



KANNUR UNIVERSITY  
കണ്ണൂർ സർവകലാശാല

**(Abstract)**

MA Social Science with Specialisation in History Programme - Scheme, Syllabus and Model Question Papers - under Choice Based Credit and Semester System (in Outcome Based Education System-OBE) in Affiliated Colleges -Implemented with effect from 2026 Admission - Orders issued

**ACADEMIC C SECTION**

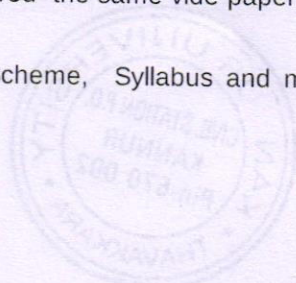
Acad/C1/429/2021

Dated: 05.01.2026

- Read:-1. U.O No Acad C1/21246/2019 dtd: 09/08/2023 and 03/03/2025  
2. Minutes of the meeting of Expert Committee held on 19/05/2025  
3. Remarks from Dean Faculty of Social Sciences received via e-mail dtd: 10/10/2025  
4. Minutes of the meeting of Standing Committee of the Academic Council held on 05/12/2025  
5. Orders of Vice Chancellor in file of even number dtd:26/12/2025

**ORDER**

- 1.The revised Regulations for Post Graduate Programmes under Choice Based Credit Semester System (in OBE- Outcome Based Education system) in Affiliated Colleges under the University was approved and implemented w.e.f.2023 admission, and certain modifications were effected thereafter vide paper read (1) above.
2. In the circumstance of nonexistence of Board of Studies at that time, the Syllabus of MA Social Science with Specialisation in History Programme, implemented in the University w.e.f.2020 admission was not revised in line with new PG Regulations implemented w.e.f.2023 admission.
3. Subsequently, after the formation of the Board of Studies (BoS), an expert committee comprising Board of Studies in History (PG) and expert members, was constituted to draft the syllabus of MA Social Science with Specialisation in History Programme
4. The meeting of expert committee vide paper read (2) above, finalised the scheme, syllabus and model question papers of MA Social Science with Specialisation in History Programme, and Chairperson, BoS in History (PG) (convenor of the the expert committee) forwarded the finalised syllabus of the above programme for approval and implementation
- 5.The Syllabus, submitted by the Chairperson was forwarded to the Dean, Faculty of Social Sciences for verification, and after vetting the syllabus, Dean approved the same vide paper read (3) above
6. Considering the matter, Vice Chancellor ordered to place the Scheme, Syllabus and model





question papers of MA Social Science with Specialisation in History Programme before Standing Committee of the Academic Council

7. The Standing Committee of the Academic Council, vide paper read (4) above, recommended to approve the Scheme, Syllabus and model question papers of MA Social Science with Specialisation in History Programme w.e.f 2026 admission

8. The Vice Chancellor, after considering the recommendation of Standing Committee of Academic Council and in exercising the powers of the Academic Council conferred under Section 11(1), Chapter III of the Kannur University Act 1996, **approved the Scheme, Syllabus and Model question papers of the MA Social Science with Specialisation in History Programme under Choice Based Credit and Semester system (in OBE- outcome Based Education system) and accorded sanction to implement the same in Affiliated Colleges under the University w.e.f. 2026 Admission, subject to reporting to the Academic Council.**

9. The Scheme, Syllabus and Model Question Papers of MA Social Science with Specialisation in History Programme under Choice Based Credit and Semester System (in OBE- Outcome Based Education System) in Affiliated Colleges under the University with effect from 2026 admission are appended with this U.O. and uploaded in the University website.

Orders are issued accordingly.

Sd/-

Jisha K P

Assistant Registrar II

For REGISTRAR

To: 1. The Controller of Examinations (through PA)  
2. The Principals of Affiliated College offering MA Social Science with Specialisation in History Programme

Copy To: 1. PS to VC/PA to R  
2. DR/AR (Acad)  
3. EXCI/ EG I/ AR II/ AR I/ JR II (Exam)  
4. The IT Cell, Computer Programmer  
5. Web Manager (for uploading in the website)  
6. Chairperson BoS in History (PG)  
7. SF/DF/FC

Forwarded / By Order

SECTION OFFICER

KV



**KANNUR UNIVERSITY**

**Syllabus for**

**MA Social Science with Specialisation in History**

**Choice Based Credit Semester System (CBCSS)-OBE**

**2026 Admission onwards**

# **Introduction**

MA Social Science with specialisation in History is a new generation programme introduced by Kannur University in 2021. The syllabus presented herewith is the output of academic discussions among scholars of diverse social science disciplines held at different levels on various occasions and is designed to introduce students to the fundamental concepts, theories, and methods used to understand the complexities of human society. This master's programme offers post-graduate studies with two perspectives: first, integrated learning of various theories and methods of diverse social science disciplines during the first and second semesters and second, specialisation in historical studies during the third and fourth semesters.

As an innovative programme, MA in Social Science ensures extensive knowledge of various fields of social sciences and infuses spirit of enquiry, analytical skills and critical thinking that help students to understand the structures of society and polity and how citizens fit into social and political structures at different times. A unique feature of the programme is that while it offers social sciences in interdisciplinary framework for post-graduate studies, it creatively equips the learners to seek different emerging employment opportunities. In addition to academic aspects, the syllabus of this post-graduate programme is aimed at enabling the learners to develop egalitarian, rational and secular values, which are indispensable to safeguard and promote democratic political culture of the country and to preserve multicultural, multi-linguistic and multi-religious identities of society and state. By the end of the course, students will be equipped with the tools necessary to analyze social phenomena and contribute to meaningful discussions on the challenges and opportunities faced by contemporary societies.

## **Acknowledgement**

The syllabus for MA Social Science with specialisation in History is an output of a series of academic debates held by scholars in History, Political Science, Economics, Anthropology, Sociology, Statistics and other academic fields on various occasions. I would like to place on record my indebtedness to Prof. K K Saju, Vice Chancellor of Kannur University for his support to bring out this programme and its syllabus. I am also sincerely grateful to the members of PG Board of Studies in History Dr. Joy Varkey, Prof. Janaki Nair, Dr. P Mohandas, Dr. Dineshan V, Dr. Vinodan Navath, Dr. Malavika Binny, Dr. Manjula Poyil, Dr. Gireesh Vishnu Namboodiri, Dr. Vinayan T, Dr Usha CK and the members of the Expert Committee Dr. B Bindu (Chairperson, BoS in Anthropology), Dr. Sudheesh KM (Chairperson, BoS in Political Science), Dr. V Shaharban (Chairperson, BoS in Economics), Dr. Sebastian George (Chairperson, BoS in Statistics), Anoop Kumar K M (Assistant Professor in Economics), Dr. Sini M (Associate Professor in Anthropology), Dr. Radhakrishnan Nair (Associate Professor in Statistics (Rtd)) and Vivek Jacob Abraham (Assistant Professor in Political Science), who have actively participated in framing the syllabus.

**Dr. Sureshkumar K.S**

Chairperson

Board of Studies, PG History

**Kannur University**  
**MA Social Science with Specialisation in History Programme**  
**Course Details**

**(2026 Admission onwards)**

**Semester I**

Course Code	Title of Courses	Internal Marks	External Marks	Total Marks	Course Credit	Weekly Hours
MASSH01C01	Introduction to Qualitative Research Methods	15	60	75	4	5
MASSH01C02	Introduction to Quantitative Research Methods	15	60	75	4	5
MASSH01C03	Development of Economic Theory in Retrospect	15	60	75	4	5
MASSH01C04	Introduction to Political Theory	15	60	75	4	5
MASSH01C05	Theory and Practice of History	15	60	75	4	5
	TOTAL	75	300	375	20	25

## Semester II

Course Code	Title of Courses	Internal Marks	External Marks	Total Marks	Course Credit	Weekly Hours
MASSH02C06	Introduction to Data Analysis using R	15	60	75	4	5
MASSH02C07	Survey Methods and Techniques in Social Science	15	60	75	4	5
MASSH02C08	Contours of Discourses in Development	15	60	75	4	5
Open Elective MASSH02O01 Or MASSH02O02 Or MASSH02O03	Theories in Social - Cultural Anthropology Or Cultural Anthropology Or Environmental Anthropology	15	60	75	4	5
MASSH02C09	History and Social Theory	15	60	75	4	5
	TOTAL	75	300	375	20	25



### Semester III

Course Code	Title of Courses	Internal Marks	External Marks	Total Marks	Course Credit	Weekly Hours
MASSH03C10	Historical Transformations in Early and Early Medieval India	15	60	75	4	5
MASSH03C11	Historical Transformations in Medieval India	15	60	75	4	5
MASSH03C12	Formation of Modern Kerala	15	60	75	4	5
Open Elective MASSH03O04  OR  MASSH03O05  OR  MASSH03O06	Capitalism and the Making of the Modern World  OR  Maritime History of India  OR  Social Movements in Modern India	15	60	75	4	5
Open Elective MASSH03O07  OR  MASSH03O08  OR  MASSH03O09	Environmental History of India: Problems and Perspectives  OR  Introduction to Gender Studies  OR  Archaeology: The Basics	15	60	75	4	5
	TOTAL	75	300	375	20	25



### Semester IV

Course Code	Title of Courses	Internal Marks	External Marks	Total Marks	Course Credit	Weekly Hours
MASSH04C13	Historical Transformations in Modern India	15	60	75	4	5
MASSH04C14	Developmental Experiences of Contemporary Kerala	15	60	75	4	5
MASSH04C15	History of Contemporary India	15	60	75	4	5
MASSH04C16	History of Contemporary World	15	60	75	4	5
MASSH04C17	Project Work	15	60	75	4	5
	TOTAL	75	300	375	20	25

**SEMESTER I**  
**INTRODUCTION TO QUALITATIVE RESEARCH METHODS**  
**(Core Course)**  
**Course Code: MASSH01C01**

The course introduces the basic techniques of data collection and data processing including statistical techniques. It will also bring home the fundamentals of anthropological fieldwork and its value to the discipline. The course trains the students to handle different research tools and techniques required for data collection.

**Course Outcomes:**

The students will learn about fieldwork and its relationship with anthropology. They will learn about preparing for fieldwork and selection of field site. They will also learn about various methods and techniques of data collection. From the practical component they will learn about how to use the various methods and techniques of data collection and write a report on a given topic.

**Module I: Science and Scientific Research**

Introduction to research in anthropology - Subjectivity, Objectivity, and Inter subjective objectivity - Ethical, Experimental and Epistemological problems.

**Essential Readings:**

1. Ritchie J.& Lewis J. (eds): *Qualitative Research Practice. A Guide for Social Science Students and Researchers*. London: Sage Publications. 2003
2. Sarana, G. *The Methodology of Anthropology*. New York: The University of Arizona Press. 1975
3. Russell, Bernard, H. *Research Methods in Anthropology: Qualitative and Quantitative Approaches*. Walnut Creek, CA: Alta Mira Press, 1995.
4. Flick, U. 2009: *An Introduction to Qualitative Research*, 4th edition. London: Sage., Foster, G. M. et al. Long Term Field Research in Social Anthropology. New York: Academic Press Publications, 1979.
5. Ellis, C. Telling Secrets, Revealing Lives: Relational ethics in research with intimate others', *Qualitative Inquiry*, 13 (1): 3-29. 2007

**Module II: Construction of Research Design**

Identification of broad area of research and the problem - Review of literature, Hypotheses and Sampling - Construction of tools and techniques of data collection, Mode of analysis and reporting.

**Essential Readings:**

1. Babbie, E. *Paradigms, Theory and Social Research*, in, *The Practice of Social Research*, Epstein, A.L. 1978. Crafts in Social Anthropology. Delhi: Hindustan Publishing Corp. 11th edition. Belmont, CA: Thomson Wadsworth. 2007.

2. Williams, T. R. *Field Methods in the Study of Culture*. London: Holt, Rinehart and Winston, 1967.
3. Foster, G. M. et al. *Long-Term Field Research in Social Anthropology*. New York: Academic Press, 1979.
4. Ellen, R. F. *Ethnographic Research: A Guide to General Conduct*. London: Academic Press, 1984.
5. Ritchie J. & J. Lewis (eds): *Qualitative Research Practice. A Guide for Social Science Students and Researchers*. London: Sage Publications, 2003
6. Ellis, C. Telling secrets, revealing lives: Relational ethics in research with intimate others', *Qualitative Inquiry*, 13 (1): 3-29., 2007
7. Bechhofer, F. and L. Paterson. *Principles of Research Design in the Social Sciences*, London: Routledge, 2000

### **Module III: Anthropological Fieldwork and data collection**

Fieldwork tradition in anthropology - Ethnographic approach - Restudy and Reinterpretation, Personal, official, historical documents and oral narratives -Interview, Observation, Questionnaire and Schedule - Genealogy, Pedigree, Case study and Extended case method - Participatory Rural Appraisal.

#### **Essential Readings:**

Burgess, R. G. *In the Field: An Introduction to Field Research*. London: Routledge, 1984

Bechhofer, F. and Paterson, L. *Principles of Research Design in the Social Sciences*. London: Routledge, 2000

Jongmans, D.G. and Gutkind, P.C.W. *Anthropologists in the Field*. Assen: Van Gorcum &Co. 1967

Williams, T. R. *Field Methods in the Study of Culture*. London: Holt,Rinehart and Winston, 1967

Cook, K. & Nunkoosing, K. Maintaining dignity and managing stigma in the interview encounter: The challenge of paid-for participation', *Qualitative Health Research*, 18 (3): 418-27., 2008

Amit, V. *Constructing the Field*. London: Routledge, 1999

Frelich, M. *Marginal Natives: Anthropologists at Work*. New York: Harper & Sons. 1970

Stocking, G.W. *Observers Observed: Essays on Ethnographic Fieldwork*. Madison: The University of Wisconsin Press. 1983

### **Module IV: Analysis of data, Interpretation and Report writing**

Classification, tabulation and presentation of data - Content analysis and Grounded theory approach - Preparation of Anthropological research report.

#### **Essential Readings:**

Gibbs, G. *Analysing Qualitative Data, The Sage Qualitative Research Kit*, Vol. 6 (edited by U. Flick). London: Sage Publications, 2007

Charmaz, K. *Constructing Grounded Theory: A Practical Guide through Qualitative Analysis*. London: Sage Publications, 2006

Dickson-Swift, V., James, E.L., Kippen, S. & Liamputtong, P. 2008: Risk to researchers in qualitative research on sensitive topics: Issues and strategies', *Qualitative Health Research*, 18: 133-44.

Parry & Mauthner. Whose data are they anyway? Practical, legal and ethical issues in archiving qualitative research data', *Sociology*, 38 (1): 139-52., 2004

Pillow, W. Confession, catharsis or cure? Rethinking the uses of reflexivity as methodological problem in qualitative research', *International Journal of Qualitative Studies in Education*, 16 (2): 175-96., 2003

Beteille, A. and Madan, T. N. *Encounter and Experience*. New Delhi: Vikas Publishing House., 1975

### **Suggested readings:**

Harris, Marvin. *Rise of Anthropological Theory*. United States: Alta Mira, 1968

Flick, U. *An Introduction to Qualitative Research*, 4th edition. London: Sage Publications, 2009

Olivier, D., Serovich, J. & Mason, T. Constraints and opportunities with interview transcription: towards reflection in qualitative research', *Social Forces*, 84 (2): 1273-89. 2005

Richards, L. *Handling Qualitative Data: A Practical Guide*. London: Sage Publications., 2005

Lewins, A. & Silver, *Using Software in Qualitative Research: A Stepby-step Guide*. London: Sage Publications, 2007

Srivastava, Vinaykumar. *Methodology and Fieldwork*. New Delhi, Oxford University press., 2004



## **SEMESTER I**

### **INTRODUCTION TO QUANTITATIVE RESEARCH METHODS**

**(Core Course)**

**Course Code: MASSH01C02**

This course deals with the basic Statistical methods for quantitative research in Social Sciences. The concepts of statistical population, sample, census, and sample surveys will be discussed in detail. Data summarization techniques by means of graphical procedures as well as by various summary statistics and correlation and regression analysis are considered. Applications of these methods are illustrated with suitable examples from Social Sciences followed by a study on index numbers and time series analysis.

**Learning Outcomes: Students will be able to:**

1. Acquire knowledge in sampling theory.
2. Understand the elementary concepts for data summarization.
3. Compute various measures of central tendency and dispersion.
4. Compute various index numbers and estimate different components of time series.

#### **Module I: Elementary sampling procedures**

Concept of population, sample, census and sample surveys, advantages of sampling and limitations; sampling methods- sampling unit, sampling frame, sampling and non-sampling errors, probability sampling and judgment sampling, basic concepts of simple random sampling, systematic and stratified sampling, situations in social sciences where they are used.

#### **Essential reading:**

1. Kothari, C.R. *Research Methodology: Methods and Techniques*. 2nd Edition, New Age International Publishers, New Delhi, 2004
2. Gupta, S.C. *Fundamentals of Statistics*. 6th Edition, Sultan Chand & Sons, New Delhi. 2007

#### **Module II: Data Presentation**

Collection of data, primary and secondary data; Numerical presentation – raw data, discrete frequency distribution and continuous frequency distribution; Diagrammatic representation of data- line diagram, bar diagram, sub divided bar diagram, histogram, box plot, frequency curve, frequency polygon and Pie diagram.

**Essential Readings:**

1. Gupta, S. P., & Gupta, M. P. *Business Statistics* (14th Enlarged ed.). New Delhi: Sultan Chand & Sons, 2007
2. S. P. Gupta, *Statistical Methods*. Sultan Chand and Sons, New Delhi, 2000.

**Module III: Measures of central tendency and dispersion**

Measures of central tendency: mean, median, mode, geometric mean and harmonic mean, simple numerical problems, weighted arithmetic mean. Measures of dispersion- Absolute and relative measures of dispersion, range, mean deviation, quartile deviation, standard deviation, coefficient of variation, simple numerical problems.

**Essential Readings:**

1. Gupta, S. P., & Gupta, M. P. *Business Statistics* (14th Enlarged ed.). New Delhi: Sultan Chand & Sons, 2007
2. S. P. Gupta, *Statistical Methods*. Sultan Chand and Sons, New Delhi, 2000.

**Module IV: Correlation analysis**

Concept of correlation, method of studying correlation, scatter diagram, Karl Pearson correlation coefficient, Spearman rank correlation coefficient (with and without ties). Regression analysis – Fitting of curves of the form linear, linear regression, regression equations (concept only).

**Essential Readings:**

1. Gupta, S. P., & Gupta, M. P, *Business Statistics* (14th Enlarged ed.). New Delhi: Sultan Chand & Sons. 2007
2. Gupta, S.C. and Kapoor, V.K. *Fundamentals of Mathematical Statistics*. Sultan Chand and Sons, New Delhi, 2020

**Module V: Index numbers and Time Series**

Meaning and use of index numbers, simple and weighted index numbers, Laspeyer's, Paache's and Fisher's index numbers, Test for good index number, cost of living index number. Definition and use of time series, components of time series, measurement of secular trend semi average, moving average and least square method (linear function only).

**Essential Readings:**

1. S.C Gupta and V.K. Kapoor, *Fundamentals of Applied Statistics*, Sultan Chand and Sons, 2014
2. Gupta, S. P., & Gupta, M. P. *Business Statistics* (14th Enlarged ed.). New Delhi: Sultan Chand & Sons.2007

**Suggested Readings:**

1. Bordens, K. S. and Abbott, B. B. *Research Design and Methods: A Process Approach*. New Delhi: McGraw Hill Education (India) Private Limited. 2011
2. King, Bruce. M; Minium, Edward. W. *Statistical Reasoning in the Behavioural Sciences*. John Wiley and Sons, Ltd. 2008
3. Mangal, S. K. *Statistics in Psychology and Education*. New Delhi: Phi Learning Private Limited. 2002
4. Minium, E. W., King, B. M., & Bear, G. *Statistical Reasoning in Psychology and Education*. Singapore: John-Wiley. 2001
5. Garrett, H.E., *Statistics in Psychology and Education*, (Tenth edition), Bombay, Vakils Feffer and Simons Ltd. 6. McBride, Dawn M. (2018). *The Process of Statistical Analysis in Psychology*. Sage. USA, 1981

**SEMESTER I**  
**DEVELOPMENT OF ECONOMIC THEORY IN RETROSPECT**  
**(Core Course)**

**Course Code : MASSH01 C03**

The course aims to provide the students an evolutionary perspective of the emergence and growth of economic thinking in general and theories in particular. The course starts with exploring the significance of studying development of economic thought and proceeds to a broader perspective of different schools of thought. Space for more detailed account of classical political economy with special emphasis on Smith, Ricardo and Marx are devoted subsequently. Contributions of neo-classicals, Keynes and post Keynesian schools of macroeconomics are dealt with later on. The course will also cover the nuances of recent developments in economic thinking with special reference to positive political economy, game theory, behavioral economics, nudge theory and the so forth.

**Course Outcomes:**

Students will be able to:

1. Develop an understanding of the philosophy of the discipline of economics as fundamentally inclusive one
2. Develop conceptual clarity of the historical development of the subject matter of economics.
3. Develop the capacity to understand and interpret economic theories and apply them to social problems.
4. Develop the capacity to comprehend and articulate different economic perspectives.

**Module I:**

Importance of History of Economic Thought -Pre-Classical School - Classical School - The Marginalist School - Development of Macroeconomics - The Institutional School – The role of heterodox economics

**Essential Readings:**

1. Steven G Medema & Warren J Samuels. *The History of Economic Thought: A Reader*. Routledge. 2004
2. Landreth, Harry & Colander C David. *History of Economic Thought*. Fourth Edition. Houghton Mifflin Company.
3. Chavance, B. *Institutional economics*. Routledge., 2008
4. Groenewegen, J., Spithoven, A. H. G. M., & Van Den Berg, A. *Institutional economics: An introduction* (p. 369). London: Palgrave Macmillan, 2010

**Module II:**

Political Economy as History- Divergences in Classical Political Economy - Smith, Ricardo & Marx - Surplus value, Labour, Dialectical materialism, Money, Profit, Accumulation, Circulation of Capital, Fictitious Capital.

**Essential Reading:**

1. Steven G Medema & Warren J Samuels. *The History of Economic Thought: A Reader*. Routledge. 2004



2. Landreth, Harry & Colander C David. History of Economic Thought. Fourth Edition. Houghton Mifflin Company.
3. Michael Heinrich. *An Introduction to the Three Volumes of Marx's Capital*. 2004, URL: <http://digamo.free.fr/heinrich.pdf>.
4. Blaug, M. *Economic theory in retrospect*. Cambridge university press, 1997

### Module III:

Neoclassicals-Carl Menger, Alfred Marshall - British Historical School - Institutions, Evolution and History - Veblen, Commons - Methodological Individualism - Weber, Schumpeter - Divergence of Sociology from Economics - Pareto, Robbins and Talcott Parsons - Austrian School - Menger, Hayek, Bohm Bawerk - Keynesian Economics - Consumption and Investment functions, Effective Demand, Multiplier, Accelerator - Post Keynesian Schools of Macroeconomics.

