements; displacement and development - Slums- Pollution- Global warming - Chipko-Narmada Bachao Andolan - anti nuclear movements - Silent valley - Movement from below; Kallen Pokkudan and Kandal cultivation - Mayilamma and Plachimada - Chaliyar agitation - Coastal regions in Kerala and environment; Coastal insecurity ,Sea erosion, Cyclones, Tsunami, Rain havoc.

References

- Agrawal, KM et.al, A Text Book of Environment, Macmillan Publishers India, New Delhi, 2002.
- 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.
- Amelia Moore, The Anthropocene: A Critical Exploration, Environment and Society, Vol. 6 (2015), pp. 1-3.
- C. Parker Krieg and Paola Minoia, Anthropocene Conjunctures, Helsinki University Press. (2021).
- David Arnold and Ramachandra Guha, Nature, Culture and Imperialism, Oxford University Press, New Delhi, 1995.
- David Arnold, The Problem of Nature: Environment, Culture and European Expansion, Blackwell, 1996.
- Dipesh Chakrabartt, The Climate of History in a Planetary Age, University of Chicago Press.
- Dipesh Chakarabarty, The Climate of History: Four Theses. University of Chicago Press, 2020.
- Donald Worster (ed.) The Ends of the Earth: Perspectives of Modern Environmental History, Cambridge University Press, 1988.
- Fiona Watson, Environmental History, The Scottish Historical Review, Oct., 2003, Vol. 82, No. 214, Part 2 (Oct., 2003), pp. 285-294
- Gadgil, D.R, The Industrial Evolution of India in Recent Times-1860-1939, Oxford University Press, Bombay, 1971.
- Gregory Barton, Keepers of the Jungle: Environmental Management in British India, 1855-1900, The Historian, SPRING 2000, Vol. 62, No. 3 (SPRING 2000), pp. 557-574 Published by: Taylor & Francis, Ltd.
- Irfan Habib, Man and Environment: The Ecological History of India, Tulika Books, 2010.
- John Robert McNeill, The Great Acceleration: An environmental History of the Anthropocene since 1945, Belknap Press, 2016.
- J. Donald Hughes, Three Dimensions of Environmental History, Environment and History, August 2008, Vol. 14, No. 3 (August 2008), pp. 319-330.
- John Bellamy Foster, The Vulnerable Planet, Monthly Review Press, New York, 1999.
- John Robert McNeill and Alan Roe, Global Environmental History, Rutledge, 2013.

- John Robert McNeill, *Something New Under the Sun: An Environmental History of Twentieth century World*, Penguin, 2001.
- Joyeeta Gupta, Growth, the Environment, and Development in the Anthropocene, *Current History*, Vol. 114, No. 775, *Development Dilemmas* (NOVEMBER 2015), pp.311-315
- Kathleen McAfee, *The Politics of Nature in the Anthropocene, C Perspectives* , No. 2, *Whose Anthropocene? Revisiting Dipesh Chakrabarty's "Four Theses"* (2016), pp. 65-72.
- K. Sivaramakrishnan, *Statemaking and Environmental Change in Colonial Eastern India*, Stanford University Press, 1999.
- K. Sivaramakrishnan, *Science, Environment and Empire History: Comparative Perspectives from Forests in Colonial India*, *Environment and History* , February 2008, Vol. 14, No. 1 (February 2008), pp.41-65.
- K.V. Kunhikrishnan, *The Colonial State and India's Forests: Strategic Requirements and Policy Shifts*, *Proceedings of the Indian History Congress* , 1998, Vol. 59 (1998), pp. 496-505, Published by: Indian History Congress.
- Laxman D. Satya, *Medicine Disease and Ecology in Colonial India: The Deccan Plateau in the 19th century*, Manohar, 2009.
- Linda Nash, *Writing Histories of Disease and Environment in the Age of the Anthropocene*, *Environmental History*, Vol. 20, No. 4 (October 2015), pp. 796-804.
- M. N. Moorthy, et. al, *Economics of Water Pollution*, Oxford University Press, 2000.
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- Mahesh Rangarajan and K. Sivaramakrishnan, *India's Environmental History: A Reader*, (two volumes), Orient Blackswan, New Delhi, 2013
- Rmachandra Guha, *Environmentalism, a Global History*, Penguin, New Delhi, 2016
- Ramachandra Guha, *Ecology and Equity: The Use and Abuse of Nature in Contemporary India*, Penguin, New Delhi, 1996.
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- Ramachandra Guha, *The Unquiet Woods*, Oxford University Press, New Delhi, 1989.
- Ramachandra Guha, *The Prehistory of Community Forestry in India*, *Environmental History* , Apr., 2001, Vol. 6, No. 2, *Special Issue: Forest History in Asia* (Apr., 2001), pp. 213-238.
- Ribbentrop B, *Forestry in British India*.