### Essential Readings:

1. Steven G Medema & Warren J Samuels. *The History of Economic Thought: A Reader*. Routledge, 2004
2. Landreth, Harry & Colander C David. History of Economic Thought. Fourth Edition. Houghton Mifflin Company.
3. Chavance, B. *Institutional economics*. Routledge. 2008
4. Groenewegen, J., Spithoven, A. H. G. M., & Van Den Berg, A.. *Institutional economics: An introduction* (p. 369). London: Palgrave Macmillan. 2010
5. Williamson, O. The New Institutional Economics: Taking Stock, Looking Ahead. *Journal of Economic Literature*, 38(3), 595-613. 2000. Retrieved December 20, 2020, from <http://www.jstor.org/stable/2565421>

### Module IV:

Positive Political Economy - Game Theory - Individual Rationality - Norms, Culture and Beliefs - Law and Economics - Old & New Institutional Economics - Behavioral Economics, Bounded Rationality, Nudge theory

### Essential Readings:

1. Steven G Medema & Warren J Samuels. *The History of Economic Thought: A Reader*. Routledge. 2004
2. Landreth, Harry & Colander C David. History of Economic Thought. Fourth Edition. Houghton Mifflin Company.
3. Basu, K., & Basu, A. A. *Prelude to political economy: A study of the social and political foundations of economics*. OUP. 2000
4. Chavance, B. *Institutional economics*. Routledge. 2008
5. Groenewegen, J., Spithoven, A. H. G. M., & Van Den Berg, A. (2010). *Institutional economics: An introduction* (p. 369). London: Palgrave Macmillan.
6. Williamson, O. The New Institutional Economics: Taking Stock, Looking Ahead. *Journal of Economic Literature*, 38(3), 595-613. 2000. Retrieved December 20, 2020, from <http://www.jstor.org/stable/2565421>

### Suggested Readings:

1. Dieter Bögenhold.. History of Economic Thought as an Analytic Tool: Why Past Intellectual Ideas Must Be Acknowledged as Lighthouses for the Future. *International Advances in Economic Research*, 1-15. 2020
2. Ben Fine & Dimitris Milonakis. 'From Political Economy to Economics'
3. Robert L Heilbroner. 1999. *The worldly philosophers: The lives, times, and ideas of the*

*greateconomic thinkers*. 2009

4. URL:[http://starbooksfeaa.weebly.com/uploads/5/4/8/6/54869709/the\\_wordly\\_philosophers.pdf](http://starbooksfeaa.weebly.com/uploads/5/4/8/6/54869709/the_wordly_philosophers.pdf)
5. Karl Marx. 1859. Preface to "A Contribution to a Critique of Political Economy". URL: <https://www.marxists.org/archive/marx/works/1859/critique-poleconomy/preface.htm>
6. Louis Althusser and Etienne Balibar. 1968. *Reading Capital*. URL: <https://www.marxists.org/reference/archive/althusser/1968/reading-capital/index.htm>
7. RLuxemburg. 1913. The Accumulation of Capital. URL: <https://www.marxists.org/archive/luxemburg/1913/accumulation-capital/accumulation.pdf>
8. Ben Fine & Dimitris Milonakis. 2009. 'From Political Economy to Economics.' Milton Friedman. 1962. *Capitalism and Freedom* pp. 1–55, 108–37, and 161–90.
9. Brian Snowdon and Howard R Vane: *Modern Macroeconomics: Its Origin, Development and Current State*, 2005.
10. Edmund S. Phelps: *Seven Schools of Macroeconomic Thought*. OUP
11. Becker, Gary S. "Crime and Punishment: An Economic Approach." *Journal of Political Economy* 76 (1968): 169–217.
12. Coase, Ronald H. "The Problem of Social Cost." *Journal of Law and Economics* 3, no. 1 (1960): 1–44.
13. Stigler, G. (1972). The Law and Economics of Public Policy: A Plea to the Scholars. *The Journal of Legal Studies*, 1(1), 1-12. <http://www.jstor.org/stable/724009>
14. Klein, P. G. (1998). New institutional economics. Available at SSRN 115811 <https://core.ac.uk/download/pdf/62752972.pdf>
15. Hodgson, G. M. (1989). Institutional economic theory: the old versus the new. *Review of Political Economy*, 1(3), 249-26

**SEMESTER I**  
**INTRODUCTION TO POLITICAL THEORY**  
**(Core Course)**

**Course Code : MASSH01 C04**

This course provides a foundational understanding of political theory by exploring key concepts, ideologies, and debates that shape political thought. Students will engage with fundamental political ideas such as liberty, equality, justice, rights, democracy, and power, analyzing how they influence governance and society. It attempts to familiarise them with important approaches, theories, and concepts that will facilitate an understanding of political issues. Through lectures, discussions, and case studies, students will develop analytical skills to evaluate political arguments and apply theoretical perspectives to real-world challenges.

**Course Outcomes:**

1. Students will be able to understand basics of political theory and different discourses in political theory.
2. Students will be able to comprehend the fundamental political concepts such as liberty, equality, justice, and rights, explore power dynamics, understand Rights and citizenship.
3. This course aims to equip students with a deep and nuanced understanding of political ideas that have shaped societies across time
4. By engaging with classical and contemporary political theories, students will develop critical analytical skills to assess political arguments, question power structures, and understand the ethical dimensions of governance

**Module I: Understanding Political Theory**

- a. What is Political Theory? Theorizing “Political”
- b. Approaches in Political Theory: Normative vs Empirical
- c. Major Traditions: Liberal, Marxist and Critical Tradition
- d. Decline and Resurgence of Political Theory

**Essential Readings**

1. Bhargava, R. (2008) ‘What is Political Theory’, in Bhargava, R and Acharya, A. (eds.) Political Theory: An Introduction. New Delhi: Pearson.

2. Bhargava, R. (2008) 'Why do we need Political Theory', in Bhargava, R. and Acharya, A. (eds), *Political Theory: An Introduction*. New Delhi: Pearson Longman, pp. 17-36.
3. Heywood, Andrew. *Political Theory: An Introduction*. Palgrave Macmillan.
4. John S. Dryzek, Bonnie Honig, and Anne Phillips (2006), *The Oxford Handbook of Political Theory*, New Delhi, Oxford University Press
5. Ramaswamy Sushila, (2015), *Political Theory: Ideas and Concepts*. PHI Publications
6. O.P Gauba., (2017), *An introduction to political theory*, 7th edition.

## **Module II: Key Concepts in Political Theory (Part I)**

- a. Power and Authority: Definitions and Types
- b. Legitimacy (Max Weber)
- c. Democracy: Direct and Indirect Democracy
- d. Citizenship : Meaning and Definitions

### **Essential Readings:**

1. Carter, Ian. (2003) 'Liberty', in Bellamy, Richard and Mason, Andrew (eds.). *Political Concepts*. Manchester: Manchester University Press, pp. 4-15.
2. Riley, Jonathan. (2008) 'Liberty' in Mckinnon, Catriona (ed.) *Issues in Political Theory*, New York: Oxford University Press, pp. 103-119.
3. Leopold, David and Stears, Marc (2008): *Political Theory: Methods and Approaches*, Oxford University Press, New York.
4. Berlin, I. (1969). *Four essays on liberty*. Oxford University Press.
5. Dworkin Ronald(1981). 'What is Equality?'(Two parts). *Philisophy and Public Affairs*.10(3 &4)
6. Ramaswamy Sushila, (2015), *Political Theory: Ideas and Concepts*. PHI Publications
7. O.P Gauba; *An Introduction to Political Theory*, 7th edition, 2017.
8. Srinivasan, J. (2008) 'Democracy', in Bhargava, R. and Acharya, A. (eds.) *Political Theory: An Introduction*. New Delhi: Pearson Longman, pp. 106-128.
9. Owen, D. (2003) 'Democracy', in Bellamy, R. and Mason, A. (eds.) *Political Concepts*. Manchester and New York: Manchester University Press, pp. 105-117.
10. Christiano, Th. (2008) 'Democracy', in Mckinnon, C. (ed.) *Issues in Political Theory*, New York: Oxford University Press, pp. 80-96.
11. Arblaster, A. (1994) *Democracy*. (2nd Edition). Buckingham: Open University Press.

## **Module III – Key Concepts in Political Theory (Part II)**



- a. Law: Meaning and Sources of Law
- b. Liberty: Negative and Positive liberty
- c. Equality: Formal and Substantive
- d. Rights: Types of Rights

**Essential Readings:**

1. Ray, Amit and Mohit Bhattacharya (1988). Political Theory: Institutions and Ideas. Calcutta: The World Press
2. Menon, Krishna. (2008) 'Justice', in Bhargava, Rajeev and Acharya, Ashok. (eds.) Political Theory: An Introduction. New Delhi: Pearson Longman, pp. 74-86.
3. McKinnon, Catriona. (2003) 'Rights', in Bellamy, Richard and Mason, Andrew. (eds.) Political Concepts. Manchester: Manchester University Press, pp. 16-27.
4. Ramaswamy Sushila, (2015), Political Theory: Ideas and Concepts. PHI Publications
5. O.P Gauba; An Introduction to Political Theory, 7th edition, 2017.
6. Johari.J C., (2019), Principles of Political Science, Sterling Publishers. New Delhi.
7. Tulkdar, P.S. (2008) 'Rights' in Bhargava, Rajeev and Acharya, Ashok. (eds.) Political Theory: An Introduction. New Delhi: Pearson Longman, pp. 88-104

**Module IV: Contemporary Debates in Political Theory**

- a. Justice: Procedural and Distributive Justice (John Rawls and Robert Nozick)
- b. Feminist Political Theory: Gender Justice
- c. Postmodern Political Theory: Michel Foucault and the Critique of Power
- d. Multi culturalism and Identity Politics

**Essential Readings:**

1. Kymlicka, Will (2005), Contemporary Political Philosophy: An Introduction, New Delhi:Oxford University Press India.
2. Bryson, Valerie (2003), Feminist Political Theory: An Introduction, 2nd Edn. London: Macmillan
3. Farrelly, Colin (2003), Introduction to Contemporary Political Theory, London: Sage.
4. Menon, Krishna. (2008) 'Justice', in Bhargava, Rajeev and Acharya, Ashok. (eds.) Political Theory: An Introduction. New Delhi: Pearson Longman, pp. 74-86
5. John Rawls. 1999. A Theory of Justice. Revised Edition. Harvard University Press
6. Robert Nozick. 1974. Anarchy, State, and Utopia. New York: Basic Books.

7. Daniels, N. (ed.), *Reading Rawls: Critical Studies on John Rawls's A Theory of Justice*, New York: Basic Books, 1989.
8. Ramaswamy Sushila, (2015), *Political Theory: Ideas and Concepts*. PHI Publications
9. O.P Gauba; *An Introduction to Political Theory*, 7th edition, 2017

### **Suggested Readings:**

1. John S. Dryzek, Bonnie Honig, and Anne Phillips (2006), *The Oxford Handbook of Political Theory*, New Delhi, Oxford University Press.
2. John T. Ishiyama Marijke Breuning (2011), *21st Century Political Science: A Reference Handbook*, New Delhi, Sage.
3. Bhargava, R. (2008) 'What is Political Theory', in Bhargava, R and Acharya, A. (eds.) *Political Theory: An Introduction*. New Delhi: Pearson.
4. John Rawls - *A Theory of Justice* (1971) – Foundational text on justice as fairness.
5. Will Kymlicka - *Contemporary Political Philosophy: An Introduction* (2002) –
6. Susan Moller Okin - *Justice, Gender, and the Family* (1989) – Feminist critique of Rawlsian justice.
7. Gary Gutting - *Foucault: A Very Short Introduction* (2005)
8. McKinnon, C. (2008) 'Introduction'. *Issues in Political Theory*. New York: Oxford University Press.
9. Abbas, Hovyeda and Ranjay Kumar. (2012) *Political Theory*. New Delhi: Pearson
10. Arblaster, A. (1994) *Democracy*. (2nd Edition). Buckingham: Open University Press.
11. Bannett, J. (2004) 'Postmodern Approach to Political Theory', in Kukathas, Ch. and Gaus, G. F. (eds.) *Handbook of Political Theory*. New Delhi: Sage, pp. 46-54.
12. Bellamy, R., & Mason, A. (2003). *Political concepts*. Manchester University Press.
13. Gaus, G. (2018). *Political concepts and political theories*. Routledge
14. Gauss, G F and Kukathas C. (2004). *Handbook Of Political Theory*. London: Sage
15. Harrison, L., Little, A., & Lock, E. (2015). *Politics: the key concepts*. Routledge.
16. Knowles, Dudley. (2001) *Political Philosophy*. London: Routledge, pp. 69- 132.
17. Kumar Sanjiv (2019) *Understanding Political Theory*, Orient Blackswan, New Delhi

18. Riley, Jonathan. (2008) 'Liberty' in Mckinnon, Catriona (ed.) Issues in Political Theory, New York: Oxford University Press, pp. 103-119.
19. Swift, Adam. (2001) Political Philosophy: A Beginners Guide for Student's and Politicians. Cambridge: Polity Press, pp. 51-88
20. Vinod, M.J and Deshpande, Meena ( 2013) 'Contemporary Political Theory', PHI, New Delhi
21. Jain, M.P. (2019) Introduction to Political Theory, Book age publication, New Delhi.
22. Farrelly, C. (2004) Feminism. In Introduction to Contemporary Political Theory Sage Publications
23. Bennett, J. (2004) Postmodern Approaches to Political Theory, In G. F. Gaus, & C. Kukathas Handbook of Political Theory Sage Publications.
24. Andrew Heywood : Key Concepts in Politics, Palgrave Macmillan, New York, 2007.
25. Andrew Heywood: Political Theory, An Introduction, 3rd edition, Palgrave Macmillan, New York, 2008.

**SEMESTER I**  
**THEORY AND PRACTICE OF HISTORY**  
**(Core Course)**

**Course Code: MASSH01 C05**

This course explains different meanings and definitions of History and fundamental historical research methods. History is a unique body of knowledge in Social Sciences because of the particular nature of historical facts. Therefore, the concepts of objectivity and subjectivity in history, philosophical and methodological approaches to history, research practice in history, and research ethics are important topics of discussion in this course. This course is in short about the theories of history and historical research methods.

**Course Outcomes:**

On the completion of the course, students will be able to:

- 1 Understand the multiple meanings of history and how history as a body of knowledge becomes a social necessity.
2. Demonstrate concepts such as historical facts, causation, moral judgment, objectivity, generalization, and individual in history
3. Prepare a research proposal identifying a research topic and research problem
4. Undertake data collection, analysis, and apply interdisciplinary/multidisciplinary methods of research
5. Understand how to make critical arguments, and interpretations and write well-researched articles

**Module I:**

Nature and meaning of History – Definitions of History - The Necessity of History – History as a Social Science – Facts in History – Causation – Value Judgement – Objectivity -

**Essential readings:**

E.H. Carr, *What is History?* Cambridge, CUP, First Pub. 1961

R.G. Collingwood, *The Idea of History*, Oxford, The Clarendon Press, First. Pub 1946

Arthur Marwick, *The New Nature of History*, London, Macmillan, 1970

Marc Bloch, *The Historians Craft*, reprint, Delhi: Aakar Books, 2017

E. Sreedharan, *A Manual of Research Methodology in History*, Thiruvananthapuram, Centre for South Indian Studies, 2007.

## **Module II:**

Meaning of Research – Selection of Research Topic – Research Problem – Literature Review  
Research Plan and Synopsis - Interdisciplinary and Multidisciplinary Research – Qualitative and Quantitative Methods.

### **Essential readings:**

E. Sreedharan, *A Manual of Research Methodology in History* Thiruvananthapuram, Centre for South Indian Studies, 2007.

B. Sheik Ali, *History: Its Theory and Method*, New Delhi, Laxmi Publications, Second edition 2022

G. R. Elton, *The Practice of History*, London, Fontana Press, 1967

## **Module III:**

Data Collection –Primary and Secondary Sources — Oral Sources – Semiotics – Digital Research  
– Field Research - Data collection Taking Notes, Precis, Paraphrase and Data Arrangement using Cards, Files, Folders, Word Processor – Analysis: Heuristics and Hermeneutics - Grouping of Data  
– Thematic, Chronological, etc.

### **Essential readings:**

E. Sreedharan, *A Manual of Research Methodology in History*, Thiruvananthapuram, Centre for South Indian Studies, 2007

B. Sheik Ali, *History: Its Theory and Method*, Bombay, Macmillan, 1981

Valerie Yow, “Ethics and Interpersonal Relationships in Oral History Research” *The Oral History Review*, 1995, Vol. 22, No. 1, pp. 51-66

Daniel Chandler, *Semiotics: The Basics*, New York, Routledge, 2002

## **Module IV:**

Documentation and Writing – Analytical Writing – Interpretations - Generalisation and Exposition  
– Ethics in Research – Plagiarism – Ghost Writing - General and Select Bibliography – Footnote and Endnote – MLA & APA - Appendix - Index.

**Essential readings:**

E. Sreedharan, *A Manual of Research Methodology in History*, Thiruvananthapuram, Centre for South Indian Studies, 2007

B. Sheik Ali, *History: Its Theory and Method*. Bombay, Macmillan, 1981

**Suggested Readings:**

Beverley Southgate, *History: What and Why*, London, Routledge, 2001

Braudel, Fernand. *On History*, Chicago, University of Chicago Press 1980.

Brain Fay, *Critical Social Science. Liberation and its Limits*, Cambridge, Cambridge University Press, 1987.

Burke, Peter. *New Perspectives on Historical Writing*, reprint, Pennsylvania, Pennsylvania State University Press, 2001.

Bhupendra Yadav, *Framing History. Context and Perspectives*, New Delhi, 2012.

Cohn, B. '*History and Anthropology: The State of Play*', in B. Cohn, *An Anthropologist Among the Historians and Other Essays*, Delhi, OUP, 1988.

Certeau de, Michel. *The Writing of History*, New York, Colombia University Press, reprint, 1992

Evans, Richard J. *In Defence of History*, London: Granta Publication, (first published in 1997) 2018.

Elton, G.R. *The Practice of History*, London: 1967. 2<sup>nd</sup> Ed. 2002.

Foucault Michel, *Archaeology of Knowledge*, Indian reprint, Routledge, 2002

Jenkins, Keith. *On 'What is History?'* London, Routledge, 1995.

Jenkins, Keith, *Why History? Ethics and Post Modernity*, London, Routledge, 1999.

Johnson, Richard. et.al. *Making Histories. Studies in History Writing and Politics*, London: 1982.

Ludmilla Jordanova, *History in Practices*, London, OUP, 2000.

Sarkar Sumit, *Writing Social History*, New Delhi: 1997, Part I, pp. 1-108.

Stern F. Ed., *The Varieties of History*, New York, 1970.

Stefan Berger, Heiko Feldner and Kevin Passmore Eds., *Writing History: Theory & Practice*,

London: 2003.

Simon Gunn and Lucy Faire, Eds., *Research Methods for History*, Edinburgh, Edinburgh University Press, 2012.

Pierre Nora, 'Between memory and History', *Memory and Counter Memory*, 1989, pp.7-24.

Arlette Farge, *The Allure of the Archive*, Yale University Press, 2015.

Ranajit Guha, *The Career of an anti-God in Heaven and on Earth*, 1985.

Prachi Deshpande, *Creative Pasts: Historical memory and Identity in western India*, Columbia University Press, 2007.



**SEMESTER II**  
**INTRODUCTION TO DATA ANALYSIS USING R**  
**(Core Course)**

**Course Code: MASSH02C06**

This course deals with the basic data analysis using the open-source software R/ R-Studio. Data inputting/ importing from various sources will be discussed in detail. Simple R commands followed by various summary statistics and graphics using R will be illustrated using various examples from Social Sciences. R commands for the computation of correlation and regression line as well as computation of different index numbers and evaluation of components of time series are considered.

**Course Outcomes:**

At the end of the course, students will be able to:

1. Inputting/ importing data using R software.
2. Do graphical representation using R.
3. Do computations of central tendencies and dispersion using R.
4. Conduct correlation and regression analysis
5. Compute various index numbers and components of time series.

**Module I:**

Introduction to R and Exploratory Data Analysis R as a statistical software and language, R preliminaries, method of data input, data accessing or indexing, data frames, saving, storing and retrieving work, work space and files, using scripts, using packages.

**Essential Readings:**

1. Purohit, S.G. et al. *Statistics Using R*, Narosa Publishing House, 2008
2. Dalgard, P. *Introducing Statistics with R*, Springer 2002

**Module II:**

Graphics with R Diagrammatic and graphical representation of data – bar diagram, histogram, pie diagram, frequency curve, ogives, box plot and stem and leaf plot.

**Essential Readings:**

1. Braun, W. J. & Murdoch, D. J. *A First Course in Statistical Programming with R*. Cambridge. 2007

2. Crawley, M. J. *The R book*, John Wiley & Sons. 2012

### **Module III:**

Summary Statistics Using R Measures of central tendency using R – Mean, Median, Mode, Geometric Mean and Harmonic Mean. Measures of dispersion using R- Range, Standard deviation, mean deviation, quartile deviation.

### **Essential Readings:**

1. Dalgaard, P. *Introductory Statistics with R*. New York: Springer- Verlag.  
Unit IV: Correlation and Regression Analysis using R Scatter plot, correlation coefficient, rank correlation coefficient, linear regression, the coefficient of determination. 2002
2. Lafaye de Micheaux, P., Drouilhet, R., & Lique, B. 2013.
3. *The R software: Fundamentals of programming and statistical analysis*. Springer. 2013

### **Module IV:**

Index numbers and Time Series using R Estimating components of time series using R, plotting sample path, computation of various index numbers using R.

### **Essential Readings:**

1. Zuur, A., Ieno, E. N., & Meesters, *A Beginner's Guide to R*. Springer Science & Business Media. 2009
2. Braun, W. J. & Murdoch, D. J. *A First Course in Statistical Programming with R*. Cambridge. 2007
3. Crawley, M. J. *The R book*. John Wiley & Sons. 2012
4. Albert, J. & Rizzo, M. *R by Example*. Springer, 2012
5. Teetor, P. *R Cookbook*. O'REILLY. 2011

### **Suggested Readings:**

1. R Core Team. *R: A language and environment for statistical computing*. R Foundation for Statistical Computing, Vienna, Austria. 2021. URL <https://www.R-project.org/>.
2. Venables, W. N. & Ripley, B. D. *Modern Applied Statistics with S*. Fourth Edition. Springer, New York. ISBN 0-387-95457-0. 2002

3. Mirai Solutions GmbH. XLConnect: Excel Connector for R. R package version 1.0.7.  
<https://CRAN.R-project.org/package=XLConnect>. 2023
4. Sarkar, Deepayan. Lattice: Multivariate Data Visualization with R. Springer, New York. ISBN 978-0-387-75968-5. 2008
5. Lukasz Komsta and Frederick Novomestky. Moments, Cumulants, Skewness, Kurtosis and Related Tests. R package version 0.14.1.  
<https://CRAN.Rproject.org/package=moments>. 2022
6. Lafaye de Micheaux, P., Drouilhet, R., & Lique, B. The R software: Fundamentals of programming and statistical analysis. Springer. 2013
7. Zuur, A., Ieno, E. N., & Meesters, E. A Beginner's Guide to R. Springer Science & Business Media. 2009
8. Heumann, C., Schomaker, M. & Shalabh . Introduction to statistics and data analysis: With Exercises, Solutions and Applications in R. Springer International Publishing Switzerland. 2016
9. Dalgaard, P. Introductory Statistics with R. New York: Springer- Verlag. 2002

**SEMESTER II**  
**SURVEY METHODS AND TECHNIQUES IN SOCIAL SCIENCE**  
**(Core Course)**

**Course Code: MASSH02C07**

This course deals with the Survey Methods and Techniques in Social Science. Advantages and disadvantages of sampling methods and census and sampling and non-sampling errors are considered. Various popular sampling methods in social sciences such as simple random sampling, stratified sampling, systematic sampling and cluster sampling will be discussed in detail.

**Course Outcomes:**

At the end of the course, students will be able to:

1. Understand advantages of sampling methods for scientific data collection.
2. Prepare questionnaire and conduct surveys
3. Acquire thorough knowledge about different methods of sampling
4. Decide which method of sampling is suitable for the problem in social sciences
5. Make meaningful conclusion from the data obtained using selected sampling method

**Module I: Basic Concepts of Survey Sampling**

Census and sampling, sampling error, non-sampling error, principal steps in sample survey probability sampling and non-probability sampling, judgment sampling, organization and execution of large sample surveys, sampling and non-sampling errors, sample size estimation.

**Essential Readings:**

1. S.C Gupta and V.K. Kapoor. *Fundamentals of Applied Statistics*, Sultan Chand and Sons, 2014
2. Parimal Mukhopadhyay. *Theory and Methods of Survey Sampling*, Prentice Hall of India Pvt Ltd, India. 2013

**Module II: Simple Random Sampling With and Without Replacement**

Methods of collecting simple random samples, unbiased estimate of the population mean and population total-their variances and estimate of these variances-simple random sampling for proportions

### **Essential Readings:**

1. S.C Gupta and V.K. Kapoor, *Fundamentals of Applied Statistics*, Sultan Chand and Sons
2. Murthy, M.N. (1977): *Sampling Theory and Statistical Methods*, Statistical Publishing Society, Calcutta. 2014

### **Module III: Stratified random sampling**

Estimation of population mean and total, proportional and Neymann allocation of sample sizes-cost function-optimum allocation considering cost comparison with simple random sampling. Systematic Sampling: Linear and circular systematic sampling, comparison with simple random sampling.