Richard Tucker, Pursuing Environmental History on India's Himalayas: Challenges and Rewards, RCC Perspectives, No. 4, Crossing Mountains: The Challenges of Doing Environmental History (2014), pp. 43-54.

Rob Nixon, Slow violence and Environmentalism of the Poor, Harvard University Press Cambridge, Massachusetts, and London, England, 2012.

Stebbing EP, The Forests in India, Vol II, Lane, 1923.

Sebastian Joseph, Cochin Forests and the British Techno ecological Imperialism in India, Primus, 2016.

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

Vandana Swami, Environmental History and British Colonialism in India: A Prime Political Agenda, The New Centennial Review , fall 2003, Vol. 3, No. 3, coloniality's persistence (fall 2003), pp. 113-130.

Course Code	Title	Type	Credit
MAHIS02E04	Gender and Women Studies in India	Elective	4

Objectives

This paper aims at to introduce the post graduate students a deep understanding of the concept of gender in Indian context and the problems and prospects of the gender and women studies through different perspectives. The objective of the study is to acquaint them the evolution and growth of gender and women movements situating them in a historical context

Course Outcomes

After the completion of the programme, the student should be able to:

1. Analyse the gender in Indian context by filtering its uniqueness.
2. Get an insight into the evolutionary process of Gender movements in its historical perspective.
3. Identify the difference of gender and women movements and get a proper reflection of both.

Module I

Gender-Oriental and western perceptions - Evolution of gender studies- Gender as a social construct - Why women studies? Theory and practice- different paradigms - the conceptual framework – historiography - Bennett, Patriarchal equilibrium, Lerner, Neera Desai, Savitribai Phule, Tharabai Shinde, E K Janaki Ammal.

Module II

Gender and feminist movements- its evolution - basic themes and contexts- caste, patriarchy and socio-political environments – matriliney - the concept of class - Multidimensional studies on gender and women - Bourdeau, Tanika Sarkar, Gayatri Spivak, Meenakshi Tapan, J Devika, Savithri Preetha Nair and others.

Module III

Emergence of a public sphere- Women issues in Social Reform Movements: practice of sati, child marriage, widow remarriage and education- Women and national movement- Partition of India and women experience - feminist literature- women activists for the oppressed - Radical reformers and subalterns.

Module IV

Gender and women studies - Postmodern perspectives - liberal socialist, cultural feminism, eco-feminism - Changed notions on gender- Politicization of gender.

References

Anandhi, S. (1991). 'Women's Question in the Dravidian Movement c. 1925-1948', *Social Scientist*, 19 (5-6), May-June, pp. 24-41.

Charugupta : *The Gender of caste, sensuality, obscenity, Community*, 2010

Forbes, Geraldine. (1996). *Women in Modern India*, Cambridge: Cambridge University Press, Introduction, pp. 1-9.

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

Gupta, Charu. (2007). 'Dalit Viranganas and Reinvention of 1857', *Economic and Political Weekly*, 42 (19), pp. 1739-46.

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Janaki Nair : *Women and Law in Colonial India: Social History*.

Judith M Bennett: *History Matters: Patriarchy and the challenge of Feminism*.

Kishwar, Madhu. (1985). 'Gandhi on Women', *Economic and Political Weekly*, 20 (40),

5 October, pp. 1691-1702 & 20 (41), 12 October, pp. 1753-58.

Kumkum Roy: *Beyond the Women in Question: Reconstructing Gendered Identities in Early India*, 2017.

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Kumkum Roy : *The power of Gender and Gender of power: Explorations in early Indian History*.

Mary E. John & Janaki Nair *A Question of Silence: Sexual Economics of Modern India*

Major, Andrea (ed.). (2007). *Sati: A Historical Anthology*, Delhi: Oxford University Press, Introduction

Meenakshi Thapan *Embodiment: Essays on gender and identity (Gender studies)*.

Meenakshi Thapan : *Transnational Migration and Politics of Identity*.

Meenakshi Thapan : *Living the Body : Embodiment, Womanhood and Identity in Contemporary India*.

Menon, Ritu and Kamla Bhasin. (1998). *Borders and Boundaries: Women in India's Partition*, New Brunswick: Rutgers University Press.

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- Mytheli Sreenivas : *Women and Gender History of Modern India*.
- Nonica Datta, *Violence, Martyrdom and Partition: A Daughter's Testimony*, OUP, 2012.
- Pierre Bourdieu : *Masculine Domination* .
- Saradamony: *Matriliny Transformed: Family, Law and Ideology in Twentieth century Travancore*.
- Savithri Preetha Nair : *Chromosomes Women, Nomad Scientist: E K Janaki Ammal, A Life 1897-1984*.
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- Uma Chakravarti : *Gendering Caste through a Feminist Lens*, Sage publications, 2002.
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