### **Essential Readings:**

1. Singh, D. and Chaudhary, F.S. *Theory and Analysis of Sample Survey Designs*, New Age International (P) Ltd. 1995
2. Parimal Mukhopadhyay. *Theory and methods of survey sampling*, Prentice Hall of India Pvt Ltd, India. 2013

### **Module IV: Cluster Sampling**

Clusters with equal sizes-estimation of the population mean and total, comparison with simple random sampling, two stage cluster sampling-estimate of variance of population mean.

### **Essential Readings:**

1. Singh, D. and Chaudhary, F.S. *Theory and Analysis of Sample Survey Designs*, New Age International (P) Ltd. 1995
2. Murthy, M.N. *Sampling Theory and Statistical Methods*, Statistical Publishing Society, Calcutta. 1977
3. Singh, D. and Chaudhary, F.S.. *Theory and Analysis of Sample Survey Designs*, New Age International (P) Ltd. 1995
4. Murthy, M.N. *Sampling Theory and Statistical Methods*, Statistical Publishing Society, Calcutta. 1977

3. Parimal Mukhopadhyay, Theory and methods of survey sampling, Prentice Hall of India Pvt Ltd, India. 2013

**Suggested Readings:**

1. Cochran, W.G. *Sampling Techniques*, Wiley Eastern.1984
2. Raj, D. and Chandhok, P. Sample Survey Theory, Narosa Publishing House, New Delhi. 3. Sarndal, C. E., Swensson B. and Wretman, J. (1992): Model Assisted Survey Sampling, Springer – Verlag Inc., New York. 1998
4. Singh, S. Advanced Sampling Theory with Applications, Kluwer Academic Publishers, Dordrecht, The Netherlands. 2003
5. Sukhatme, P.V., Sukhatme, B.V., Sukhatme, S. and Asok, C., Sampling Theories of Survey with Applications, IOWA State University Press and Indian Society of Agricultural Statistics., 1984.

**SEMESTER II**  
**CONTOURS OF DISCOURSES IN DEVELOPMENT**  
**(Core Course)**

**Course Code: MASSH02C08**

The aim of the course is to introduce students to the debates in development. The course specifically aims to provide conceptual and theoretical foundations in development economics and also expose them to the larger developmental questions confronted by a developing economy like India along with an introduction to the database on Indian economy.

**Course Outcomes:**

At the end of the course, the student will be able to:

1. Understand the conceptual issues in developmental discourses
2. Learn and apply theories of development in understanding the working of Indian economy
3. Analyse the developmental issues of a growing economy like India with the support of database on Indian economy

**Module I:**

Conceptual foundations - Growth Vs Development - Growth Vs Equity: Sen Vs Bhagwati - Development indicators - GDP, Per capita income, Physical Quality of Life Index (PQLI), Human Development Index (HDI), Gender Development Index (GDI), Multidimensional Poverty Index - Green GDP, Human Poverty Index (HPI), Happiness index, Hunger Index - Sustainable development: concept, goals and indicators

**Essential Readings:**

- Ray, D. Development economics, Princeton University Press. 1998
- Chenery, H. B., Srinivasan, T. N., Schultz, T. P., Behrman, J. R., Strauss, J., Rodrik, D., & Rosenzweig, M. R. (Eds.). Handbook of development economics (Vol. 4). Elsevier. 1988
- Ray, D. What's new in development economics? The American Economist, 44 (2), 3-16. 2000
- Mookherjee, D., & Ray, D. (Eds.). Readings in the theory of economic development, Oxford: Blackwell Publishers. 2001
- Rao, P. K. Sustainable development: economics and policy. Blackwell Publishers. 2000
- Elliott, J. An introduction to sustainable development, Routledge. 2012



- Musikanski, L., Cloutier, S., Bejarano, E., Briggs, D., Colbert, J., Strasser, G., & Russell, S. (2017). Happiness index methodology. *Journal of Social Change*, 9 (1), 2.
- Von Grebmer, K., Bernstein, J., Hossain, N., Brown, T., Prasai, N., Yohannes, Y., ... & Foley, C. . 2017 Global Hunger Index: the inequalities of hunger, Intl Food Policy Res Inst. 2017
- Bhattacharya, P, Everything You Wanted to Know about the Sen-Bhagwati Debate, LiveMint (dated 20 July 2013). 2013
- Sumalatha B.S., Nirmal Roy V.P. Inclusive Growth in India: Issues and Challenges. In: Leal Filho W., Azul A., Brandli L., Lange Salvia A., Wall T. (eds) Decent Work and Economic Growth. Encyclopedia of the UN Sustainable Development Goals. Springer, Cham. [https://doi.org/10.1007/978-3-319-71058-7\\_82-1](https://doi.org/10.1007/978-3-319-71058-7_82-1) 2020

## **Module II :**

Development Theories - Lewis Model - Balanced Growth model - unbalanced growth model - circular and cumulative causation - “Harrod-Domar” growth model - Neoclassical growth model: Solow Model

### **Essential Readings:**

- Lewis, W. A. Economic development with unlimited supplies of labor. 1954
- Ray, D. Development economics . Princeton University Press. 1998
- Nath, S. K. The theory of balanced growth. *Oxford Economic Papers* , 14 (2), 138-153. • Nurkse, R. (1959). Patterns of trade and development . Distributors: Almqvist & Wiksell. 1962
- Streeten, P. Unbalanced growth. *Oxford Economic Papers* , 11 (2), 167-190. 1959
- Hirschman, A. O. Unbalanced growth: An espousal. In *Developing the Underdeveloped Countries* (pp. 129-141). Palgrave Macmillan, London. 1971
- Hirschman, A. O.. Linkages. In *Economic Development* (pp. 210-221). Palgrave Macmillan UK. 1989
- Chenery, H. B., Srinivasan, T. N., Schultz, T. P., Behrman, J. R., Strauss, J., Rodrik, D., & Rosenzweig, M. R. (Eds.).. *Handbook of development economics* (Vol. 4). Elsevier.1988

## **Module III:**

Introduction to Database on Indian Economy - RBI Database, Handbook of statistics on indian economy - NSSO - NFHS - India Stat.

### Essential Readings:

- India, R. B. O. (2004). Handbook of Statistics on Indian Economy. Reserve Bank of India . @ <http://dbie.rbi.org.in>
- Ministry of Statistics and Programme Implementation of NSSO @ <http://mospi.nic.in/NSSOa>
- National Family Health Survey @ <http://rchiips.org/nfhs/>
- India Stat @ <https://www.indiastat.com/> (Full Database in Paid version)

### Module IV :

Development issues - Human Development and Sen's Capability Approach - Poverty, inequality, unemployment, parallel economy - concept, measurement and levels - Macroeconomic policy transition from Nehruvian socialistic structure to market economy orientation - Trade policy transition from import substitution to export promotion strategy

### Essential Readings:

- Dreze, J., & Sen, A. India: Development and participation , Oxford University Press on Demand. 2002
- Osmani, S. R. The Capability Approach and Human Development: Some Reflections. UNDP. [http://hdr.undp.org/sites/default/files/osmani\\_template.pdf](http://hdr.undp.org/sites/default/files/osmani_template.pdf) , 2016
- Jalan, B. Indian Economy . Penguin UK. 2004
- Balakrishnan P. Economic Growth in India: History and Prospect. OUP. 2010.

### Suggested Readings:

1. Ray, D. (2000). What's new in development economics? *The American Economist*, 44(2), 3- 16.
2. Rao, P. K. (2000). Sustainable development: economics and policy. Blackwell
3. Musikanski, L., Cloutier, S., Bejarano, E., Briggs, D., Colbert, J., Strasser, G., & Russell, S. (2017). Happiness index methodology. *Journal of Social Change*, 9(1), 2.
4. Von Grebmer, K., Bernstein, J., Hossain, N., Brown, T., Prasai, N., Yohannes, Y., ...& Foley, C. (2017). *2017 Global Hunger Index: the inequalities of hunger*. Intl Food Policy Res Inst.
5. Lewis, W. A. (1954). Economic development with unlimited supplies of labour.
6. Nath, S. K. (1962). The theory of balanced growth. *Oxford Economic Papers*, 14(2), 138-153.
7. Nurkse, R. (1959). *Patterns of trade and development*. Distributors: Almqvist&Wiksell.
8. Streeten, P. (1959). Unbalanced growth. *Oxford Economic Papers*, 11(2), 167-190.

**SEMESTER II**  
**HISTORY AND SOCIAL THEORY**  
**(Core Course)**

**Course Code: MASSH02C09**

The purpose of the course ‘History and Social Theory’ is to familiarize students with the theoretical aspects of History. It helps students to develop logical thinking and coherent conclusions using a proper theoretical framework. Marxian, Neo-Marxian, Classical, Annales, and Post-Modern theories constitute the major themes of study in this course.

**Course Outcomes:**

On the completion of the course, students will be able to:

1. Understand and differentiate the significance of various social theories
2. Explain how appropriate theories can be identified and applied in historical studies.
3. Demonstrate contemporary methodological debates in social sciences
4. Write critical history papers/project reports/thesis using social theories

**Module I:**

Understanding Theory - Theory in Historical Studies – Historical Materialism - Neo-Marxian Theories: Antonio Gramsci and Hegemony – Louis Althusser and Structural Marxism – Jurgen Habermas and Communicative Action and Public Sphere.

**Essential Readings:**

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

Thomas R. Bates, “Gramsci and the Theory of Hegemony”, *Journal of the History of Ideas*, (1975, Vol. 36, No. 2, pp. 351-366. JSTOR

Alison Assiter, “Althusser and Structuralism”, *The British Journal of Sociology*, ( 1984), Vol. 35, No. 2, pp.272-296. JSTOR

Ljubiša Mitrović, “New Social Paradigm: Habermas's Theory of Communicative Action” *The scientific journal Facta Universitatis Series: Philosophy and Sociology* Vol.2, No 6/2, 1999 pp.

217 – 223. <https://file.setav.org/Files/Pdf/new-social-paradigm-habermass-theory-of-communicative-action.pdf>

Habermas in Stanford Encyclopaedia of Philosophy, <https://plato.stanford.edu/entries/habermas/#HabeMatuSociTheoTheoCommActi>

## **Module II:**

History and Classical Social Theory- Max Weber and Ideal Type – Emile Durkheim and Social Fact. –Social History – Historical Anthropology - New Historicism- Human Geography - Positivism - Rankean Positivism.

### **Essential Readings:**

Werner J. Cahnman, “Ideal Type Theory: Max Weber's Concept and Some of Its Derivations”, *The Sociological Quarterly*, Vol. 6, No. 3 ( 1965), pp. 268-28. JSTOR

Pascual Gisbert, “Social Facts in Durkheim's System”, *Anthropos* , Bd. 54, H. 3./4. (1959), pp. 353-369. JSTOR

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

Dwight W. Hoover, “The New Historicism”, *The History Teacher*, Vol. 25, No. 3 (1992), pp. 355-366. JSTOR

## **Module III:**

Annales School: Marc Bloch and Lucien Febvre – Fernand Braudel – Georges Duby - Jacques Le Goff – Emmanuel Le Roy Ladurie.

### **Essential Readings:**

Michael Harsgor, “Total History: The Annales School”, *Journal of Contemporary History*, Vol. 13, No. 1 (1978), pp. 1-13. JSTOR

Andre Burguiere, *The Annales School, An Intellectual History*, Cornell University Press, 2009.

Peter Burke, *The French Historical Revolution, The Annales School, 1929-89*, California, Stanford University Press, 1990

## **Module IV :**

Postmodernism: Michel Foucault and Discourses – Jacques Derrida and Déconstruction – Lyotard - Hayden White – Bourdieu – Ankersmit – End of Narratives – Truth and Objectivity Methodological Debates Methodological Individualism and Holism.

**Essential Readings:**

Christopher Butler, *Postmodernism: A Very Short Introduction*, Oxford, 2002

Seumas Miller, "Foucault on Discourse and Power", *Theoria: A Journal of Social and Political Theory*, No. 76, (1990), pp. 115-125. JSTOR

Paul Rekret, "Jacques Derrida and Deconstruction", Michael Moriarty and Jeremy Jennings Eds., *French Thought*, Cambridge, 2019.

Alun Munslow, *Narrative, and History*, Palgrave 2007.

F. R. Ankersmit, "Historicism: An Attempt at Synthesis", *History and Theory*, Vol. 34, No. 3 (1995), pp. 143-161. JSTOR.

**Suggested Readings:**

Burke, Peter, *History and Social Theory*, Cambridge: Cambridge University Press, 1992

Alun Munslow, *Deconstructing History*, London, Routledge, 1997

A. V. Cicourel eds. *Advances in Social Theory and Methodology*, London, Routledge & Kegan Paul, 1981

Alex Callinicos, *Social theory: A Historical Introduction*, Wiley, 2007.

Aram Veaser, *The New Historicism*, London, Routledge, 2016.

C. Wright Mills. *The Sociological Imagination*. New York: Oxford University Press, 1959.

Michael Bentley, *A Companion to Historiography*, London, Routledge, 1997.

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

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

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

Jean-Francois Lyotard, *The Postmodern Condition: A Report on Knowledge*, The Manchester University Press, 1986.

Joyce Appleby, Lynn Hunt and Margaret Jacob, *Telling the Truth About History*, New York, W.W Norton & Company, 1995.

Keith Jenkins, *Rethinking History*, London, Routledge, 1991.

Jenkins, Keith, *Why History? Ethics and Post Modernity*, London, Routledge, 1999

Keith Lehrer, *Theory of Knowledge* London, Routledge, 1990

M C Lemon, *The Philosophy of History: A Guide for Students*, New York, Routledge, 2003

E. Sreedharan, *A Textbook of Historiography*, New Delhi, Orient Black Swan, 2004.

**SEMESTER III**  
**HISTORICAL TRANSFORMATIONS IN EARLY AND EARLY MEDIEVAL INDIA**

**(Core Course)**

**Course Code : MASSH03C10**

The course seeks to familiarize students with the social, political and economic processes which shaped early and early medieval India. In particular the course will introduce the students to the key historiographical debates of the historical period with a particular emphasis on sources and perspectives. Drawing upon archaeological, textual, epigraphical and visual culture evidence, the course intends to help the students critically examine the inter relations of polity, economy and society in one of the foundational periods of the Indian subcontinent.

**Course Outcomes:**

The course will enable the students to understand the historiographical interventions in the writing and framing of early India. They would also be able to have a basic understanding of the sources as well as the theoretical and methodological issues involved in the historical reconstruction of the period. The course will also equip them with critical thinking skills by introducing them to the historiographical debates concerning the early and early medieval period from diverse perspectives.

**Module I:**

The Beginnings of Human Presence on the Indian Subcontinent – Harappan Civilization – Antecedents - Debates on polity – religion- trade – Vedic culture ( Early Vedic and Later Vedic society) – polity ( tribal society – lineage society) – the Aryan Debate – Gender in early and later Vedic age – Second Urbanisation – Iron and Social Change -Debates on Oriental Despotism and Asiatic Mode of Development.

**Essential Readings:**

Ratnagar, Shereen, *Understanding Harappa: Civilization in the Greater Indus Valley*, Tulika Books, New Delhi, 2006

Sharma, R.S, *Material Culture and Social Formations in Ancient India*, Macmillan India, 2007.

Thapar, Romila, *Early India: From the Origins to AD 1300*, Penguin Books, 2002.

Thapar, Romila, *Ancient Indian Social History: Some Interpretations*, Orient Longman, Delhi, 1978.



Chakravarti, Ranabir, *Exploring Early India up to c. AD 1300*, Primus Books, 2016.

Sahu, B.P., *Iron and Social Change in Early India*, Oxford University India, 2008.

### **Module II:**

Renunciatory Traditions ( Buddhism, Jainism, Ajivikas) – Mauryan Empire – Asoka and Dhamma – Satavahana empire – Crafts, trade and trade guilds – Varna, Caste and Gender in North India – Gupta Dynasty- Administrative structure, Revenue, Land Tenure – ‘Golden Age debate’ - Evolution of Vaishnava Pantheon – Harshavardhana – Land Grants -Indian feudalism debate.

### **Essential Readings:**

Singh, Upinder, *A History of Early and Early Medieval India; From the Stone Age to the 12<sup>th</sup> Century*, Pearson, 2016.

Thapar, Romila, *Early India: From the Origins to AD 1300*, Penguin Books, 2002.

Sharma, R.S., *India's Ancient Past*, OUP, New Delhi, 2006.

Sharma, R.S., *Indian Feudalism; c. AD 300-1200*, Macmillan, 1980.

Habib, Irfan and Vivekanand Jha, *A People's History of India Vol.5:Mauryan India*, Munshiram Manoharlal Publishers, New Delhi 2005.

### **Module III:**

Early Historic Society in South India – *Tinai* system – Crafts, traders and trade guilds- Indo-Roman Trade – Gender and kinship relation in early South India – The Great Crisis debate - Religious Developments -Bhakti in the South( Alvars, Nayanars, Andal, Basava) – Buddhism and Jainism in South India -Sankara – Goddess Cults.

### **Essential Readings:**

Karashima, Noburu, *A Concise History of South India; Issues and Interpretations*, Oxford University Press, 2014.

Sivathamby, K., *Studies in Ancient Tamil Society*, New Century Book House, Madras, 1998.

Zvelebil, Kamil, *The Smile of Murugan*, E.J. Brill, Leiden, Netherlands 1973.

Champakalakshmi, R., *Trade, Ideology and Urbanization*, Oxford University Press, New Delhi, 1996.

Champakalakshmi,R., *Religion, Tradition and Ideology: Pre-colonial South India*, Oxford University India, 2011.

Gurukkal, Rajan, *Social Formations of Early South India*, Oxford University Press, 2010.

Ramaswamy, Vijaya, *Devotion and Dissent in Indian History*, Foundation Books, 2014.

### **Module IV:**

Brahmadeya Grants and Agrarian relations in the north – the ‘early medieval’ in South India – Cholas – Pallavas -Temple architecture and patronage ties – Urban processes -weaving – crafts - the ‘early medieval’ in South India; debates on the nature of the state in South India.

**Essential Readings:**

Singh, Upinder, *A History of Early and Early Medieval India; From the Stone Age to the 12<sup>th</sup> Century*, Pearson, 2016.

Karashima, Noburu, *A Concise History of South India; Issues and Interpretations*, Oxford University Press, 2014.

Sharma, R.S., *Early Medieval Indian Society: A Study in Feudalisation*, Orient Longman, 2003.

Brajadulal Chattopadhyaya, *The Making of Early Medieval India*, Oxford University Press, 2008.

Veluthat, Kesavan, *The Political Structure of Early Medieval South India*, Orient Blackswan, New Delhi, 2012.

**Suggested Readings:**

Chattopadhyaya, B. D, *The Concept of Bharatavarsha and Other Essays*, Permanent Black, Ranikhet, 2017.

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

Jha, D.N., *The Myth of the Holy Cow*, Navayana, 2009.

Jha, D.N, (ed.), *The Feudal Order: State, Society and Ideology in Early Medieval India*, Manohar, New Delhi, 2001.

Kosambi, D.D, *Introduction to the Study of Indian History*, Popular Book Depot, Bombay, 1956.

McIntosh, J, *The Ancient Indus Valley: New Perspectives*. ABC-CLIO, Santa, 2007.

Mukhia, Harbans, *The Feudalism Debate*, Manohar, 1999.

Possehl, G.L. (ed.), *Ancient Cities of the Indus*, Vikas Publishing House, New Delhi, 1979.

Sharma, R.S, *Sudras in Ancient India*, Motilal Banarsidass Publishers, New Delhi, 2016.

Thapar, Romila, *From Lineage to State*, Oxford University Press, India, 1991.

Thapar, Romila, *Asoka and the Decline of the Mauryas*, OUP, London, 2012.

Thapar, Romila, et.al., *Which of us are Aryans? Rethinking the Concept of Our Origins*, Aleph Book Company, New Delhi, 2019.

## **SEMESTER III**

### **HISTORICAL TRANSFORMATIONS IN MEDIEVAL INDIA**

**(Core Course)**

**Course Code: MASSH03C11**

This course is indented to introduce the students to the factors that bring political transformations in Indian society during the medieval period. It deals with historiography, nature, characteristics, structure and processes of political, social and economic transformations. It also gives an overall view on the history of medieval political life in India and to comprehend the factors determining the various political, social, economic and cultural developments in medieval India

#### **Course Outcomes:**

After the completion of the course, the students will be able to:

- To develop a critical understanding of the different political structures in medieval India
- To promote understanding of the different theories of medieval state system
- To distinguish changing structures of social, economic and political transformations
- To promote command on historiographical debates
- To provide problem-based research projects in medieval Indian history

#### **Module I : The Delhi Sultanate**

Nature of Sultanate State and Concept of kingship-The Iqta -Mukti System- Nobility- Social Divisions- Agrarian system and Revenue reforms.

#### **Essential Readings:**

Chandra, Satish, *Essays on Medieval Indian History*, OUP, New Delhi, 2004.

Chandra, Satish, *History of Medieval India*, Orient Blackswan, New Delhi, 2009.

Kulke, Herman, ed, *The State in India, 1000-1700*, OUP, New Delhi, 1997

Kulke, Herman, *Kings and Cults: State Formation and Legitimation in India and South East Asia*, Manohar, 1993.

#### **Module II: The Mughals**

Foundation- Nature of Mughal State and Imperial ideology Debates: J. F. Richards, Stephen Blake, Marshal Hodgson, T. Raychaudhury- Irfan Habib- Mansabdari system- Mughal Agrarian system- Revenue Administration- Zamindars and Jagirdars- Nobility- Social Divisions.

**Essential Readings:**

Alam, Muzaffar, and Sanjay Subrahmanya, eds, *The Mughal State, 1526-1750*  
Alam, Muzaffar, *The Crisis of Empire in Mughal North India: Awadh and the Punjab, 1707-1748*, OUP, New Delhi, 1986.  
Moosvi, Shireen, *The Economy of the Mughals*, OUP, New Delhi, 1987.  
Richards, J.F, *The Mughal Empire*, New Cambridge History of India, Cambridge, 2016  
Subramanyam, Sanjay, *Mughals and Franks: Exploitations in Connected History*, OUP, Oxford, 2011.

**Module III: The Rise and Expansion of the Marathas**

Shivaji and his relations with Mughals- Nature of Maratha State- Establishment of Bahmani kingdom-The Rise of Vijayanagara: Nature of State: NilakandaSastri, Herman Kulke, Burton Stein, Karashima and Subbarayalu- The Nayankara system.

**Essential Readings:**

Stein, Burton, *Peasant, State and Society in Medieval India*, OUP, New Delhi, 1980.  
Kulke, Herman, *The State in India, 1000-1700*, OUP, New Delhi, 1998.  
Karashima, Noboru, *A Concise History of South India: Issues and Interpretations*, OUP New Delhi, 2014.

**Module IV: Trade and Economy in Medieval India**

Internal and External trade networks-Cities, towns and urban life- European interventions in India- Debates on eighteenth century Indian economy: Continuity or change- T. Raychaudhuri, Irfan Habib, Shireen Moosvi, Satish Chandra, PJ Marshall, Muzaffar Alam, Sanjay Subhramanyam, C. A. Bayly.

**Essential Readings:**

Habib, Irfan, *Economic History of Medieval India*, Pearson Education India, New Delhi, 2011  
Gupta, Ashin Das, *The World of the Indian Ocean Merchants*, OUP, New Delhi, 2001  
Satish Chandra, *History of Medieval India*, OUP, New Delhi, 2007  
Satish Chandra, *Essays on Medieval Indian History*, OUP, New Delhi, 1999  
R. M. Eaton, ed., *India's Islamic Traditions, 711-1750*, OUP, New Delhi, 2006  
S. Richard M. Eaton, *Essays on Islam and Indian History*, OUP, New Delhi, 2002  
T. Nurul Hasan, *Religion, State and Society in Medieval India*, 2005  
Peter Hardy, *Historians of Medieval India, Studies on Indo-Muslim Historical Writings*, Munshiram Manohar Lal, New Delhi, 1997 (London 1960)  
Mohibul Hasan, ed., *Historians of Medieval India*, Meenakshi Prakasan, New Delhi, 1983.

**SEMESTER III**  
**FORMATION OF MODERN KERALA**  
**(Core Course)**

**Course Code: MASSH03C12**

This paper gives scope for an in-depth study on the impact of colonial economic policies on Kerala. Students will be able to make an analytical study on the nature of early resistance movements in Kerala. Students get an opportunity to make a critical study on the nature of social reform movements upon Kerala society. A thorough study on the political movements of Kerala will help for a new look on contemporary Kerala.

**COURSE OUTCOMES:**

- CO1: Analyze and interpret the changing nature of social, political and economic structure of Kerala in the background of Colonialism.
- CO2: Identify the political, economic and social aspects of the formation of Modern Kerala
- CO3: Engage in debates on the nature of social reform movements of modern Kerala.
- CO4: Evaluate the nature of political movements during freedom movement in Kerala
- CO5: Undertake research projects in different areas modern Kerala history.

**Module I: Changes by Colonialism**

The British Land Revenue Administration in Malabar – Modifications of Janmi system – Tenurial Alterations and Peasant Exploitation –Evangelical Activism – English Education – Impact of Colonial Modernization.

**Essential Readings:**

Vijayan, Abraham, Caste, Class and agrarian relations in Kerala, Reliance Publishing House, New Delhi, 1998

K N Ganesh : Keralathinte Innalekal, Thiruvananthapuram , 1990

P.J. Cherian (ed) : Perspectives on Kerala History,Kerala Gazetteer Department,1999.

Radhakrishnan P, Peasant Struggles, Land Reforms and Social Change, 1836-1982,Sage Publications, New Delhi, 1989

T.C.Varghese : Agrarian Change and Economic Consequences, Bombay1970

V.V. Kunhi Krishnan: Tenancy Legislation in Malabar (1880-1970).

William Logan: Malabar Manual, Vol. 1&2. New Edition. (Kerala Gazetteer Department,2001)

### **Module II: Resistance Movements**

Attingal revolt- The Pazhassi Revolt – Veluthampi Revolot – Paliathachan – Kurichiya Revolt – Naattukuttam Revolts- nature and impact of early resistance movements.

#### **Essential Readings:**

K N Ganesh , Keralathinte Innalekal, Thiruvananthapuram , 1990

P.J. Cherian (ed) ,Perspectives on Kerala History(Kerala Gazetteer Department,1999)

William Logan ,Malabar Manual, Vol. 1&2. New Edition.(Kerala Gazetteer Department,2001)

K N Panikkar , Against Lord and State, O U P 1989

### **Module III: Society in transition**

Back ground of reform Movements- Sri Narayana Guru- Chattambi Swamikal, Ayyankali Caste based Reform movements- Poikayil Yohannan's socio religious movement, Nasrani Jatyaiya Sangham, Mitavadi C Krishnan - Anti caste movements – Shivayogi and Vagbhatananda-Sahodaran Ayyappan- Swami Ananda Theertha – Vaikom - Guruvayoor Sathyagraha- Temple Entry Proclamation and Temple Entry Acts-.Muslim Reform Movements – Makthi Thangal, Sayyid Hamadani Thangal, Vakkom Maulavi – Muslim Aikya Sangham, Muslim Educational Society– New Literary Forms – growth of New Sensibility – Jeeval Sahithya Prasthanam.

#### **Essential Readings:**

Vijayan, Abraham, Caste, Class and agrarian relations in Kerala, Reliance Publishing House, New Delhi, 1998.

K N Ganesh: Keralathinte Innalekal, Thiruvananthapuram, 1990.

P.J. Cherian (ed) , Perspectives on Kerala History,Kerala Gazetteer Department,1999.

Dick Kooiman , Conversion and Social Equality in India: The London Missionary Society in South Travancore in 19th century, Delhi, 1989.

P K Michael Tharakan, Socio-religious Reform Movements and Demand for Indications of Development”Alok Bhalla & Peter Bunke Images of Sterling Rural India publishers , new Delhi ,1992.

Raveendran,TK, Asan and Social revolution in Kerala, A study on his Assembly Speeches, Kerala Historical Society, Thiruvananthapuram, 1972.

Robin Jeffrey, The Decline of Nair Dominance, New Delhi, 1976: Politics, Woman and Wellbeing, OUP, 1992.

#### **Module IV: Political Movements of Modern Kerala**

Peasant Uprising in Malabar–19<sup>th</sup> century Mappila peasant movements- Growth of Political activity — Memorials – Nationalist Activities in Malabar – Manjeri Conference –Malabar Rebellion of 1921– Joint Political Congress and Abstention Movement in Travancore – Kochi Prajamandal – Civil Disobedience Movement in Malabar – CSP Growth of Trade Union and peasant Movements , Youth Organisations Teachers and Students Movement - Growth of Communist Movement in Malabar, Cochin and Travancore – Kayyur , Karivellur , Punnappra Vayalar and other Mobilisations during 1940's, Individual Satyagraha and the Quit India Movement. Sir C P and the American Model.

#### **Essential Readings:**

A K Poduval , Keralathile Karshaka Prasthanam

A .K. Pillai ,Congerssum Keralavum (Malayalam).

K N Ganesh , Keralathinte Innalekal, Thiruvananthapuram , 1990

P.J. Cherian (ed) ,Perspectives on Kerala History(Kerala Gazetteer Department,1999)

P.K.K.Menon ,The History of Freedom Struggle in Kerala,Thiruvananthapuram 1972

Nossiter , Communism in Kerala, OUP, New Delhi, 1988

S.Raimon et al (ed) ,The History of Freedom Movement in Kerala ,Vol. 111(1938- 1948) Thiruvananthapuram , 2006

#### **Suggested Readings:**

Dick Kooiman : Conversion and Social Equality in India: The London Missionary Society in South Travancore in 19th century, Delhi, 1989

E M S Namboodiripad, The National Question in Kerala,Bombay,1952

E M S Namboodiripad, Kerala Society and Politics: An Historical Survey, New Delhi, 1950.

THP Chentharassery ,Ayyankali , Thiruvananthapuram , 1989

Raveendran TK ,Institutions and Movements in Kerala History, Charithram Publications,TVM, 1978

Raveendran TK ,Vaikkom Satyagraha and Gandhi



C. Kesavan ,Jeevithasamaram

Robin Jeffrey , The Decline of Nair Dominance, New Delhi, 1976 : Politics, Woman and Wellbeing, OUP, 1992

George Mathew , Communal road to Secular Kerala, Delhi, 1989

Nossiter : Communism in Kerala, OUP, New Delhi, 1988

N E Balaraman, A History of the Communist Party of India, Ernakulam, 1967. 113

K.P.Kannan : Of Rural Proletarian Struggles: Mobilisation and Organisation of Rural Workers in South West India ,Delhi ,1988

K .P. Kesava Menon : Kazhinna Kalam (Malayalam).

Stephen F Dale : Islamic Society in a South Asian Frontier, Clarendon Press,1980

S.Raimon et al (ed) : The History of Freedom Movement in Kerala ,Vol. 111(1938- 1948) Thiruvananthapuram , 2006

Joseph Tharamangalam (ed) : Kerala: the Paradox of Public Action and Development,Orient Longman, New Delhi, 2006

T.M.Thomas Issac : Vimochanasamarathinte Kanappurangal, Thiruvananthapuram 2008: Local Democracy and Local Development: Peoples Plan Campaign in Kerala, Left Word.

T K Ravindran, Malabar Under Bombay Presidency: A Study of the Early British

Judicial System in Malabar 1792-1802, Mascot Press, Calicut, 1969.

....., Cornwallis System in Malabar, Parasparasahayi Co-op. Print. & Pub. Works, Calicut, 1969.

....., Towards a Liberal Policy: A Study of the Munroe System in Malabar, Asoka Printing and Press Calicut, 1969.

....., Charitṛavum Samskāravum, (in Malayalam), 1971.

....., Vaikkam satyagraha and Gandhi (also published as Eight Furlongs of Freedom), Sri Narayana Institute of Social and Cultural Development, Trichur,

1975.

....., Charitram Enthu, Entinu?: Charitralēkhanāṇṇal, (in Malayalam),

:Poorna Publications, Kozhikkodu, 1975.

....., Institutions and movements in Kerala History, Charithram Publications  
in Trivandrum, 1978.

A. Sreedhara Menon, A Survey of Kerala History, DC Books, Ed.2, Kottayam, 2008.

....., Kerala History and Its Makers, S.Viswanathan Printers,  
Madras, 1990.

B. Sobhanan (ed), A History of Christian Missionaries in South India, Kerala  
Historical Society, Trivandrum, 1996.

....., Dewan Velu Thampi and the British, Trivandrum, 1978.

R. N. Yesudas, A People's Revolt in Travancore: A Backward Class Movement for Social  
Freedom, Kerala Historical Society, Trivandrum, 1975.

P. Sanal Mohan, Modernity of Slavery: Struggles Against Caste Inequality in  
Colonial Kerala, Oxford University Press, New Delhi, 2015.

..... Mohan "Problematizing Dalit History", Social Orbit, 2015,  
Vol.1, No.1, pp.64-77.

P K Balakrishnan, Jati Vyavasthayum Keralacharithravum [1983] D C Books,  
Kottayam, 2008. Vinil Paul, Adima Keralaththinte Adrishya Charithram, (Malayalam) D C Books  
Kottayam, 2021.

P.S. Raghavan, The History of Freedom Movement in Kerala, Vol. I, Trivandrum,  
2000.

Ramachandran Nair, Freedom Struggle in Colonial Kerala, Thiruvananthapuram,

2004.

C.Narayana Pillai, Thiruvithamcore Swatantriya Samara Charithram, Thiruvananthapuram, 1972.

K. K. N. Kurup, Aspects of Kerala History and Culture, Trivandrum, 1977.

....., Agrarian Struggles in Kerala, Calicut.

K. Madhavan Nair, Malabar Kalapam, Calicut, 2002.

D. Daniel, Struggle for Responsible Government in Travancore, Raj Publishers, Madurai, 1985.

Lawrence Lopez, A Social History of Modern Kerala, Thiruvananthapuram, 1988.

Ajith, Bhoomi, Jati, Bandhanam: Keralathile Karshikaprasnam, Kanak, Kochi, 2002.

Robin Jeffrey, Politics, Women and Well-being: How Kerala Became 'A Model', Palgrave Macmillan, 1992.

A.V Jose, "The Origin of Trade Union among the Agricultural Labourers in Kerala", Social Scientist, Vol. 5, No. 60, 1977.

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

Menon M Dilip, *Caste, Nationalism and Communism in South India Malabar, 1900-1948*, Cambridge University Press, Cambridge, 1994.

Praveena Kodoth, 'Courting Legitimacy or Delegitimizing Custom? Sexuality, *Sambandham* and Marriage Reform in Late-Nineteenth Century Malabar' *Modern Asian Studies*, Vol. 35, (2), 2001, pp 349 – 384.

Praveena Kodoth, 'Framing Custom, Directing Practices: Authority, Property and Matriliney under Colonial Law in Nineteenth Century Malabar', in Shail Mayaram, M S S Pandian and Ajay Skaria (eds.) *Muslims, Dalits and Fabrications of History, Subaltern Studies XII*, Permanent Black, New Delhi, 2005, pp 188 – 223.

**SEMESTER IV**  
**HISTORICAL TRANSFORMATIONS IN MODERN INDIA**  
**(Core Course)**

**Course Code: MASSH04C13**

**Course Outcomes:**

The course covers the socio-economic transformation of India during the Colonial period. The other major objectives of this course are to familiarize the students with commercial, political, economic, social and ideological aspects of the colonial rule in India and the transition from pre-capitalist to capitalist social order. Throughout the course the students will study the impact of British rule on Indian people, specific nature of Indian trade, the colonial interventions in the agrarian and industrial sector, its impact on forestry and tribal life. This course also focuses on the rise of nationalism and different phases of movements. The role of Gandhiji in attaining freedom and the legacy of national movement also come under its purview.

CO1: Enable the students to conceptualise imperialism and colonialism

CO2: Realise the transformation of India from colonial times to the present.

CO3: Understand the concept of nationalism and national consciousness.

CO4: Recognise the legacy of national movement

CO5: Make analytical and critical written/oral presentation on any historical aspects

**Module I: Colonialism in India**

Colonialism-concept and theories- Stages of colonialism- English East India Company and India Reluctant conqueror thesis- Colonisation of trade and economy -Land revenue settlements- De industrialisation- Colonial commercialisation and foreign capital.

**Essential Readings:**

Bagchi, A. K, Private Investment in India, 1900-1939, New Delhi, 1980

Chandra, Bipan, Essays on Colonialism, Orient Black Swan, 1999.

Dutt, R. C, Economic History of India, vol. 1 and Vol. 2, 1901, 1903.

Subramanyam Sanjay, ed., Merchants, Markets and the State in Early Modern India, Oxford University Press, Delhi, 2000.

Mukherjee, Ramakrishna, The Rise and Fall of East India Company, Akar Books, New Delhi, 2011.

Roy, Tirthankar, The Economic History of India 1857-1947, Oxford India Paperbacks, Delhi, 2000.

Subrahmanyam, Sanjay ed., Merchants, Markets and the State in Early Modern India, Oxford University Press, Delhi, 1990.

## **Module II: Colonial Knowledge System**

Colonial knowledge system- Education as a mode of conquest- Different modalities of conquest  
Historiography, Survey, Census, Ethnography, Art and architecture- Ideologies of the Raj.

### **Essential Readings:**

Metcalf, R, Thomas, Ideologies of the Raj, The new Cambridge History of India, III, Cambridge University press, Cambridge, 1994. Cohn, Bernard, Law and Colonial State in India, Wenner Gren Foundation for Anthropological Research, 1985.

Singha, Radhika, A Despotism of Law: Crime and Justice in Early Colonial india, Oxford University Press, 1998.

Cohn, S, Bernard, Colonialism and its Forms of Knowledge, Princeton, 1996.

## **Module III: Nationalism in India**

Nationalism Concept -Theories of nationalism- Nation as imagined communities- Nationalism as an ideology -Emergence of Indian national consciousness- India as a nation in the making - Contemporary debates on nationalism- The middle class- Early critique of British rule and the rise of economic nationalism-Moderate and extremist phase of Congress.

### **Essential Readings:**

Der Veer, Van, Peter, Imperial Encounters: Religion and Modernity in India and Britain, Princeton University Press, 2001.

Metcalf, R, Thomas, Forging the Raj, The New Cambridge History of India, III, Cambridge University Press Cambridge, 1994.

Desai, A.R., Social Background of Indian Nationalism, Popular Prakashan, Mumbai, 1976.

Srinivas, M.N., Culture, Ideology, Hegemony: Intellectuals and Social Consciousness in Colonial India, Orient Blackswan, 1999.

#### **Module IV: National Movement**

Gandhiji and the Indian national movement- Tribal uprisings- Growth of socialist and communist ideologies- Peasant and workers movement- Growth of communalism and the two nation theory Independence and partition- Legacy of the national movement.

#### **Essential Readings:**

Sumit Sarkar: A Critique of Colonial India (Papyrus, Calcutta, 1985)

Bipan Chandra, Nationalism and Colonialism in Modern India,

....., History of Modern India, Orient Blackswan, 1990.

....., India's Struggle for Independence,

....., The Making of Modern India: From Marx to Gandhi, Orient Blackswan, 2000.

....., Essays on Colonialism, New Delhi, 1999.

....., India's Struggle for Independence, 1857-1947, New Delhi, 1989.

.Sumit Sarkar, Towards Freedom: Documents on the Movement for Independence in India, 1946, New Delhi, 2007.

..., Beyond Nationalist Frames: Post-Modernism, Hindu Fundamentalism, History, Delhi, 2002.

....., Writing Social History, Delhi, 1998.

....., Modern India: 1885-1947, Basingstoke, 1989.

#### **Suggested Readings:**

Benard.S.Cohn: Colonialism and its forms of Knowledge (Oxford, 1996)

Benedict Anderson. Imagined Communities: Reflections on the Origin and Spread of Nationalism, 1983.

Bipan Chandra: Nationalism and Colonialism in Modern India.

C.A.Bayly: Indian Society and the Making of the British Empire(New Cambridge History India)

David Arnold and R.Guha(ed.): Nature, Culture and Imperialism

Debdas Banerji: Colonialism in Nation, 1999

Deborah Sultana: Other Landscapes (colonialism and predicament of authority in the 19 th century South India (OBC)

Francis Hutchinson: The Illusion of Permanence British Imperialism in India (Princeton, 1967)

G.A. Sankar: Nationalism without a Nation in India, Oxford University, New Delhi

Kate Teltscher: India Inscribed: European and British Writing on India, 1600-1800, Oxford India paperback, 1997.

Lakshmi Subramanian: History of India 1707 to 1857, 2010 (OBS)

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

MAK Azad: India Wins Freedom New Edition (OBS)

R.C Majumdar: British Paramount and the Indian Renaissance, part I and II. (Bharatiya VidyaBhavan)

Partha Chatterje: Wages of Freedom, Oxford University Press, New Delhi

Rajani Palmdath: India Today-Maneesha Granthalaya Reprint, 1983

Saloni Mathur: India by Design Colonial History and Cultural Display, 2011 (OBS)

Sekhar Bandhopadhyaya: From Plassey to Partition- A History of Modern India

Sumit Sarkar: A Critique of Colonial India (Papyrus, Calcutta, 1985)

Thomas R.Metcalf: Ideologies of the Raj (Cambridge University Press, 1995)

Suresh Chandra Ghosh: History of Education in Modern India

Thomas R Metcalf, Forging the Raj: Essays on British India in the Heyday of Empire, Oxford Publications, 2005.

**SEMESTER IV**  
**DEVELOPMENTAL EXPERIENCES OF CONTEMPORARY KERALA**  
**(Core Course)**

**Course Code: MASSH04C14**

This course intended to create an in-depth understanding of contemporary Kerala society economy and polity. Modern Kerala has been discussed globally as a society with numerous attributes in the socio- economic and political arena. With low per capita income it provides quality life standards to its citizens. The present course analyses in detail the various historical forces behind the social developments took place during the different stages of the emergence of new Kerala society. This course also focuses on the theoretical aspects of the development experience of Kerala society.

**Course Outcomes:**

After the completion of the course, the students should be able to:

- 1:** Students should be able to understand the genesis of Modern Kerala from its historical roots and the diverse socio-political forces that existed in the society during the post-independent era.
- 2:** The course will enable the students to evaluate critically the political evolution of modern Kerala and the peoples struggles that shaped the contemporary society.
- 3:** It will empower the students to internalize the inner dynamics of Kerala society, polity and economy.
- 4:** The course will help the students to critically evaluate the various theories on the development experience of modern Kerala.

**Module I : The Birth of Kerala State**

Aikya Kerala movement - its features – Ideological positions adopted by various political parties and organizations – Unification of Travancore -Cochin – Work of State Reorganization Commission-formation of Kerala State -First General Election and formation of Ministry under EMS Namboodiripad- New agrarian and Educational Legislations – other progressive legislations and its impact – Statewide protest from the upper caste- upper class lobbies – the so-called Liberation Struggle – Emergence of Caste and communal politics -Dismissal of the government by the Centre – Its political ramifications.



A Sreedhara Menon, Political History of Modern Kerala, D C Books, Kottayam, 2019.

Lieten G K , The First communist Ministry in Kerala 1957-59,K P Bhagchi, Calcutta,1982.

T M Thomas Isac, Communist Bharanathinte kanapurangal,,Chintha Publishers, 2007.

P M Salim ,Communist Bharanavum vimochana samaravum, Kerala Bhasha Institute,2023.

N K Jayakumar(Ed) , Kerala Legislature: Yesterday and today,Thiruvananthapuram, Jayachandran T N, Keralam, Kerala bhasha institute,2000.

## **Module II : Political History of Kerala from 1960's to the New Millennium**

Coalition Politics – Chinese war and its impact –Food struggles - Struggles of the dispossessed- Amaravathi, Ayyappankovil, Churuli- Keerithod etc. Naxalite Movement -Second E.M.S Ministry-Ministry under C. Achutha Menon – Land Reforms - Surplus Land agitation– NGOs and Teachers struggle of 1973 – Emergency period in Kerala- General Election of 1977 –K Karunakaran as Chief Minister -Rajan Case and its political impact – A K Antony Ministry. Subsequent Political developments- Political alliances-L.D.F ,U.D.F Experiments-E K Nayanar Ministry of 1996 - Important legislations

### **Essential Readings:**

Pattom G Ramachandran Nair, Kerala rashtreeyam noottandinte charithra padhangalil,Thiruvananthapuram

Cheriyen Philip, Kaal Noottandu ,NBS, Kottayam,1982.

Rajesh K Erumeli (Ed), Keralam Nadanna Vazhikal,Mythri Books, Thiruvananthapuram.

K Rajendran, Adiyozhukkukalum attimarikalum,Chintha Publishers, Thiruvananthapuram.

Suresh Jnaneswaran, Naxalite Movement in Kerala,Thiruvananthapuram ,1995.

Nossitter T J , Communism In Kerala ,OUP, 1988.

Jayachandran T N, Keralam,Kerala bhasha institute,2000.

## **Module III :Kerala society in transition**

Intensification of Internal migration from South to North – Out migration from Kerala to other states and countries- Its impact – Gulf migration and its impact on Kerala society and Economy – -Rise and growth of co -operative movement -Plurality in socio-cultural life.

Peoples science movement and its impact. Total literacy Movement -Peoples planning and democratic decentralization – Kudumbasree Mission and women empowerment- Its critique

### **Essential Readings:**

Irudaya Rajan and K C Zakhariah, Researching International Migration,New Delhi ,2015.

K C Zakhariah, E T Mathew, S Irudaya Rajan, Impact of Migration in Kerala Economy and Society, CDS, 1999.

V J Varghese, Land Labour and Migrations- Understanding Kerala Economic Modernity Working paper, University of Hyderabad.

K M Seethi, Migration, Cultural Remittance and social Landscape of Kerala, Asian Journal of Middle eastern and Islamic studies vol .16, 2022.

Chandrika C S, History of Women's Struggles in Kerala, Kerala Sahithya Academy, Thrissur, 1998.

Thilak J B G, Higher Education and Development of Kerala, Working Paper, Centre for socio-economic and environmental studies, Cochin, 2001.

Zakhariya Mathew and R Sathyamoorthy, Science for social revolution? Achievements and dilemmas of a Development Movement-the Kerala Sasthra Sahithya Parishath, Visthar Publications, New Delhi, 1994.

George Mathew, Communal Road to Secular Kerala, Concept Publishing House, New Delhi, 1989.

Murickan J et.al., Development induced displacements in Kerala: Summary report of a Study, Loyola college, Thiruvananthapuram, 2000.

Prakash B A, Kerala's Economic Development: Issues and Problems, Sage, New Delhi, 1999.

T M Thomas Isac and Richard Frankie, Local democracy and Development: Peoples Campaign for Decentralised Planning in Kerala (Left word, New Delhi, 2000).

George Mathew (ed) Status of Panchayathi Raj and Union Territories of India, Concept Publishing company, New Delhi, 2000.

Krishnakumar R, The Adivasi Struggle= Frontline vol 18 October, 2001

Krishnakumar R A strike and Beyond= frontline vol. 19 march 16, 2002

#### **Module IV: Developmental Experiences**

Kerala's Development Experience –Paradigms of Kerala Model– Developmental achievements of Kerala – High Literacy-Education and Healthcare-Social and cultural capital of the state – debates on the limits of Kerala Model – Public action theory of Amartya Sen and Jean Derze- Adivasi Land question and Muthanga struggle – Environmental issues and struggles – Silent Valley, Plachimada and Endosulfan

**Essential Readings:**

Derze Jean and Amarthya Sen, Hunger and Public Action, O U P, Delhi, 1989.

Derze Jean and Amarthya Sen, Indian Development: Selected Regional Perspectives, Oxford University Press, 1997.

Richard Frankie and Barbara Chasin, Kerala development Through Radical Reform (Promila and Co. In collaboration with Institute for food and Development Policy, San Francisco 1994)

George K K, Limits to Kerala Model of Development: An analysis of Fiscal Crisis and its Implications, CDS Thiruvananthapuram ,1999.

Oommen M A, Essays on Kerala Economy, Oxford & IBH Delhi, 1993

Govindan Parayil and T T Sreekumar 8Reconfiguring Kerala9s Development Experience: Lessons old and new in the wake of Globalisation9, Division of Social Science, Hong Kong University of Science and Technology, Hong Kong, 2001.

**Suggested Readings:**

Joseph Tharamangalam (Ed), Kerala–The Paradoxes of Public Action and Development , Orient Longman, Hyderabad, 2006.

Govindan Parayil (Ed) Kerala: The Development Experience – Reflections on sustainability and Replicability, ZED Books, London ,2000.

Kannan K P, et.al , Health and Development in rural Kerala , Kerala Sasthra Sahithyaparishad, Thiruvananthapuram, 1999.

I Gopinath, Keralathile Janakeeya Samarangalude Charithram , DC Books, Kottayam.

R Ramakrishnan Nair, Constitutional Experiments in Kerala, Thiruvananthapuram, 1964.

**SEMESTER IV**  
**HISTORY OF CONTEMPORARY INDIA**  
**(Core course)**

**Course Code: MASSH04C15**

**Course Outcomes:**

- 1: Define the fundamental principles of Indian Constitution and its adherence to human rights and citizenship
- 2: Realise the values of multicultural society and engage in activities that guides to cultural harmony and national integration
- 3: Identify the cardinal principles of India's foreign policy
- 4: Realise the challenges of India as a nation and develop strategies and programmes to overcome it.
- 5: Make a critique of political, social and economic developments in contemporary India.

**Module I: Making of India -A Nation**

National government – Evolution of Indian Constitution- BR Ambedkar-Objective Resolution of Indian constitution- Integration of Princely states; Nehru and Patel - SRC and linguistic reorganization of states.

**Essential Readings:**

Bipan Chandra, Essays on Contemporary India, Har-Anand Publication, New Delhi, 1999.

Bipan Chandra, Mridula Mukherjee and Aditya Muherjee, India Since Independence, New Delhi, 2008

Hande HV, Ambedkar and the Making of Indian Constitution, Macmillan, New Delhi, 2009

Sorabjee Soli J, “ Indian Democracy: Reality or Myth?”, India International Centre Quarterly, AUTUMN, 2006, Vol.33, No 2(2006) pp 83- 96URL:<https://www.jstore.org/stable/42748405>

Sohan, Lal Meena, “Transformation in Indian Democracy “The Indian Journal of Political Science , 2010, pp. 731-744, URL: <https://www.jstor.org/stable/42748405>

Tarkunde, V.M. “Secularism and the Indian Constitution” India International Centre Quarterly 1995, Vol. 22, No. 1, pp. 143-152 URL: <http://www.jstor.com/stable/2300371>

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

Bates, Crispin, and Subho Basu, The Politics of Modern India since Independence, Routledge/Edinburgh South Asian Studies Series, 2011.

## **Module II: India's Consolidation and Diversions**

Government under Nehru- India's Foreign Policy; initial years - Foreign Policy after 1990's - Regionalism – Dravidian Movements -Separatist Activities – Punjab, Kashmir, North Eastern States - Emergence of regional political parties .

### **Essential Readings:**

Bipan Chandra, Mridula Mukherjee and Aditya Mukherjee, India since Independence, New Delhi, 2008.

Lewis P. Fickett, Jr., "The Politics of Regionalism in India" Pacific Affairs , 1971, Vol. 44, No. 2, pp. 193-210, URL: <https://www.jstor.org/stable/2755377>

Prabhat Kumar Datta, "Separatism in Indian Politics" The Indian Journal of Political Science, 1988, Vol. 49, No. 4 pp. 517-536. URL: <https://www.jstor.org/stable/41855922>

Ahsan I. Butt "India's Strategies against Separatism in Assam, Punjab, and Kashmir, 1984–1994" in Secession and Security: Explaining State Strategy. Cornell University Press. 2017. URL: <https://www.jstor.org/stable/10.7591/j.ctt1w0d9w9.8>.

## **Module III: Economic Development**

Planned Economy under Nehru- Mixed economy model- Land reforms- Bhoodan Movement- Education and Science- Industrialization- Economic policies after Nehru-Green Revolution- Nationalisation of Banks and Oil Companies- Growth of public sector- IT revolution - New Education Policy; 1986- Panchayat Raj- Globalisation and new economic reforms - Responses to new reforms.

### **Essential Readings:**

Bipan Chandra, Mridula Mukherjee and Aditya Mukherjee, India Since Independence, New Delhi, 2008.

Upadhyay, Surya Prakash and Rowena Robinson, "Revisiting Communalism and

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

#### **Module IV: State and People: Challenges and Responses**

Indira Gandhi and National Emergency- Multicultural discourses: Nehru and the Democratic India, Amartya Sen and Argumentative Indian - Caste Politics after 1980's- Politics after 2000- Communalism and political parties - Left Politics- Issues of human rights- Tribal's Scheduled Castes and state policy- Gender issues.

#### **Essential Readings:**

Prakash, Gyan, *Emergency Chronicles, Indira Gandhi and Democracy's Turning Point*, Princeton University Press, 2019

Bipan Chandra, Mridula Mukherjee and Aditya Mukherjee, *India Since Independence*, New Delhi, 2008.

Upadhyay, Surya Prakash and Rowena Robinson, "Revisiting Communalism and Fundamentalism in India" *Economic and Political Weekly*, Sept. 8, 2012, Vol. 47, No. 3, pp. 35-57. URL: <https://www.jstor.org/stable/4172011>

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

Fundamentalism in India" *Economic and Political Weekly*, Sept. 8, 2012, Vol. 47, No. 3, pp. 35-57. URL: <https://www.jstor.org/stable/4172011>

Amartya Sen, *The Argumentative Indian: Writings on Indian History, Culture and Identity*, Penguin, UK, 2006.

Jawaharlal Nehru, *The Discovery of India*, Penguin India, 2008.

Jawaharlal Nehru, *Glimpses of World History*, Penguin India, 2004.

Engineer, Asghar Ali, *Communal Riots in Post-Independence India*, Sarigam Books, Hyderabad, 1984.

#### **Suggested Readings:**

Appadurai, *Domestic Roots of India's Foreign Policy, 1947-1972*. New Delhi: Oxford University Press, 1979.

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

A.R. Desai, Rural Sociology in India, Popular Prakashan, Bombay, 1969.

Brass, Paul R., The Politics of India since Independence, Cambridge University Press, 1980.

Bimal Jalan, ed., The Indian Economy: Problems and Prospects, New Delhi, 1989.

Bipan Chandra, Essays on Contemporary India, Har-Anand Publication, New Delhi, 1999.

Bipan Chandra, Mridula Mukherjee and Aditya Mukherjee, India Since Independence, Penguin Books, New Delhi, 2008.

Bipan Chandra, et al (ed) India after Independence, New Delhi: Penguin Books, 1999

Balraj Puri, Kashmir: Insurgency and After, Orient Longman, 2008.

Bates, Crispin, and Subho Basu, The Politics of Modern India since Independence, Routledge/Edinburgh South Asian Studies Series, 2011.

Bimal Jalan, ed., The Indian Economy: Problems and Prospects, New Delhi, 1989.

Durga Das Basu- Introduction to the Constitution of India, Lexis Nexis, New Delhi, 2015.

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

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

Christophe and Anil Pratinav, India's First Dictatorship: The Emergency, 1975-1977, Harper Collins, 2021

David Ludden, ed., Contesting the Nation, University of Pennsylvania Press, Philadelphia, 1996.

Dhankar. N, Education in Emerging Indian Society, APH Publishing Corporation, New Delhi, 2010

Francis R. Frankel, India's Political Economy 1947-77, Oxford University Press, New Delhi, 1978.

Joseph Stiglitz, Globalization and Its Discontents- Penguin Books, UK, 2002.

Joya Chatterji, The Spoils of Partition: Bengal and India, 1947- 67, Cambridge: Cambridge University Press, 2007

Kapila, Uma, Indian Economy since Independence, Academic Foundation, 2009.

K.N .Panikkar, The Concerned Indian's Guide to communalism, Penguin Books, New Delhi, 2003

----- Communal threat, Secular challenge, Earthworm Books, 1997

Kuldip Nayar, India After Nehru, Vikas Publishing House, New Delhi, 2000.

Malik, Yogendra K., and V. B. Singh, Hindu Nationalists in India: The Rise of the Bharatiya Janata Party, Boulder, CO: Westview Press, 1994.

Naomi Klein- No Logo: No Space, No Choice, No Jobs, Fourth Estate, 10 Anniversary edition, 2010

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

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

Paul R. Brass, The Politics of India Since Independence, Cambridge University Press, New Delhi, 1992.

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

Ramchandra Guha, India After Gandhi: The History of the World's Largest Democracy, Picador, New Delhi, 2008.

Rajni Kothari, Politics in India, New Delhi: Orient Longman, 1970.

Shashi Tharoor, India from Midnight to the Millennium, Aracade Publishing, New Delhi, 1997.

S.Gopal, Jawaharlal Nehru: A Biography, Cambridge, 1956

Sudipta Kaviraj, ed., Politics in India, Oxford University Press, 1997.

Sunil Khilnani, The Idea of India, Penguin Books, New Delhi, 2004.

Kapila, Uma, Indian Economy Since Independence, Academic Foundation, 2009.

K.N. Panikkar, The Concerned Indian's Guide to Communalism, Penguin Books, New Delhi, 2003.



----- Communal threat, Secular Challenge, Earthworm Books, 1997.

Kuldip Nayar, India After Nehru, Vikas Publishing House, New Delhi, 2000.

Kuldip Nayar, Emergency Retold, Konark Publishers, 2013.

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

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

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

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

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

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

Sudipta Kaviraj, ed., Politics in India, Oxford University Press, 1997.

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

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

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

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

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**SEMESTER IV**  
**HISTORY OF CONTEMPORARY WORLD**  
**(Core Course)**

**Course Code : MASSH04C16**

**Course Outcomes:**

The course offers a historical overview of the evolution of the power patterns, new ideologies and trends in the modern world and imparts a deeper understanding of world history. It also enables students to be conscious of all the developments in the international scenario and keep them updated on world affairs. The paper also traces the emergence of nationalism in the post cold war period and introduces students to the concepts of globalization and liberalization. It will deepen their world view and provide proper insight to reflect on the fast-changing global scenario.

After the completion of the course, the students will be able to:

1. Foster a deeper understanding on world history.
2. Correlate the pre-world War second and post war scenario and to gain familiarity with the social, political and economic changes that followed.
3. Analyse the influence of new ideologies and trends in the world history.
4. Discuss various trends emerging in the global context.

**Module I: World after World War II**

Cold war - power structure - alliance system and alliance politics – ideological power blocs – Non Alignment Movement – UN interventions - disarmament - anti colonial struggles and growth of nationalism in Asia, Africa, Latin America.

**Essential Readings:**

Nelson Mandela, *Long Walk to Freedom*, Back Bay Books, 1995.

John Lewis Gaddis, *The Cold War: A New History*, Penguin Books, 2006.

Odd Arne Westad, *The Cold War: A World History*, Basic Books, 2017.

Jose Silva Michelena, *Politics and Power Blocs: Crisis in the International System*, University of

Sussex,1976.

## **Module II: West Asia after WWII**

Evolution of nationalism and search for identity - birth of Israel - The Suez crisis - European and US interventions- the conflicts - oil politics - PLO, OPEC - developments in Arab world - Gulf wars and after – the Arab League – The Arab spring

### **Essential Readings :**

Jeremy Bowen, *The making of the modern Middle East: A personal History*, Picador , 2022.

Adeed Dawisha, *Arab Nationalism in the Twentieth Century: From Triumph to Despair*, Princeton University Press, 2005.

Edward Said, *The question of Palestine*, Vintage Books, 1992.

Paul Wilkinson, *International Relations: A Very Short Introduction*, Oxford University Press, 2007.

Moshe Shemesh, *The Palestinian Entity: 1959-1974 Arab Political and PLO*, Routledge Books, 2012.

## **Module III: Globalisation and liberalisation**

Disintegration of USSR - unipolar world - changing perspectives - international terrorism - ecological and environmental issues - new economic alliances - European union - regional groupings.

### **Essential Readings:**

John Pinder, *The European Union: A Very Short Introduction*, Oxford University Press, 2001.

Palmer and Perkin, *International relations: The World Community in Transition*, Houghton Mifflin, 1957.

Stephen Kotkin, *The Collapse of the Soviet Union: A Very Short Introduction*, Oxford University Press, 2009.

Richard Rhodes, *Arsenals of Folly: The Making of the Nuclear Arms Race*, Knopf, 2007.

#### **Module IV: New World Order**

Rise of new powers - new economic groupings - G8, G15 -- BRICS – SAARC- India in a globalised world - new strategies and ideologies - Ukraine - Sri Lanka - new dimensions in Arab - Israel conflict- US China trade relations- world on the verge of pandemic – Corona and after.

#### **Essential Readings:**

David S Mason, *A Concise History of Modern Europe*, Rowmen and Littlefield Publishers, 2011.

Paul Wilkinson, *International Relations: A Very Short Introduction*, Oxford University Press, 2007.

Mark A Tessler, *A History of Israeli- Palestinian Conflict*, Indiana University Press, 1994.

Serhi Plokhyy, *The Russo Ukrainian War: The Return of History*, WW Norton and Company, 2023.

Rajib Bhattacharyya, Ananya Ghosh Dastidar, Soumyen Sikdar, *The Covid 19 Pandemic, India World, Economic and Social Policy Perspectives*, Routledge, 2021.

#### **Suggested Readings:**

Anthony Best & et al, *International History of the Twentieth century and beyond*, Routledge, 2008.

C.F Strong, *The Twentieth Century and the Contemporary World*, University of London, London, 1956.

C.J.H Hayes, *Contemporary Europe since 1870*, Surjeet Publications, New Delhi, 1981.

E.Wright, *The World Today*, Glasgow, Grant, 1961.

Eric Hobsbawm, *Globalization, Democracy and Terrorism*, Little Brown, 2007.

George Ritzer, *Globalisation: The Essentials*, Wiley Blackwell, 2019.

J.M Roberts, *The Penguin History of the World*, London, 2014.

J.M Roberts, *The Penguin History of the twentieth Century*, Penguin Books, New Delhi, 1999.

James Leeray, *Global Poilitics*, New Jersey, 1990.

John Lewis Gaddis, *Cold War: A New History*, Penguin Books, 2018.

Katherine Richardson etal, *Climate Change, Global Risks, Challenges and decisions*, Oxford,2011.

M E. Chamberlain, *Decolonization*, Oxford, 1985.

M N Duffy, *The Twentieth Century*, Oxford, Basil Blackwell, 1964.

Mark Tessler, *A History of the Israeli-Palestinian Conflicts*, Indiana University Press, 2009.

Martin Khor, *Rethinking Globalization*, Bangalore, 2001.

Odd Arne Westard, *The Cold War: A World History*, Basic Books, 2019.

R F Holland, *European Decolonization, 1918-1981*, Basingstroke, 1985.

Rajib Bhattacharyya, Ananya Ghosh Dastidar, SoumyenSikdar, *The Covid 19 Pandemic, India World, Economic and Social Policy Perspectives*, Routledge, 2021.

**SEMESTER IV**  
**PROJECT WORK**

**Course Code – MASSH04C17**

In the IV semester there shall be a Project Work and a comprehensive viva voce. The project report or dissertation amounts to 4 credits.

**i)Arrangement of Contents**

The project should be arranged as follows-

- 1.Cover page and Title page
- 2.Bonafide Certificate/s
- 3.Declaration by the student
- 4.Acknowledgement
- 5.Table of contents
- 6.List of tables
- 7.List of figures
- 8.List of symbols, abbreviations and nomenclature
9. Chapters
- 10.Appendices
- 11.References

**ii)Page dimension and typing instructions**

The dimension of the Project report should be in A4 size. The project report should be printed in bond paper and bound using flexible cover of the thick white art paper or spiral binding. The general text of the report should be typed with 1.5 line spacing. The general text shall be typed in

the font style 'Times New Roman' and font size 12. Paragraphs should be arranged in justified alignment with margin 1.25" each on top. Portrait orientation shall be there on Left and right of the page. The content of the report shall be around 40 pages.

**iii) A typical specimen of Bonafide Certificate**

**KANNUR UNIVERSITY**

<Font stlye Times New Roman- size 18>

**BONAFIDE CERTIFICATE**

<Font Style Times New Roman – size 16>

<Font Style Times New Roman – size 14>

Certified that this project report “.....**TITLE OF THE PROJECT**.....”is the bonafide work of “ .....**NAME OF THE CANDIDATE**.....” who carried out the project work under my supervision.

<<Signature of HoD>><<Signature of Supervisor/co-supervisor>>

SIGNATURE

<<Name>>

HEAD OF THE DEPARTMENT

<<Academic Designation>>

<<Department>>

<<Seal with full address of the Dept.&college>>

SIGNATURE

<<Name>>

SUPERVISOR

<<Academic Designation>

<<Department>>

<< Seal with full address>>

### **DECLARATION**

I,.....,hereby declare that the Project work entitled.....(Title of the project).....has been prepared by me and submitted to Kannur University in partial fulfilment of requirement for the award of Bachelor of.....is a record of original work done by me under the supervision of Dr/Prof.....of Department of.....college/(Name of the institution).

I also declare that this Project work has not been submitted by me fully or partly for the award of any Degree, Diploma, Title recognition before any authority.

Place

Signature of the student

Date

(Reg. No.)



# OPEN ELECTIVE COURSES

**SEMESTER II**  
**THEORIES IN SOCIAL-CULTURAL ANTHROPOLOGY**  
**(Open Elective)**

**Course Code: MASSH02O01**

This course introduces students to some of the major social theories and debates that inspire and inform anthropological analysis. Course Objective The course aims to provide orientation in anthropological theories to the postgraduate students in a nutshell. It provides comprehensive knowledge on various anthropological theories.

**Course Outcomes:**

1. The students will learn about the important classical theories of anthropology.
2. They will critically examine debates on contemporary theories.
3. They will learn about later developments in classical theories and analyse the role of theories in the study of social and cultural anthropology

**Module I: Introduction, Evolution and Diffusion**

Anthropological thought - Theoretical Development in Anthropology - Evolutionist School of Thought: British, German and American - Diffusionist School of Thought: British, German and American.

**Essential Readings:**

Barnard, Alan. *History and Theory in Anthropology*. Cambridge: University Press.2000.  
<https://fpa2014.wordpress.com/wpcontent/uploads/2014/07/barnardhistorytheoryanthropology.pdf>.

Bohannan, Paul and Mark Glazer, *High Points in Anthropology*. New York: Alfred A Knopf , 1973

Erickson, P.A. *A History of Anthropological Theory*. Toronto: University of Toronto, 2008

Evans-Pritchard, E. E., and Andre Singer. 1981, *A history of Anthropological Thought*. New York: Basic Books

**Module II: Functional and Structural Functional Theories**

Functional School in Anthropology -Malinowski's contributions to functionalism- Structural functional School in Anthropology -Radcliffe-Brown's Structural functionalism.

### **Essential Readings:**

Bronislaw Malinowski. *A Scientific Theory of Culture and Other Essays*. North Carolina: University of North Carolina Press. 1944

Harris, Marvin. *Rise of Anthropological Theory*. London: Routledge and Kegan Paul. 1962

Radcliffe-Brown, A. R. *Structure and Function in Primitive Society*. New York: Free Press. 1965

Upadhyay, V.S. and Pandey, Gaya, *History of Anthropological Thought*. New Delhi: Concept Publishing Co.. 1997

### **Module III: Cultural Patterns and Culture and Personality**

Ruth Benedicts Theory of Pattern - Study of Culture at a Distance - Culture and Personality: Basic Personality Construct and Model Personality - National Character studies of Margaret Mead.

### **Essential Readings:**

Benedict, Ruth. *Patterns of Culture*. London: Routledge and Kegan Paul Ltd. 1935

Benedict, Ruth. *The Chrysanthemum and the Sword*. London: Secker & Warburg, 1947

Mead, Margaret. *Sex and Temperament in Three Primitive Societies* (1st Perennial ed.). New York: Perennial an impr. of Harper Collins Pub. 2003

Moore, Jerry D. *Visions of Culture: An Introduction to Anthropological Theories and Theorists*. New York: Altamira Press, 1997

### **Module IV: Structuralism, Post Structuralism, Postmodernism**

Structuralism in linguistics and in social-cultural anthropology - Social structure as model: views of Levi-Strauss - Post-structuralism – Postmodernism.

### **Essential Readings:**

Geertz, Clifford. *Interpretation of Cultures: Selected Essays*. Fontana Press, 1993

Giddens, Anthony. *Social Theory and Modern Sociology*. Jaipur & New Delhi: Rawat Publications, 2014

Lévi-Strauss, C. 1963. *Structural Anthropology* (Volume I Chapter 15. Social Structure). Transl. by Claire Jacobson and Brooke Grundfest Schoepf. New York, London: Basic Books

McGee, R. Jon and Warms, Richard L. 1996. *Anthropological Theory- An Introductory History*. New York: Mc Graw Hill  
[https://mahabubjnu.wordpress.com/wpcontent/uploads/2013/09/anthropological\\_theory\\_an\\_introductory\\_history\\_fourth\\_edition.pdf](https://mahabubjnu.wordpress.com/wpcontent/uploads/2013/09/anthropological_theory_an_introductory_history_fourth_edition.pdf)

### **Suggested Readings:**

Sarana, Gopala,. Explorations in Method and Theory in Anthropology. Jaipur : Rawat Publication, 2008

Mead, Margaret. Coming of Age in Samoa. New York: Morrow. o Morgan, Lewis Henry. 1878. Ancient Society. New York: Henry Holt and Company. 1928

Malinowski, Bronislaw. Argonauts of Western Pacific. London: Routledge & Kegan Paul Ltd. 1922

Kuper, Adam, Anthropology and Anthropologists: The British School in the Twentieth Century. Routledge. 2015

Clifford, James and George E Marcus (Ed.) Writing Culture- The Poetics and Politics of Ethnography. Berkeley: University of California Press. (Introduction). 1986

Tyler, Stephen. ed. Cognitive Anthropology. New York: Holt, Rinehart and Winston. 1969

Postmodernism

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Manners, R. and Kaplan, D. (Ed.). Theory in Anthropology. Chicago: Aldine Publishing Company. 1969 <https://download.e-bookshelf.de/download/0005/0185/25/L-G-0005018525-0002715444.pdf>

[https://rowman.com/WebDocs/McGeeWarms\\_Anthropological%20Theory%206e\\_Preview%20Pak.pdf](https://rowman.com/WebDocs/McGeeWarms_Anthropological%20Theory%206e_Preview%20Pak.pdf).

James Clifford and George Marcus eds, Writing Culture: The Poetics and Politics of Ethnography, University of California Press, 1986.

Gopal Guru and Sundar Sarukkai, The Cracked Mirror: An Indian debate on Experience and Theory, Oxford University Press, New Delhi, 2012.

Clifford Geertz 'Thick Description: Towards an Interpretive Theory of culture', 1973.

**SEMESTER II**  
**CULTURAL ANTHROPOLOGY**  
**(Open Elective)**  
**Course Code: MASSH02O02**

The course aims to provide a basic understanding of the foundation and the emergence of cultural anthropology. This course explains the origin, historical background and foundation of cultural anthropology.

**Course Outcomes:**

This course would help the learners to understand how the subject was conceived and the developments in the field till date. Study of the forms and processes in the conceptualization of society, culture, social groups and social institutions, would be taken up in detail.

1. This course aims to elucidate the nature and organisation of culture and society at various levels and the basic categories, which have emerged due to comparison of groups and institutions in the global context with special reference to the simple societies.
2. This course aims to apply, analyse and interpret various concepts in Cultural Anthropology.

**Module I: Development, Relevance and Scope of Cultural Anthropology**

Development, Relevance and Scope of Cultural Anthropology: Place in academia. Uniqueness-Quadripartite Approach-Emerging Areas: Economic Anthropology, Political Anthropology, Development Anthropology, Medical Anthropology-Urban Anthropology, Visual Anthropology, Applied and Action Anthropology, Forensic Anthropology.

**Essential Readings:**

- Beals, Ralph and Harry Hoijer. 1971. An Introduction to Anthropology. London: Macmillan.

- Eriksen, T. H. and Nielsen, F. S., 2001, A History of Anthropology. London: Pluto Press.
- Haviland, William A. 2011. Cultural Anthropology: The Human Challenge (13th Edition). USA: Wadsworth.
- Mair, Lucy. 2001. An Introduction to Social Anthropology. New Delhi: Oxford University Press.

## **Module II: Concepts of Society and Culture**

Status and Role; Community, Group, Association-Social Structure and Organisation-Social Stratification, Social Control, Social Mobility Attributes and Aspects of culture: Enculturation, Ethnocentrism and Cultural Relativism Culture Structure, Culture processes: Diffusion and Acculturation. Globalisation and change.

### **Essential Readings**

- Doshi, S.L. and Jain, P.C. 2001. Social Anthropology. New Delhi: Rawat.
- Ember and Peter N. Peregrine 2002. Anthropology. New Jersey: Prentice Hall.
- Panchal, R.K. 2007. Social Anthropology. New Delhi: Vishvabharti.
- Pandey, Gaya. 2017. Social-Cultural Anthropology. New Delhi: Concept Publishing Company.

## **Module III: Human Diversity-Social Institutions I**

Family (Types, basic structure, functions, Changing trends in family and Residence patterns), Stages of development of family-Marriage: Possibility of a universal definition (forms and functions; Regulations of marriage- Incest, Hypergamy, Hypogamy, Endogamy and Exogamy; Ways of acquiring mates Prescribed; Proscribed; Preferential marriage and Incest); Marriage payments-Kinship (Concept, Kin groups: Lineage, Clan, Phratry, Moiety and Tribe-Kinship Typology and Kinship behaviour, Kinship Terminological system

### **Essential Readings**

- Fox, Robin. 1971. Kinship and Marriage: An Anthropological Perspective. Harmondsworth: Penguin Books.
- Kapadia, K.M. 1971. Marriage and Family in India. Calcutta: Oxford University Press.

- Morgan, L.H. 1996 (rpt). Ancient Society. Calcutta: K.P. agchi & Co.
- Wesch, Michael, "The Art of Being Human: A Textbook for Cultural Anthropology" 2018. NPP eBooks. 20.<https://newprairiepress.org/ebooks/20>

#### **Module IV: Human Diversity- Social Institutions II**

Religious Organisation (concept, function, theories), Magic (concept, types, function, practitioners)-Economic Organisation: (concept, function, production-subsistence strategies: Foraging, Pastoralism, Horticulture, Swidden/Shifting Cultivation, Agriculture), Reciprocity and Redistribution, Barter, Trade and Market, Ceremonial Exchange: Kula Ring and Potlatch-Political Organisation: (Concept, function, types of political organisation and leadership patterns-State, Stateless Society, Law and Justice, Customary Law.

##### **Essential Readings:**

- Elman Service. 1975. Origins of the State and Civilization. New York: WW Norton and Company INC.
- Lewellen, Ted. 2003. Political Anthropology: An Introduction. London: Praeger.
- Phillip Kottak, Conrad. 2002. Cultural Anthropology. McGraw-Hill
- Phillip Kottak, Conrad. 2014. Anthropology: Appreciating Human Diversity. McGraw-Hill Education.

##### **Suggested Readings:**

Davis, Kingsley. 1981. Human Society. Delhi: Surjith Publications.

Duranti, Alessandro. 1997. Linguistic Anthropology. Cambridge University Press

Harris, M. 1971. Culture, Man and Nature: An Introduction to General Anthropology. New York: Crowell.

Gupta, Dipankar. 1992. Social Stratification. Bombay: Oxford.

Keesing, F.M. 1958. Cultural Anthropology - The Science of Custom. New

York: Rinehart.

Kuper, Adam 1973 (2015) *Anthropology and Anthropologists: The British School in the Twentieth Century*. Routledge.

Murdock, G.P. 1965. *Social Structure*. Illinois:Free Press.

Sarana, Gopala. 1977. *Introducing Anthropology*. Calcutta: Indian Anthropological Society.

Uberoi, Patricia. 1994. *Family, Kinship and Marriage in India*. New Delhi: Oxford University Press.

Upadhyay, V.S. and Pandey, Gaya. 2000. *History of Anthropological Thought*. New Delhi: Concept Publishing Co.



**SEMESTER II**  
**ENVIRONMENTAL ANTHROPOLOGY**  
**(Open Elective)**  
**Course Code: MASSH02O03**

**Course Outcomes:**

This course introduces students to some of the major concepts and theories in Environmental Anthropology. This course aims to provide a comprehensive understanding on the environment, ecosystem, ecology, and the interaction between nature, man, society, and culture. It also discusses different approaches in Environmental Anthropology and contribution of anthropologists worked on this area. The role of environment and cultural adaptation are also discussed in detail taking into consideration of the various examples and case studies.

1. The students will learn about the different concepts and approaches in environmental anthropology.
2. They will learn the environmental adaptations of various human societies and the students will learn the human dimensions of environmental change.

**Module I: Fundamental concepts and approaches in Environmental anthropology**

Introduction to environmental Anthropology: Theoretical and Methodological issues- Population ecology, System ecology, Ethno-ecology-Environmental determinism, Environmental Possibilism and Cultural Ecology-Contributions of Wissler, Forde, Steward, Vayda and Rappaport

**Essential Readings:**

- Moran, E.F. 2018. Human Adaptability: An Introduction to Ecological Anthropology. Westview Press.
- Dove, Michael. 2007. Environmental Anthropology: A Historical Reader: Oxford, Wiley-Blackwell.
- Hardesty, L. Donald. 1977. Ecological Anthropology. Canada: John Wiley and Sons.
- Malik, S.L. and Battacharya, D. K. 1986. Aspects of Human Ecology. A Dynamic Interrelationship between Man and Environment. New Delhi: Northern Book Centre.

**Module II: Environment and Cultural adaptation**

Concepts and theories in cultural adaptation-Hunters and gatherers (Cholanaicken)-Shifting

cultivators (Maler)-Pastoral communities (Nuer)

**Essential Readings:**

- Harrison, G.A. and H. Murphy. 1998. Human Adaptation. Oxford: Oxford University Press.
- Bhanu, B. Ananda. 1989. The Cholanai of Kerala. Calcutta: Anthropological Survey of India.
- Vidyarthi, L.P. 1963. The Maler: A Study in Nature-Man-Spirit Complex of a Hill Tribe. Calcutta: Bookland Private Limited.
- Evans-Pritchard, E. E. 1940. The Nuer: A Description of the Modes of Livelihood and Political Institutions of a Nilotic People. Oxford University

**Module III: Environment and Cultural adaptation**

Service Nomadism (Nandiwalla)-Island communities (Jarawas, Onge, Andamanese)-  
Fishing communities (Mappila)-Agricultural communities (Kurichiyan)

**Essential Readings:**

- Singh, Priti. 2006. Islands and Tribes of Andaman and Nicobar. New Delhi: Prakash books.
- Aiyappan, A and Mahadevan. 1990. Ecology, Economy, Matriliney and Fertility of Kurichiyas. New Delhi: BR Publishing house.
- Mathur, P.R.G. 1977. The Mappila Fisherfolk of Kerala: A Study in Interrelationship Between Habitat, Technology, Economy, Society, and Culture. Thiruvananthapuram, Kerala Historical Society
- Harris, Marvin. 1992. The Cultural Ecology of India's Sacred Cattle. Current Anthropology, 7:51-66.

**Module IV: Human Dimensions of Environmental Change**

Human Dimensions of Environmental Change-Deforestation and ecological imbalance-  
Climate change and Sustainability-Cultural Dimensions of Biodiversity and conservation

**Essential Readings:**

- Kormondy, E.J. and Brown, D.E. 1998. Fundamentals of Human Ecology. New Jersey, Prentice Hall.
- Kottak, C.P. 1999. The New Ecological Anthropology. American Anthropologist, 101:23-35.
- Milton, Kay. 1997. Ecologies: Anthropology, Culture and the Environment. International Social Sciences Journal, 49(154): 477-495.
- Moran, E.F. Ed. 1990. The Ecosystem Approach in Anthropology. Michigan: University Press.

### **Suggested Readings:**

- Channa, S.M. Ed. 1998. *Ecology and Human Adaptation*. New Delhi: Cosmo Publications.
- Dove, Michael. 2007. *Environmental Anthropology: A Historical Reader*. Oxford, Wiley-Blackwell.
- Guha, Ramachandra. Ed., *Social Ecology*, Oxford University Press, New Delhi, 1994.
- Hardesty, L. Donald. 1977. *Ecological Anthropology*. Canada: John Wiley and Sons.
- Harris, Marvin, 1985. *Culture, People, Nature: An Introduction to General Anthropology*.
- Honigsmann, John, J. Ed. 1997. *Handbook of Social and Cultural Anthropology* Vol-1. New Delhi: Rawat Publications.
- Kopnina, Helen and Eleanor Shoreman- Ouimet. Ed. 2011. *Environmental Anthropology Today*. London: Routledge.
- Mahadevan, K.; Tuan, Chi-Hsien and Nair, Balakrishnan. Eds. 1992. *Ecology, Development and Population Problem*. Delhi: B.R. Publications.
- Mukerjee, Radhakamal. 1968. *Man and His Habitation*. Bombay: Popular Prakashan.
- Rivers, W.H.R. 1906. *The Todas*. London: Macmillan & Co. Ltd.

**SEMESTER III**  
**CAPITALISM AND THE MAKING OF THE MODERN WORLD**  
**(Open Elective)**  
**Course Code : MASSH03O04**

**Course Outcomes :**

This course aims to develop a comprehensive understanding of the making of modern world. It outlines the transition from feudalism to capitalism, analyses the main forces that accelerated this transition and the subsequent transformation in the social, economic and political scenario.

After the completion of the course, the students will be able to :

1. Develop a critical understanding of the factual aspects of the historical changes in the modern world.
2. Understand the genesis and growth of capitalism.
3. Develop scientific temperament and rational and secular outlook
4. Generate comprehensive views on the nature of major political upheavals.

**Module I : Origin of Capitalism**

Theories regarding the origin of capitalism – decline of feudalism and transition to capitalism – transition debate – mercantalism and commercial revolution.

**Essential Readings :**

Ellen Meiksins Wood, *The Origin of Capitalism A Longer View*, Aakar Books, New Delhi, 2013.

Robert Brenner, *Agrarian Class Structure and Economic Development in Pre Industrial Europe*, Cambridge University Press, 1985.

Karl Polanyi, *The Great Transformation*, Beacon Press, Boston, 1957.

R H Hilton, *The Transition from Feudalism to Capitalism*, London, 1976.

Maxine Berg, *The Age of Manufactures 1700-1820*, Oxford, 1985.

**Module II : Capitalism and the social transformation**

The enlightenment – the rise of new social order- the role of middle class- industrial revolution and industrial capitalism – Laissez faire – liberalism – capitalism as a world system – world system theory – impact on non European world.

**Essential Readings :**

Immanuel Wallerstein, *The Modern World System Three Volumes*, Academic Press , Newyork,1974-88.

E P Thomson, *The Making of the English Working Class*, Penguin 1963.

C A Bayly, *The Birth of the Modern World*, Wiley , 2004.

Eric Hobsbawm, *The Age of Revolution, 1789-1848*, Hachette, UK, 2010.

Eric Hobsbawm, *The Age of Capital, 1848-1875*, Hachette Publishers, UK, 2010.

Paul Mantoux, *The Industrial Revolution in the Eighteenth Century*, New York , 1961.

### **Module III : Reactions and revolutions**

American war of independence – the French revolution- spread of new ideas – nineteenth century revolutions in Europe(1830 and 1848) – socialist and communist movements in Europe – Karl Marx – the Russian revolution.

#### **Essential Readings :**

Eric Hobsbawm, *The Age of Revolution, 1789-1848*, Hachette, UK, 2010.

Robert Allison, *The American Revolution, A Concise History*, Oxford University Press, New York, 2011.

Robert R Palmer, *The Age of Democratic Revolutions*, Princeton University Press, New Jersey , USA, 1964.

Albert Soboul, *French Revolution*, University of California Press, London, 1977.

### **Module IV : Imperialism and Colonialism**

Capitalist imperialism and colonialism – development of colonial empire – imperialist expansion : accident or design – reluctant conqueror – colonialism and stages of colonial empire – multiple modalities of colonial control –financial capitalism- imperialism and colonial rivalry – colonial capitalism – empire and the ideology of improvement.

#### **Essential Readings :**

Harry Magdoff, *Imperialism From the Colonial Age to the Present*, Aakar Books, 2009.

Eric Hobsbawm, *Age of Empire 1875-1914*, Phoenix Books, 2000.

#### **Suggested Readings :**

Albert Sobul , *French Revolution* , University of California Press, London, 1977.

Andrina Stiles and Robert Pearce, *The Unification of Italy*, Hodder General Publishing Division, 2006.

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

Ashton TS, *The Industrial Revolution 1760-1830*, Oxford University Press, 1972

Berg, Maxine, *The Age of Manufactures 1700-1820*, Oxford, 1985

Burns and Burns, *World Civilizations*, Norton, 1964.

CA Bailey, *The Birth of the Modern World*, Wiley, 2004.

CJ.H. Hayes, *Modern Europe to 1870*, Surjeet Publications, 2001.

Catherine Hall, *Civilising Subjects: colony and metropole in the English imagination, 1830-1867*, Chicago, University of Chicago Press, 2002.

David Thompson, *Europe Since Napoleon*, Knopf Doubleday Publishing group, New York, 1957

EJ Hobsbawm, *Age of Revolutions*, Vintage, 1996 (first published in 1962)

Erich Eyck, *Bismarck and the German Empire*, W.W. Norton and Company, 1964.

G.E. Mingay, *The Agricultural Revolution: Changes in Agriculture, 1650-1880*, London, 1977.

Goodwin, Elliot H. *The New Cambridge Modern History Series: The American and French Revolutions, 1763-1793*, Vol VIII, Cambridge University Press, Cambridge, 2008

Grafton, Anthony and Ann Blair (ed), *The Transformation of Culture in Early Modern Europe*, University of Pennsylvania press, Philadelphia, 1990.

Hannah Arendt, *Origins of Totalitarianism*, Schocken Books, New York, 2004.

Immanuel Wallerstein, *Capitalist Agriculture and the Origins of the European World Economy in the 16th Century*, New York, Academic Press, 1974.

J.M. Neeson, *Commoners: Common Right, Enclosure and Social Change in England, 1700-1820*, Cambridge University Press, 1993.

J.M. Roberts, *The Penguin History of Europe*, Penguin Books, 1988 (first published in 1966).

Jennifer Pitts, *Turn to Empire: The Rise of Imperial Liberalism in Britain and France*, Princeton University Press, 2005.

John Burnett, *Plenty and Want: A Social History of Diet in England from 1815 to the present day*, Penguin Books, 1996.

Kenneth Morgan, *Slavery, Atlantic Trade and the British Economy, 1660-1800*, Cambridge University Press, 2000

Landes, David, *The Unbound Prometheus: Technological Change Economic Development in Western Europe from 1750 to Present*, Cambridge, 1969.

Mantoux, Paul, *The Industrial Revolution in the Eighteenth Century*, New York, 1961.

Mathias, Peter, *The First Industrial Nation*, London, 1969

Michel-Rolph Trouillet, *Silencing the Past: Power and the Production of History*, Boston, Mass Beacon Press, 1995.

Jurgen Kocka, *Writing the History of Capitalism*, German Historical Institute, Washington, 2010, pp. 7-24.

Michael Mann, The End of capitalism?, *Análise Social*, Vol. 48, No. 209, 2013, pp. 927-945.

Robin Blackburn, *The Making of New World Slavery From Baroque to the Modern*, Verso, 1998.

Maxine Berg and Pat Hudson, *Slavery Capitalism and the Industrial revolution*, John Wiley and Sons, 2023.

Sven Beckert, *Empire of Cotton: A Global History*, Knopf Publishing, 2014.

Joyce Appleby, *The Relentless Revolution: A History of Capitalism*, WW Norton, 2011.

**SEMESTER III**  
**MARITIME HISTORY OF INDIA**

(Open Elective)

**Course Code: MASSH03O05**

This course promotes students' awareness and interest in India's maritime history and heritage. It offers an overview of the country's maritime history from Harappan times to the modern period. Basic concepts of maritime trade, geographies, the role of India in international trade, Indian and foreign shipbuilding, patterns of navigation, exchange of technology, etc, form the thrust areas of discussion in this course.

**Course Outcomes:**

On the completion of the course students will be able to

1. Understand the concepts of maritime trade, prominent regions of trade and the significance of maritime exchanges.
2. Explain mercantile trade and political relations of India with other countries from ancient to modern times.
3. Develop a comprehensive view of the linkage between India's maritime trade and the formation of Indian Ocean trade networks and the world capitalist system
4. Discuss shipbuilding and navigation practices undertaken by Indian and European traders and shippers in the Indian Ocean region.

**Module I: Concepts and geographies of Maritime Trade**

Coastlines, Trade Winds, The Arabian Sea Littoral - The Bay of Bengal Littoral – What is maritime trade? The significance of maritime trade in the making of the world system

**Essential Readings**

Harlaftis, Gelina, "Forum Introduction: What is Maritime History, *The International Journal of Maritime History*, Vol. 32 (2), 2020

Stopford, Martin, *Maritime Economics*, Routledge, 2008

Talley, Wayne K., *Port Economics*, Routledge, 2009

**Module II: Early Indian Maritime Contacts and Exchanges**

Harappa and its contacts with West Asia – Trade with the Mediterranean region, Egypt, and the Red Sea Ports - Roman Trade with India – Trade with China and Southeast Asia – Early Medieval trade - Arab Trade with India – Ancient and medieval Indian Ports and Cities



### **Essential Readings**

Cobb, Matthew A. , Ed., *The Indian Ocean Trade in Antiquity: Political, Cultural and Economic Impact*, Taylor & Francis, 2018

Digby, Simon, “The Maritime Trade of India, 1200-1500” in Tapan Raychoudhuri and Irfan Habib, Ed., *The Cambridge Economic History of India*, Cambridge, 2008

Karashima, Noboru. *Ancient and Medieval Commercial Activities in the Indian Ocean*, Tokyo, 2002.

Hall, Kenneth, *Maritime Trade and State Formation in Early South East Asia*, Honolulu, University of Hawaii, 1985

Ray, Himanshu Prabha (ed) *Cross Currents and Community Networks: The History of the Indian Ocean World*, New Delhi, Oxford University Press, 2007.

### **Module III: European and Indian Maritime Trade**

The Portuguese, Dutch, English, French trade contacts - European Rivalries and Maritime Trade -Mercantilism: the Impetus behind Mercantilism – Foreign and Indian Merchant Communities, brokers and Commodities of Trade - Major Port Cities

### **Essential Readings**

Pearson M.N, *The Portuguese in India*, Cambridge University Press, 2006

Mathew, K.S., *Portuguese Trade with India in the Sixteenth Century*, New Delhi, Manohar, 1983

Prakash, Om, *The Dutch East India Company and the Economy of Bengal*, Princeton University Press, 2016, originally published 1985.

Chudhuri, K.N., *Trade and Civilisation in the Indian Ocean: An Economic History from the Rise of Islam to 1750*, Cambridge University Press, 1985

Sinha, Aravind, *The Politics of Trade: Anglo-French Commerce on the Coromandel Coast, 1763-1793*, New Delhi, Manohar Books, 2002

### **Module IV: Shipbuilding and Navigation**

Early Indian Shipbuilding and Navigation - Sewn-plank boat construction and traditional methods of navigation using stars and ocean currents – *Matsy Yantra* – European shipbuilding in India – Technological Exchanges – Trade and cultural exchanges.

### **Essential Readings**

Mthew K.S., *Shipbuilding, Navigation and the Portuguese in Pre-Modern India*, Routledge, 2018

Rajamanickam, Victor, *Traditional Indian Shipping: Memories, History and Technology*, 2004

Arnold, David, *Science, Technology and Medicine in Colonial India*, Cambridge, 2000

### **Suggested Readings**

Arasaratnam, S, *Maritime India in the Seventeenth Century*, New Delhi, 194

Begley, Vimla, *Ancient Port of Arikamedu*, vol I and II Pondicherry, 1996 & 2000

Champakalakshmi, R. *Trade, Ideology and Urbanization: South India 300-1300*, New Delhi, Oxford University Press, 1996.

Cherian, P. J. *Pattanam Excavations/Plorations*, Trivandrum 2013.

Ray, Himanshu Prabha, *The Archaeology of Seafaring: The Indian Ocean in the Ancient Period*, New Delhi, 1999

Wheeler, Mortimer Sir, *Ancient India*, vol II, New Delhi, 1946.

Mukund, Kanakalatha, *Merchants of Tamilagam: Pioneers of International Trade*, New Delhi, 2012.

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

Banga Indu, Ed, *Ports and their hinterland in India*, New Delhi, 1992

Clulow, Adam, and Mostert Tristan, Ed., *The Dutch and English East India Companies, Diplomacy, Trade and Violence in Early Modern Asia*, Amsterdam University Press, 2018

Das, Gupta A, *Malabar in Asian Trade 1740-1800*, Cambridge University Press 1967

Malakandathil, Pius, *Maritime Malabar: Trade, Culture and Power*, New Delhi, Primus Books, 2022

Pearson, M.N. *The World of the Indian Ocean, 1500-1800, Studies in Economic, Social and Cultural History*, Routledge, 2024

Redford, Duncan, *Maritime History and Identity: The Sea and Culture in the Modern World*, Bloomsbury Academic, 2020

Subramanyam, Sanjay, *The Political Economy of Commerce: Southern India, 1500-1650*, Cambridge University Press, 1990

Subramaniam, Lakshmi, *Medieval Indian Seafarers*, New Delhi, 1999

**SEMESTER III**  
**SOCIAL MOVEMENTS IN MODERN INDIA**

(Open Elective)

**Course Code: MASSH03O06**

**Course Outcomes:**

This course aims to acquaint students with the collective actions of individuals striving to transform human society. It covers the methods, characteristics, structure, organisation, and history of social movements. It introduces students to contemporary theories that are useful in defining social movements and shifts in society. The primary goal of this course is to introduce students to various methods for studying social movements.

After the end of the course, students would be able to:

**CO-1:** Explain how individuals unite, have shared worldviews, mobilise resources needed for group action, and spearhead social movements

**CO-2:** Examine the history and practice of the social movements in Modern India.

**CO-3:** Evaluate the historical circumstances leading up to that movement, and then talk about the specific advantages, disadvantages, tactics, and strategies of that social movement.

**CO-4:** Explain and evaluate the strategies, tactics, opportunities, resources, impact, and organizational structure of a chosen social movement group.

**CO-5:** Examine and contrast the micro- and macro-social dynamics of social movements both historically and currently.

**Module I: Social Movements and Social Changes**

Social movements: Meaning, definition, and scope - Types of social movements; Identity movements, Reform movements - Innovations and social change - Contemporary Indian social changes: Modernization, Westernization, Sanskritization, Secularization, Globalization.

**Essential Readings:**

Ghanashyam Shah, Social Movements in India, Sage Publications, New Delhi, 1990.

Gurcharan Das, India Unbound, The Social and Economic Revolution from Independence to the Global Information Age, 2002.

Mukherjee, P. N, 'Social Movement and Social Change: Towards a Conceptual Clarification and Theoretical Framework', Sociological Bulletin, Vol. 26, No. 1, pp. 38-59, 1977.

Rao, M. S. A, Social Movements and Social Transformation, Macmillan, Delhi, 1979.

Rao, M. S. A, Social Movements in India, Manohar Publications, Delhi, 1979.

Rocher, Guy, A. General Introduction to Sociology: A Theoretical Perspective. Toronto: Macmillan, 1977.

## **Module II: Social Movements: Theories**

Theories on social movements; Structural approaches to social movements and social changes: structural strain theory - Functional approach to society and social movements - Marxist approaches: conflict theory- Max Weber and theories on social change - Contemporary approach.

### **Essential Readings:**

Barrett, Deborah and Charles Kurzman, Globalizing Social Movement Theory: The Case of Eugenics, Theory and Society, Vol. 33:487–527, 2004.

Crossley, Nick, Making Sense of Social Movements, Open University Press, Buckingham, 2002.

Fowaraker, Joe, Theorizing Social Movements, Pluto Press, London, 1995.

[http://kurzman.unc.edu/files/2011/06/Barrett\\_Kurzman\\_Eugenics.pdf](http://kurzman.unc.edu/files/2011/06/Barrett_Kurzman_Eugenics.pdf)

<https://ebooks.inflibnet.ac.in/soc14/chapter/65/>

Mukherjee, P. N, 'Social Movement and Social Change: Towards a Conceptual Clarification and Theoretical Framework', Sociological Bulletin, Vol. 26, No. 1, pp. 38-59, 1977.

Weber Max, The Protestant Ethic and the Spirit of Capitalism (1904–05).

## **Module III: Colonialism and Reform Movements**

Colonial Modernity and Social Transformations-Education, Print Culture and emergence of new classes- 'modern character' of Raja Ram Mohan Roy's ideas - Views of Jyotibha Phule - Dayanand Saraswathi and reformist ideas - Theosophical Society- Reformist ideas of Pandita Ramabai - Ramakrishna Mission- Aligarh Movement.

### **Essential Readings:**

Rao, M. S. A, Social Movements and Social Transformation, Macmillan, Delhi, 1979.

Sanjay Seth, Subject Lessons: The Western Education of Colonial India, Dale University Press, London, 2007.

T K Oomen, Protest and Change: Studies in Social Movements, New Delhi: Sage Publications, 1990.

Veena Naregal, Language, Politics, Elites and the Public Sphere: Western India Under Colonialism, 2002.

## **Module IV- New Social Movements**

Dalit Movements - Labour Movements - Ethnic Movements - Women's Movements - Gender Movements - Dravidian Movements - Self-respect movement - Backward Class Movement - Ambedkar Movement - SNDP movement - Reservation and Politics - Mandal Commission - Farmers movements in contemporary India.

### **Essential Readings:**

A R Desai, Social Background of Indian Nationalism, Delhi, 2005.

Banks, J. A, The Sociology of Social Movements, Macmillan, London, 1972.

Barbara Joshi, R. Untouchable: Voices of the Dalit Liberation Movement, Zed Books, London.

Bipan Chandra, et al. India since Independence, New Delhi, 1999

-----Nationalism and Colonialism in Modern India, Orient Longman, 1996.

....., History of Modern India, Orient Blackswan, 1990.

..... The Making of Modern India: From Marx to Gandhi, Orient Blackswan, 2000.

..... Essays on Colonialism, New Delhi, 1999.

..... India's Struggle for Independence, 1857-1947, New Delhi, 1989

Buchler, S. M, Social Movements in Advanced Capitalism, Oxford University Press, 2000

Dhanagare, D. N, Peasant Movements in India 1920-1950, Oxford University Press, Delhi, 1983.

Chandramohan. P, Developmental Modernity in Kerala Narayana Guru, SNDP Yogam and Social Reform, Tulika Books.

Gail, Omved, Dalits and the Democratic Revolution – Dr. Ambedkar and the Dalit Movement in Colonial India, Sage Publications, New York.

Geraldine Forbes, Women in colonial India: Essays on Politics, Medicine and Historiography , Delhi: Chronicle Books, 2005.

Gore, M.S., The Social Context of an Ideology: Ambedkar's Political and Social Thoughts, New Delhi, Sage Publications, 1993

J.C, Scott, Weapons of the Weak: Everyday Forms of Peasant Resistance, Yale University Press., 1985.

Jitendra, Prasad. Tribal Movements in India, Kilsa Books, New Delhi.

Menon, N. (Ed.), Gender and Politics in India, Oxford University Press, Delhi, 1999.

Mukherjee, P. N, 'Social Movement and Social Change: Towards a Conceptual Clarification and Theoretical Framework', Sociological Bulletin, Vol. 26, No. 1, pp. 38-59, 1977.

M.S.Gore, The Social Context of an Ideology: Ambedkar's Political and Social Thoughts, New Delhi: Sage Publications, 1993.

Neera Desai, Woman in Modern India , Vora & Co, Bombay, 1977.

Oommen, T. K. (Ed.), Social Movement: Vol. I & II, Oxford University Press, New Delhi.

Rajinder Singh, Social Movements Old and New, Sage Publications, 2001

Singh, K. S., Tribal Movements in India, Delhi, 1982.

T K Oomen, Protest and Change: Studies in Social Movements, New Delhi: Sage Publications, 1990.

Shah, G., Dalit Identity and Politics, Sage Publications, 2001.

Shah, Nandita, The Issues at Stake: Theory and Practice in the Contemporary Women's Movements in India, New Delhi, Kali for Women, 1992

Sumit Sarkar, Towards Freedom: Documents on the Movement for Independence in India, 1946, New Delhi, 2007.

----- Writing Social History, Delhi, 1998.

### **Suggested Readings:**

Gouldner, A.W., (ed.) Studies in Leadership, New York, Harper and Brothers, 1950.

Radha Kumar, The History of Doing: An Illustrated Account of Movement for Women's Rights and Feminism in India, 1800-1990. New Delhi, 2006. Zuban, an imprint of Kali for Women. Originally published in 1993

Singha Roy, Peasant Movement in Post-Colonial India: New Delhi, 2004.

Samaddara, Ranabira and Ghanshyam Shah, Dalit Identity and Politics, Sage Publications, New York.

Zelliot, Eleanor, From Untouchable to Dalit: Essays on the Ambedkar Movement, New Delhi, 1995.

**SEMESTER III**  
**ENVIRONMENTAL HISTORY OF INDIA: PROBLEMS AND  
PERSPECTIVES**

(Open Elective)

**Course Code: MASSH03O07**

**Course Outcomes:**

- 1: Create awareness about the environmental issues of the country and to contribute to sustainable development activities.
- 2: To realise the humble beginning of the human beings and their peaceful coexistence with the nature.
- 3: Develop a holistic approach to nature and to come out with practical suggestions to overcome natural disasters and calamities.
- 4: 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 – 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

**Essential Readings:**

Agrawal, K.M, et.al, A text book of Environment, Macmillan Publishers India, NewDelhi,2002

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

Rmachandra Guha, Environmentalism, A Global History, Penguin Books, New Delhi,2016.

Alfred W. Crosby, Ecological Imperialism: The Biological Expansion of Europe 900-1900, Cambridge University Press,1993.

Donal Worster, Alfred W. Crosby, Nature's Economy: A History of Ecological Ideas.

Donald Worster(ed.),The Ends of the Earth; Perspectives of Modern Environmental History, Cambridge University Press,1988.

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 Books,2001.

## **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 - Climatic change and pandemics

### **Essential Readings:**

Madhav Gadgil and Ramachandra Guha, This Fissured Land: An Ecological History of India,Oxford University Press,NewDelhi,1992

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

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.

## **Module III: Colonial Intervention and Environmental Transformation**

Colonialism and Environment- Science and Imperialism- Botany and Empire- Botanical Gardens -Plantation economy - Reservation of forests and Forest Acts - Changes in Tribal life

### **Essential Readings:**

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.

Mahesh Rangarajan and K. Sivaramakrishnan, India's Environmental History: A Reader, (two volumes), Orient Blackswan,NewDelhi,2013.

Gadgil,D.R, The Industrial Evolution of India in Recent Times-1860-1939, Oxford University Press, Bombay, 1971.

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



Ramachandra Guha, *The Unquiet Woods*, Oxford University Press, New Delhi, 1989

Stebbing E.P, *The Forests In India*, Vol II, Lane, 1923

Ribbentrop B, *Forestry in British India*.

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

#### **Module IV: Post Independence Developments**

Development and Deprivation; impact of development projects on marginalised communities and environment-Environmental Movements; displacement and development- Chipko-Narmada Bachao Andolan-Global warming- Anti nuclear movements-Environmental movements in Kerala with special reference on Silent valley- Movement from below - Kallen Pokkudan and *Kandal* cultivation- Recent environmental disasters in Kerala.

#### **Essential Readings:**

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

Amita Baviskar, *In the Belly of the River: Tribal Conflicts over Development in Narmada Valley*, Oxford University Press, 1995.

M. N. Moorthy, et. al, *Economics of Water Pollution*, Oxford University Press, 2000.

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

#### **Suggested Readings:**

Amelia Moore, *The Anthropocene: A Critical Exploration, Environment and Society* , Vol. 6 (2015), pp. 1-3.

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

Beinart, William and Lotte Hughes. (2009), *Environment and Empire*, Oxford University Press.

Bhardwaj, Asmita. (2010). "From Green Revolution to the Gene Revolution in India", in

McNeill, John et.al. *Environmental History: As if nature Existed*, Oxford & New York: Oxford University Press, pp.186-208.

Carson, Rachel. (1962). *Silent Spring*, Cambridge, Mass.: Riverside Press.

Erach Bharucha, *Textbook of Environmental Studies*

Eugene P. Odum, Fundamentals of Ecology, New York.1971

Hughes, Donald J. (2006). What is Environmental History?, London: Polity Press

Kiran B. Chhokar, Understanding Environment.

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

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

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

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

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

J. Donald Hughes, Three Dimensions of Environmental History, Environment and History , August 2008, Vol. 14, No. 3

Joyeeta Gupta, Growth, the Environment, and Development in the Anthropocene, Current History, Vol. 114, No. 775

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.

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.

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

Samir Dasgupta, Understanding the Global Environment,

S.N. Chary, Environmental Studies

S.P. Misra, et.al., Essential Environmental Studies.

Stebbing E.P The Forest of India, Vol. 11.

Sangreiya, K.P, Forests and Forestry

S. Fernandez and Kulkarni (Ed), Towards a New Forest Policy: Peoples Rights and Environmental Needs.

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

S. Sankar, P.C. Anil and M. Amruth, Criteria and Indicators for Sustainable Plantation Forestry in India, Center for International Forestry Research (2000).

Vandana. Shiva (1991). The Violence of the Green Revolution: Third World Agriculture, Ecology and Politics, Penang: Zed books, pp.171-93

Vandana Swami, Environmental History and British Colonialism in India: A Prime Political Agenda, The New Centennial Review, 2003, Vol. 3, No. 3.

**SEMESTER III**  
**INTRODUCTION TO GENDER STUDIES**

**(Open Elective)**

**Course Code: MASSH03O08**

The course seeks to introduce students to the stream of Gender studies and its key concepts, terms and basic theories. It will encourage the students in exploring the significance of gender in shaping human history. It will also make the students critically engage with the themes such as state, religion, caste, tradition and modernity which intersect with gender and have played a historically significant role in the construction of gender while being shaped by it.

**Course Outcomes:**

It is expected that the student will comprehend the social complexities involved in shaping gender ideologies and gendered practices through the course and it is also expected that the learner will be able to use gender as a tool of analysis in academics and everyday life. Each module can also have documentary/film screenings with the lecturer initiating discussions regarding gender-relations after the screening.

**MODULE I:**

Gender – Basics -Biology and History -Gender, Sex and Sexualities – Human biological and social evolution – Sexual Dimorphism -Nature vs nurture debate - Were there no cavewomen? - Domination and subordination: theories and histories - Performance Theory.

**Essential Readings:**

V Geetha, *Gender*, Stree, 2002.

Anne Fausto-Sterling, "The Five Sexes: Why Male and Female Are Not Enough", *The Sciences* 33, no. 2, 1993.

Anne Fausto-Sterling, "The Bare Bones of Sex: Part I – Sex and Gender, *Signs*, 30(2),2005.

Sonya O, *What is Gender History?*, Polity, 2010.

Freedman, Jane, *Feminism*, Open University Press, 2008.

Judith Butler, *Gender Trouble: Feminism and the Subversion of Identity*, Routledge, 2011.(Introduction and Chapter 1).

Perreau, Bruno, *Queer Theory: The French Response*. Stanford University Press, 2016.

Sue Morgan, ed., *The Feminist History Reader*, Routledge, London, 2006.

## **MODULE II:**

Key concepts – Glass ceiling – Gender Pay Gap – Gender and violence – Feminisation of work – The Four Waves of Feminism – Different types of feminism (Liberal Feminism, Marxist Feminism, Radical Feminism, Eco-feminism, Black Feminism, Intersectional Feminism and so on).

### **Essential Readings:**

Walters, M., *Feminism: A Very Short Introduction*, Oxford University Press, London, 2006.

Scott, Joan Wallach, *Gender and the Politics of History*, Columbia University Press, New York, 1999.

Betty Friedan, 'The Problem that has No Name', in Betty Friedan, *The Feminine Mystique*, W.W. Norton & Company, 2013.

Linda Alcoff, 'Cultural Feminism Vs Post Structuralism: The Identity Crisis in Feminist Theory', in N B Dirks, G. Aley and S.B. Ortner, ed., *Nature/Culture/Power*, Princeton University Press, Princeton, 1995.

## **MODULE III:**

Gender and Civilization - The Altekarian Paradigm and its critique – 'What happened to the Vedic Dasi?' (Uma Chakravarti) – Gender in Early Tamilakam – Brahmanical Patriarchy – Devotion and dissent (Women in the Bhakti tradition – Vijaya Ramaswamy) – Gender relations in Medieval India- Women and Social Reform.

### **Essential Readings:**

Sarah M. Nelson, *Handbook of Gender in Archaeology*, Altamira Press, 2006.

Jane Balme and Wendy Beck 'Archaeology and Feminism-Views on the Origins of the Division of Labour' in Hilary du Cros and Laura-jane Smith, eds. *Women in Archaeology; A Feminist Critique*, Canberra, Australian National University, 1993, p.

Joan M Gero and Margret W Conkey, eds., *Engendering Archaeology; Women and Prehistory*, Blackwell, Oxford, 1991.

Gerda Lerner, *Creation of Patriarchy*, Oxford University Press, 1987.

Stephanie W. Jamison, *Sacrificed Wife/Sacrificer's Wife: Women, Ritual, and Hospitality in Ancient India*, Oxford University Press, 1996

Sarah Pomeroy, *Goddesses, Whores, Wives and Slaves: Women in Classical Antiquity*, Schocken Books 1995.

Kumkum Roy, *The Power of Gender and the Gender of Power: Explorations in Early Indian History*, OUP, 2010. (Introduction)

Kumkum Roy ed., *Women in Early Indian Societies*, Manohar, 1999.

Serena Nanda, 'Neither man nor women: the hijras of India.', 3rd ed. by Caroline B Brettell (ed). Carolyn F Sargent (ed)., *Gender in Cross-Cultural Perspective*, Prentice Hall. New Jersey, 2001.

Sarkar, Sumit and Tanika Sarkar, *Women and Social Reform in Modern India: A Reader*, Indiana University Press, 2008.

Devika,J, *En-Gendering Individuals: The Language of Re-forming in Early 20th Century Keralam*, Orient Longman, Hyderabad, 2007.

Raj, Rekha, *Dalit Women as Political Agents*, Economic and Political Weekly, Vol.48. Iss.18, 2013.

#### **Module IV:**

Gendered writings -Her stories - Women Ways of Knowing – Intersectionality -Standpoint Epistemology - Queer Histories - Gender and nationalism - The Women Question(Partha Chatterjee) – 'Mother India and the Nation'.

#### **Essential Readings:**

Alison M Jaggar (ed). Susan R Bordo (ed)., *Gender/Body/Knowledge: Feminist Reconstructions of Being and Knowing*, Rutgers University Press, New Jersey, 1989.  
Lisa Adkins, Beverley Skeggs, *Feminism After Bourdieu*, Wiley, 2005.

Elizabeth Janeway, *Man's World, Woman's Place; A Study in Social Mythology*, Morrow Quill, Newyork,1991.

Collins, Patricia Hill, *Black Feminist Thought: Knowledge, Consciousness and the Politics of Empowerment*, Taylor & Francis, 2002.

Ruth Behar and Deborah A. Gordon, *Women Writing Culture*, University of California Press, 1995.

Chatterjee, Partha ' The Nationalist Resolution of Women's Question'(1989), in Partha Chatterjee, *Empire and Nation*, Colombia University Press, New York, 2010.

Ramaswamy, Sumathi, *The Goddess and the Nation: Mapping Mother India*, Durham, NC: Duke University Press, 2010.  
Chandra Talpade Mohanty, Ann Russo, and Lourdes Torres, eds., *Third World Women and the Politics of Feminism*, Indiana University Press. Bloomington, 1991.  
Nira Yuval-Davis, *Gender and Nation*, Sage, London, 1997.

Crenshaw, Kimberle, *Critical Race Theory: The Key Writings that Formed the Movement*, New Press, USA, 1995.

K S Madhavan, 'Sexuality Caste and Social Labour in Oral Tradition' in *Socialscapes and Locality* in T Muhammedali (ed.) , Center for Social History of Malabar and Other Books Calicut, 2017

Rege, Sharmila, *Writing Caste/Writing Gender: Narrating Dalit Women's Testimonios*,

Zubaan, Delhi, 2006.

### **Suggested Readings:**

Simone de Beauvoir , *The Second Sex*, (1949) , Random House, 2015 Edition.  
Betty Friedan , *The Feminine Mystique*, W.W. Norton & Company, 2013.  
Judith Butler, *Gender Trouble: Feminism and the Subversion of Identity*, Routledge, 2011.

Bell Hooks, *Yearning: Race, Gender, and Cultural Politics*, Routledge, 2014.

Gloria Steinem, *Outrageous Acts and Everyday Rebellions*, Open Road Media, 2012.

Uma Chakraborty, *Gendering Caste Through a Feminist Lens*, Sthree , 2003.

Germaine Greer, *The Female Eunuch*, Harper Collins, 2009.

Michel Foucault, *The History of Sexuality*, Vol. 1: An Introduction, Vintage Books, New York, 1990, (Introduction and Chapter 1).

### **Recommended Documentaries/Films**

The Great Indian Kitchen (Malayalam) – Geo Baby

Killing Us Softly Then and now ( Documentary Series)

<https://www.youtube.com/watch?v=MQ3ESVKighs&t=5s>

Mannu: Sprouts of Endurance – Ramdas Kadavallur

<https://www.youtube.com/@ramdaskadavallur3638>

The Discreet Charm of the Savarnas – Rajesh Rajamani

<https://www.youtube.com/watch?v=AJBkmtpu1sQ>

India Untouched: Stories of a People Apart – K.Stalin

<https://www.youtube.com/watch?v=fvke6ycgkL4>



**SEMESTER III**  
**ARCHAEOLOGY: THE BASICS**  
**(Open Elective)**  
**Course Code: MASSH03O09**

The course familiarises the origin, evolution, kinds, and interdisciplinary approach, basic methods of exploration/excavation, field experience, and dating techniques and explains their applications in interpreting human history. The course also examines the history of Indian and Kerala archaeology and major excavations and developments in Indian and Kerala archaeology.

**Course Outcomes:**

After the completion of the course, the students will be able to:

1. Students identify the relevance of Archaeology and its relation with other social sciences.
2. Students understand the evolution of Archaeology from past to present and develop a basic consciousness of its theoretical foundations.
3. Students get an understanding of the methods and techniques of exploration/excavation and get practical knowledge in fieldwork and preparing field notes.
4. Students obtain an introductory understanding of different dating techniques in Archaeology.
5. Students get a view of the growth of archaeology in Kerala through a study of the history of main excavations.

**Module I: Archaeology: An Introduction**

Archaeology-Meaning-Definition-Scope-Aim –Archaeologist-Function-Evolution- –Types-Pre-Historic Archaeology-Historic Archaeology-Marine Archaeology-Ethno Archaeology, etc.-  
Archaeology and Other Disciplines.

### **Essential Readings:**

Bahn, Paul, *Dictionary of Archaeology*, Harper Collins, Glasgow 1992.

Fagan, Brian, *In the Beginning: An Introduction to Archaeology*, Foresman and Company Glen View: Scott, 1988.

Gramble, Clive, *Archaeology the Basic*, Routledge, London, 2003

Petrie, WM. F, *Methods and Aims in Archaeology*, Macmillan, London. 1904.

Trigger, Bruce. G, *A History of Archaeological Thought*, Cambridge University, Cambridge, 1989.

### **Module II: Archaeological Theories**

Early Theories-Global Context-From Babylon to Present-Antiquarianism-Three Age System-Functionalism-Cultural Historical Approach –Present Approaches-New Archaeology-Behavioural Archaeology –Post Processual Archaeology.

### **Essential Readings:**

Bahn, Paul and Colin Renfrew, *Archaeology, Theories, Methods and Practice*, Thames &Hudson, New York, 1991.

Binford, Lewis R., *an Archaeological Perspective*, Seminar Press, New York, 1972.

Hodder, Ian, *Theory and Practice in Archaeology*, Routledge, London, 1992.

### **Module III: Archaeology and Scientific Techniques**

Exploration-Meaning-Methods-Techniques-Documentation-Excavation-Meaning-Methods-Techniques-Documentation-Dating Techniques-Scientific Applications.

### **Essential Readings:**

Crawford, O.G.S, *Archaeology in the Field*, Phoenix House, London, 1953

Barker, Philip, *Techniques of Archaeological Excavation*, BT Batsford Ltd, London, 1977.

Dancey, William S., *Archaeological Field Methods: An Introduction*, Burgess Pub. Co, USA, 1981.

Michel, Joseph. W, *Dating Methods in Archaeology*, Seminar Press New York 1973.

#### **Module IV: Archaeology in India and Kerala**

Evolution of Archaeology in India –From Indus to Present-Contributions of Indologists-Major Excavations-Indus Archaeology-Other Excavations-Archaeology and Kerala-Pre-historic site excavations-Megalithic Excavations-Archaeology of Rock Art- Other important excavations- Pattanam-Anakkara.

#### **Essential Readings:**

Agarwal, D.P, *Archaeology of India*, Curzon Press, London, 1982.

Chakrabarti, Dilip K., *A History of Indian Archaeology: from the beginning to 1947*, Munshiram Manoharlal, Delhi, 1988.

Chakrabarti, Dilip. K, *Archaeology in the Third World. A History of Indian Archaeology since 1947*, D.K Print World, New Delhi 2003.

Sankalia, H.D, *Pre-History and Proto-History of India and Pakistan*, University of Bombay, Bombay, 1962.

M.R. Manmathan, (ed.), *Archaeology in Kerala: Past and Present*, Publications Division, Farook College, Kozhikode, 2007.

Lahiri, Nayanjot, *Monuments Matter: India's Archaeological Heritage since Independence*, Marg Foundation, Mumbai, 2017.

#### **Suggested Readings:**

Atkinson, R.J. C, *Field Archaeology*, Methunen, London, 1953.

- Bentley, R.A, H.G. Maschner, and C. Chippindale, (eds.) *In Handbook of Archaeological Theories*, Alta Mira Press, Lanham, 2009.
- Chakrabarti, Dilip K., *Oxford Companion to Indian Archaeology*, OUP, Oxford, 2006.
- Chakrabarti, Dilip K., *History of Indian Archaeology: From the Beginning to 1947*, MunshiramManoharlal, New Delhi, 1988.
- Chakrabarti, Dilip K., *India: The Archaeological History*, Oxford University Press, New Delhi, 1999.
- Childe, V. Gordon, *A Short Introduction of Archaeology*, Collier, New York, 1960.
- Childe, V. Gordon, *What Happened in History*, Penguin Books, Britain, 1960.
- Daniel, Glyn, *The Origin and Growth of Archaeology*, Pelican Books, London, 1967
- Glover, Ian and Peter Bellwood, *South East Asia from Prehistory to History*, Routledge Curzon, New York, 2004.
- Harris, Edward C, *Principles of Archaeological Stratigraphy*, Academic Press Ltd, London, 1989.
- Hodder, Ian, *Interpreting Archaeology: Finding Meaning in the Past*, Routledge, New York, 1995.
- Marshall, John, *Mohenjo-Daro and the Indus Valley Civilization - 3 Vols*, Asian Educational Services, New Delhi, 2004.
- Paddayya, K, *Archaeology*, Aryan Book International, New Delhi, 2014.
- Rajan, K, *Archaeology: Principles and Methods*, Manoo Pathippakkam, Thanjavur, 2000.
- Rajan, K. *Churning the Ocean, Maritime Trade of Early Historic Peninsular India*, ManooPathippakam, Thanjavur, 2019.
- Rajan, K, *Understanding Archaeology*, Manoo Pathippakam, Thanjavur, 2016.
- Raman, K. V, *Principles and Practices of Archaeology*, Parthajan Publications, Madras, 1987.
- Rao, S.R, *Marine Archaeology of Indian Ocean Countries*, Goa, National Institute of Oceanography, 1988.
- Roy, Sourindranath, *The Story of Indian Archaeology*, ASI, New Delhi, 1996.
- Sankalia, H.D, *Introduction to Archaeology*, Deccan College, Pune, 1965
- Settar, S. and Ravi Kori Settar (ed.) *Archaeology and Historiography, History, Theory and Method, (IV- Vol)*, ICHR New Delhi, 2002.

# **MODEL QUESTION PAPERS**

**I Semester MA Degree (CBCSS – OBE Regular)**  
**Introduction to Qualitative Research Methods – MASSH01C01**

**Model Question Paper**

Time 3 Hours

Max. Marks 60

**Section A**

(Essay Type Question)

Answer **any two** questions. Each question carries 10 marks.

1. Write an essay on the construction of Research Design.
2. Explain Fieldwork tradition in anthropology.
3. Detail any two tools for data collection in anthropological research.
4. Write an essay on the Preparation of Anthropological research report.

(2x10=20 marks)

**Section B**

(Short Essay Questions)

Answer **any five** questions. Each question carries 5 marks.

5. Write short essay on qualitative research
6. What is the relevance of subjectivity in anthropological research?
7. What are the ethical and epistemological concerns in Anthropological research?
8. Write short essay on the significance of Review of literature.
9. Describe about ethnographic research.
10. Write short essay on Participatory Rural Appraisal.
11. Explain content analysis.

(5x5=25 marks)

**Section C**

(Paragraph questions)

Answer **any five** questions: Each question carries 3 marks.

12. Grounded theory approach

13. Restudy and Reinterpretation
14. oral narratives
15. Extended case method
16. Questionnaire and Schedule
17. Genealogy
18. Hypothesis
19. Sampling

(5x3=15 marks)

## I Semester MA Degree (CBCSS – OBE Regular)

### Introduction to Quantitative Research Methods – MASSH01C02 Model Question Paper

Time 3 Hours

Max. Marks 60

#### Section A

Answer **any two** questions. Each question carries 10 marks.

1. Explain different methods of sampling techniques.
2. From the following data find Laspeyres's, Paache's and Fisher's index number, and show that the time and factor reversal test are satisfied by Fisher's index number.

Commodity	Base year		Current year	
	Price	Expenditure	Price	Expenditure
A	8	80	10	120
B	10	120	12	96
C	5	40	5	50
D	4	56	3	60
E	20	100	25	150

3. Obtain Karl Pearson correlation coefficient and Spearman rank correlation coefficient for the following data

<b>X</b>	68	64	75	50	64	80	75	40	55	64
<b>Y</b>	62	58	68	45	82	60	68	48	50	70

4. Find mean, median and mode from the following data

Marks	0 – 10	0 - 20	0 - 30	0 - 40	0 - 50	0 - 60	0 - 70
No. of students	3	13	28	48	60	67	70

( 2x10 = 20 Marks)

### Section B

(Short Essay Questions)

Answer **any five** questions. Each question carries 5 marks.

5. Explain different kinds of diagrammatic representation of data.
6. Obtain the standard deviation for the data on scores given below. Also find coefficient of variation.

Score	0 – 10	10 - 20	20 - 30	30 - 40	40 - 50	50 - 60	60 - 70
No. of students	10	15	25	25	10	10	5

7. Describe various steps in the construction of index numbers
8. Discuss the different methods of data collection of primary data and secondary data.
9. An enquiry into the budgets of middle-class families in Trivandrum city gave the following information.

Expenses on	Food	Rent	Clothing	Fuel	Misc.
	35%	15%	20%	10%	20%
Price(2006)	150	30	75	25	40
Price(2008)	145	30	65	23	45

What changes in the cost of living of 2008 as compared to 2006 are seen?

10. Calculate the trend values by the method of least squares from the following data. Also, estimate the value of 2009?



<b>Year</b>	2000	2001	2002	2003	2004	2005	2006	2007
<b>Values</b>	56	55	51	47	42	38	35	32

11. Calculate quartile deviation and coefficient of quartile deviation for the data

Size	10-19	20-29	30-39	40-49	50-59	60-69	70-79	80-89
Frequency	5	8	17	29	30	20	10	1

(5x5 = 25 Marks)

### Section C

(Paragraph Type questions)

Answer **any five** questions: Each question carries 3 marks

12. An analysis of monthly wages paid to the workers in two factories A and B gives the following figures

Factory	No. of Workers	Average monthly wage	Variance
A	586	5250	4900
B	648	4750	5625

Which firm has greater variability in wages?

13. Explain components of time series.

14. A man travels 600 K.M. by train at an average speed of 60 K.M.p.h., 300 K.M. by boat at an average of 15 K.M.p.h., 700 K.M by plane at 350 K.M.p.h. and 25 K.M. by a taxi at 50 K.M.p.h.. Find the average speed of the whole journey.

15. Draw histogram for the following data

Class	0-20	20-40	40-60	60-80	80-100	100-120
Frequency	3	7	15	20	13	6

16. Distinguish between regression and correlation.

17. The mean annual salary paid to all employees of a company was Rs 5000. The mean salaries paid to male and female employees were Rs 5200 and Rs 4200 respectively. Determine the percentage of males and females employed by the company.
18. Find simple index number by aggregative method and average relative method from the following prices of 5 commodities

Year	Commodities				
	A	B	C	D	E
2007	2	10	8	9	12
2008	4	11	7	11	15

19. Estimate trend using 3 yearly moving averages

Year	1990	1991	1992	1993	1994	1995	1996	1997
Exports	8	10	11	14	13	16	20	21

(5x3 =15 Marks)

**I Semester MA Degree (CBCSS OBE Regular)**  
**DEVELOPMENT OF ECONOMIC THEORY IN RETROSPECT-**  
**MASSH01C03**

**Model Question Paper**

Time: 3 Hours

Max. Marks: 60

**Section A**

(Essay Type Questions)

Answer **Any Two** Questions. Each Question Carries **10** Marks

1. Assess the evolution of capitalism with Marxian Dialectics
2. Critically examine the contributions of J M Keynes to the modern economic thought
3. Critically appreciate the contributions of neo-classicals to the economic thought
4. Compare and contrast old and new institutional economics

**(2 X 10 = 20 marks)**

**Section B**

(Short Essay Questions)

Answer any five questions. Each question carries 5 marks

5. Explain dialectical materialism. Examine its role in explaining economic progress across different stage of socio-economic progress
6. Examine how Austrian school deviates from the neo-classical school in terms of economic views and methodology
7. Evaluate the contributions of Veblen and Commons in shaping the school of institutional economics
8. Explain accelerator theory of investment. How is it different from the theory of multiplier?
9. Appreciate the role of heterodox economics in developing alternative to the standard neo-classical economics
10. Critically examine the subject matter of behavioural economics
11. Distinguish between co-operative and non-cooperative game. Examine the role of game theoretic approach in explaining market behaviour.

**(5 X 5 = 25 marks)**

**Section C**

(Paragraph Type Questions)

Answer Any five questions. Each question carries 3 marks.

12. What is the core idea behind nudge theory?
13. Distinguish between pre-classical and classical school
14. Explain the concept of bounded rationality
15. Examine methodological individualism
16. Evaluate positive political economy

17. Explain the concept of surplus value
18. Examine the role of effective demand in Keynesian economics
19. Critically evaluate the role of accumulation of capital in Marxian economics

**(5 X 3 = 15 marks)**

**I Semester MA Degree (CBCSS OBE Regular)**  
**INTRODUCTION TO POLITICAL THEORY -MASSH01C04**  
**Model Question Paper**

Time: 3 Hours

Max. Marks: 60

**Section A**

(Essay Type Questions)

Answer **Any Two** Questions. Each Question Carries **10** Marks

1. Examine the debate on Decline and Resurgence of Political Theory.
2. How far the concept of power is different from authority? Discuss different forms of Power.
3. Define Post modernism. Examine Foucault view on Power.
4. What do you mean by equality? Compare Formal and Substantial Equality.

**(2 x 10 = 20 marks)**

**Section B**

(Short Essay Questions)

Answer any five questions. Each question carries 5 marks

5. What do you mean by Political Theory? Why Political Theory is significant?
6. What do you mean by Political Theory? Why Political Theory is significant?
7. Explain in brief about Weberian concept of 'legitimacy',
8. Distinguish between Rawlsian Theory of Justice and Nozick's Theory of Justice.
9. Define Law. Discuss various sources of Law.
10. Critically evaluate the significance of Feminist Theory on Politics.
11. Discuss in brief about approaches to Political Theory.

**(5 x 5 = 25 marks)**

**Section C**

(Paragraph Type Questions)

Answer Any five questions. Each question carries 3 marks.

12. What do you mean by critical political theory? Identify its features.
13. What are the essential conditions for the success of Democracy? Discuss.
14. Distinguish between Negative and Positive views on Liberty.
15. Define Multi-Culturalism. List out its key features.

16. What do you mean by Direct Democracy? Discuss key devices of Direct Democracy.
17. Define Citizenship. Examine why the concept is significance in the modern political contexts.
18. Write a short note on the importance of Liberal Political Theory.

**(5 x 3 = 15 marks)**

**I Semester MA Degree (CBCSS – OBE Regular)**  
**Theory and Practice of History – MASSH01C05**  
**Model Question Paper**

**Time:** 3 Hours

**Max. Marks :**60

**Section A**

(Essay Type Question)

Answer **any two** questions. Each question carries 10 marks)

1. Discuss the importance of facts in historical writing
2. Explain the difference between interdisciplinary and multidisciplinary research and why these methods are relevant to historical research
3. What is hermeneutics? Discuss the use of hermeneutics in historical research
4. Discuss the necessity of generalization in historical writing.

(2x10=20 marks)

**Section B**

(Short Essay Questions)

Answer **any five** questions. Each question carries 5 marks)

5. Explain how far objectivity is possible in historical writing
6. What is causation in history?
7. Illustrate history as a Social Science discipline
8. Describe the importance of a literature review
9. Critically explain value judgment in history
10. Give an account of ethical requirements in historical research
11. Explain various processes of data collection

(5x5=25 marks)

**Section C**

(Paragraph Type questions)

Answer **any five** questions: Each question carries 3 marks

12. *What is History?*
13. Nature of History
14. Research problem
15. Synopsis
16. Digital Research
17. References
18. Select bibliography
19. Appendices

(5x3=15 marks)



**II Semester MA Degree (CBCSS – OBE Regular)**  
**Introduction to Data Analysis using R -MASSH02C06**  
**Model Question Paper**

Time 3 Hours

Max. Marks 60

**Section A**

(Essay Type Question)

Answer **any two** questions. Each question carries 10 marks)

1. How does R handle different data types? Discuss the importance of data types in data analysis and manipulation.
2. Distinguish between matrices and data frames. Show the difference with a suitable R code.
3. Explain in detail about different types of graphical representation in R. Also give suitable R Codes to draw those graphs.
4. Given the dataset, provide the code for performing tasks  
6, 12, 8, 10, 14, 20, 16, 18, 22, 24
  - a) Create a data frame with this dataset and compute the mean, median, and mode.
  - b) Generate a bar diagram and histogram for the data.
  - c) Calculate the standard deviation and quartile deviation for the dataset.

(2x10=20 marks)

**Section B**

(Short Essay Questions)

Answer **any five** questions. Each question carries 5 marks)

5. What are the steps involved in saving and retrieving workspaces and scripts in R?
6. Explain with suitable steps on how to import data into R.
7. How can you convert a data frame into a time series object in R? Provide an example of the R code used for this conversion.
8. Write R code to summarize a dataset using the **summary()** function. Explain what each component of the summary output indicates about the dataset.
9. Discuss the assumptions underlying linear regression analysis. How can you verify these assumptions using R with a given dataset?
10. How do you create a pie chart in R? Provide an example of the R code and discuss the advantages and limitations of using pie charts for data representation.
11. Distinguish between different index numbers and how we calculate different index numbers in R. Explain with sample R code.

(5x5=25 marks)

### Section C

(Paragraph Type questions)

Answer **any five** questions: Each question carries 3 marks

12. Write a short note on data frames in R.
13. Explain the functions **seq()** and **rep()**. Provide examples of R code for each.
14. What are measures of central tendency? Explain how to calculate the mean and median using R with examples.
15. Describe how to calculate measures of dispersion in R.
16. Define the correlation coefficient. How can it be calculated in R.
17. Discuss how to create a bar diagram in R. Provide a simple example using sample data.
18. Explain how to fit a linear regression model in R. What R function is commonly used to fit a linear regression model?
19. How do you calculate a simple price index in R. Provide an example and R code for it.

(5x3=15 marks)

**II Semester MA Degree (CBCSS – OBE Regular) –  
Survey Methods and Techniques in Social Science –  
MASSH02C07**

**Model Question Paper**

Time 3 Hours

Max. Marks 60

**Section A**

(Essay Type Question)

Answer **any two** questions. Each question carries 10 marks)

1. Explain in detail different probability and non probability sampling methods.
2. Discuss stratified random sampling technique and state what you mean by the problem of allocation, explain different methods of allocating sample sizes in stratified sampling. Also, compare the variance caused while using equal allocation and proportional allocation.
3. Consider a population of 6 units with values 1, 2, 3, 4, 5, 6. Write down all the possible samples of size 2 (without replacement) from this population and verify that sample mean is an unbiased estimate of the population mean. Also calculate its sampling variance and verify that
  - a) It agrees with the formula for the variance of the sample mean, and
  - b) This variance is less than the variance obtained from sampling with replacement.
4. Compare systematic and stratified random sampling by using their efficiency.  
( 2x10=20 marks)

**Section B**

(Short Essay Questions)

Answer **any five** questions. Each question carries 5 marks)

5. Explain in detail the principle steps used in a sample survey.
6. Explain simple random sampling without replacement and show that sample mean is an unbiased estimate of population mean.
7. Explain the principles of forming strata and clusters. What are the differences between stratified sampling and cluster sampling?

8. Estimate the sampling variance in case of simple random sampling with replacement and simple random sampling without replacement and comment on the variability.
9. Describe systematic sampling and distinguish between the two types of systematic sampling scheme.
10. (a) What do you mean by sampling frame? Why do you need it?  
(b) Give reasons for preferring the sampling to complete enumeration.
11. Explain cluster sampling. Distinguish between equal and unequal cluster sampling.

(5x5=25 marks)

### Section C

(Paragraph Type questions)

Answer **any five** questions: Each question carries 3 marks

12. Distinguish between a census and sampling. Point out a situation where only sampling method is possible.
13. Analyze the advantages and disadvantages of Simple Random Sampling.
14. Elaborate on the relative efficiency of systematic sampling over SRSWOR and comment which sampling method is more efficient?
15. What do you mean by stratification of a finite population? What is a stratum?
16. Define the estimator for population mean of a stratified population and show that it is an unbiased estimator.
17. What is the difference between Systematic Sampling and Simple Random Sampling schemes?
18. Let it is desired to select a systematic random sample of size  $n = 9$  from the population of size 55. Show the process of selecting it. What would be the units selected in the sample if the first unit is selected randomly using the random number table is 12.
19. Explain the steps to select a stratified random sample by using an example.

(5x3=15 marks)

**II Semester MA Degree (CBCSS – OBE Regular)**  
**Contours of Discourses in Development – MASSH02C08**  
**Model Question Paper**

**Time: 3 Hours**

**Max. Marks: 60**

**Section A**

(Essay Type Questions)

Answer **Any Two** Questions. Each Question Carries **10** Marks

1. Critically evaluate endogenous growth theory
2. Examine the shift in policy in the Indian economy and its relevance of growth, equity and development
3. Examine poverty as India's key development issue. Articulate it by looking at its levels and determinants
4. Distinguish between growth and development. Comment on the 'growth vs equity' debate.

**(2 x 10 = 20 marks)**

**Section B**

(Short Essay Questions)

Answer any five questions. Each question carries 5 marks

5. Growth is possible via unbalancing the economy either with SOC or with DPA. Articulate the statement
6. Comment on parallel economy in India. Propose your policy recommendations to deal with the issue of black money
7. Explain how savings, investment and capital output ratio forms the basis for Harrod-Domar growth model
8. Critically evaluate Sen's capability approach to development.
9. Examine different data sources available in India with its key dimensions
10. Growth of an economy is possible with unlimited supplies of labour. Substantiate your argument
11. Evaluate the notion of sustainable development. Explain the indicators of sustainability

**(5 x 5 = 25 marks)**

**Section C**

(Paragraph Type Questions)

Answer Any five questions. Each question carries 3 marks.

12. Explain the relevance of Green GDP
13. Explain the concept of Knife-edge problem
14. Explain human poverty index. How is it different from Multidimensional poverty index?
15. What are the different types of unemployment?
16. Distinguish between HDI and GDI

17. Explain the core idea behind balanced growth model of development
18. Explain how inequality is measured.
19. Explain spread effect and backwash effect.

**(5 x 3 = 15 marks)**

**II Semester MA Degree (CBCSS-OBE Regular)**

**Theories in Social – Cultural Anthropology – MASSH02O01**  
**Model Question Paper**

Time : 3hrs

Max marks : 60

**Section A**

(Essay Type Question)

Answer any two questions. Each question carries 10 marks.

1. Describe the contributions of diffusionists.
2. Write in detail Culture and Personality School of thought.
3. Write an essay on theoretical developments in Anthropology.
4. Explain Malinowski's contribution to functionalism.

(2x10 =20 Marks)

**Section B**

(Short Essay questions)

Answer any five questions. Each Question carries 5 marks.

5. Explain structuralism in linguistics.
6. Give a note on National Character Studies of Margaret Mead.
7. What do you mean by Social Structure?
8. Give an account on structuralism.
9. Point out the difference between Evolutionism and Diffusionism.
10. Explain Ruth Benedict's theory of Culture pattern.
11. Write a note on Robert Redfield.

(5x5=25 Marks)

## **SECTION C**

(Paragraph Type Questions)

Answer any five questions. Each question carries 3 marks.

12. What is meant by cultural evolution?
13. What do you understand by the term Unilinear evolution?
14. What are the characteristics of Post-structuralism?
15. Write a short note on Claude Levi- Strauss.
16. Give a note on culture.
17. What is cultural relativism?
18. Write a note on EB Tylor's contributions.
19. Give a note on postmodernism.

(5x3=15 Marks)



**II Semester MA Degree (CBCSS – OBE Regular)**

**Cultural Anthropology – MASSH02O02**

**Model Question Paper**

Time: 3 Hours

Max.Marks:60

**SECTION A**

**(Essay Type Question)**

**Answer any two questions. Each question carries 10 marks.**

1. Make a time line of development of Anthropology in Indian context.
2. Make a list and explain the specialization areas in Anthropology.
3. What do you understand by the term Social Control? Explain the means of Formal and Informal control?
4. Critically discuss the economic characteristics of simple societies.

(2x10 =20 Marks)

**SECTION B**

**(Short Essay questions)**

**Answer any five questions. Each Question carries 5 marks.**

5. Can you explain the relationship of Anthropology with other Social Sciences?
6. What do you understand by Quadripartite approach in Anthropology?
7. Based on your understanding, explain how Acculturation and Diffusion are different?
8. Name the different specialization in Anthropology.
9. Ethnocentrism is not an anthropological perspective. Why?
10. Give a brief account on the changing trends in the family organization.
11. Explain the genealogical chart of an Extended family.

(5x5=25 Marks)

### **SECTION C**

#### **(Paragraph Type Questions)**

**Answer any five questions. Each question carries 3 marks.**

12. Write any pieces of recent information from the newspapers that you can remember as anthropologically relevant?
13. What do you think about Anthropological Fieldwork?
14. Membership in a class is open. Justify the statement with suitable examples.
15. Family is treated as a primary social group. Why?
16. How would you distinguish the terms 'Society' and 'Community'?
17. Make a note on the characteristics of culture.
18. Culture is dynamic. Write your views.
19. Social mobility brings change in the society. Comment.

(5x3=15 Marks)

**II Semester MA Degree (CBCSS – OBE Regular)**

**Environmental Anthropology– MASSH02O03**

**Model Question Paper**

Time: 3 Hours

Max.Marks:60

**SECTION A**

(Essay Type Question)

Answer any two questions. Each question carries 10 marks.

1. Differentiate between shifting cultivation and agriculture.
2. Discuss the relationship between ecology, economy and society of the Kurichiyan.
3. Compare the significant features of Hunter gatherers and pastoralists
4. Explain the approaches in environmental anthropology?

(2x10 =20 Marks)

**SECTION B**

(Short Essay questions)

Answer any five questions. Each Question carries 5 marks.

5. What is your understanding on climate change?
6. What are the general impacts of deforestation on tribal communities?
7. Write an account on Cultural Dimensions of Biodiversity and conservation
8. Environmental protection is the need of the day. Explain.
9. Territoriality is a trait of ecological adaptation among hunters and gatherers. Explain.
10. Explain the features of adaptation among Shifting cultivators.
11. Describe the characteristic features of Pastoralists.

(5x5=25 Marks)

## **SECTION C**

(Paragraph Type Questions)

Answer any five questions. Each question carries 3 marks.

12. What are the primary concerns in Environmental anthropology?
13. Which are the primary approaches in environmental anthropology?
14. What is your understanding on 'Population ecology'?
15. Different types of interactions are there in the environment. Explain.
16. Cultures adapted to particular ecosystems. Illustrate with an example.
17. Describe the energy flow through an ecosystem with suitable examples.
18. Explain Cultural Materialism from the perspective of environmental studies.
19. Island communities are highly adaptive to environmental disasters. Justify.

(5x3=15 Marks)

**II Semester MA Degree (CBCSS – OBE Regular)**

**History and Social Theory – MASSH02C09**

**Model Question Paper**

Time: 3 Hours

Max.Marks:60

**Section A**

(Essay Type Question)

Answer any two questions. Each question carries 10 marks.

1. Discuss how the theory of historical materialism is useful in historical studies.
2. What is Positivism? Explain the role of Ranke in applying positivism in History.
3. Discuss the methodological contribution of the Annales to historical research
4. Critically assess the influence of postmodernism in history.

(2x10=20 marks)

**Section B**

(Short Essay Questions)

Answer any five questions. Each question carries 5 marks.

5. Explain Louis Althusser's theory of Structural Marxism
6. Give an account of the theory of "Communicative Action" of Habermas
7. What is New Historicism?
8. Describe the research contribution of Immanuel Le Roy Ladurie
9. Explain Social Fact as defined by Durkheim
10. Do you think that deconstruction of history is required?
11. Illustrate the public sphere in history.

(5x5=25 marks)

### **Section C**

(Paragraph Type questions)

Answer any five questions. Each question carries 3 marks.

- 12. Methodology
- 13. Gramsci's theory of Hegemony
- 14. Social History
- 15. Micro History
- 16. Discourses
- 17. End of Narratives
- 18. Hayden White
- 19. Holism

(5x3=15 marks)

**III Semester MA Degree (CBCSS - OBE Regular)**  
**Historical Transformations in Early and Early Medieval India –**  
**MASSH03C10**

**Model Question Paper**

Time: 3 Hours

Max. Marks: 60

**Section A**

Essay type questions (Answer any two questions. Each question carries 10 marks).

1. What are the major historiographical debates regarding state formation in Harappan civilization?
2. Elucidate the significant features and impact of second urbanization on early North Indian history.
3. Early historic South Indian society was a heroic society based on redistributive circulations. Critically comment.
4. 'India did not experience feudalism like medieval Europe.' Agree or disagree with the statement engaging with the major historiographical debates concerning the topic.

**(2x10=20 marks)**

**Section B**

Short essay type questions (Answer any five questions. Each question carries 5 marks).

5. Critically analyse the impact of iron technology in the emergence of urbanization in early north India
6. What are the major shifts in Vedic society as it progressed from early Vedic to later Vedic times?
7. Briefly explicate the debates on *Aryan* migration.
8. Did India ever have a 'golden age'? Why or why not? Explain.
9. Make a short note on the Bhakti tradition in South India.
10. Analyse the significance of trade guilds like Anjuvannam and Valanjiyar in South India.
11. Compare and contrast the spread of Buddhism in north India and South India

**(5x5=25 marks)**

### Section C

Paragraph Type Questions. (Answer any five questions. Each question carries 3 marks)

- 12. Ajivikas
- 13. Asoka's Dhamma
- 14. Women in Vedic culture
- 15. Harappan urban planning
- 16. Weavers in early South India
- 17. *Marutham*
- 18. Temple Architecture in Early India
- 19. NBPW

**(5x3= 15 marks)**



**III Semester MA Degree (CBCSS-OBE Regular)**  
**Historical Transformations in Medieval India – MASSH03C11**  
**Model Question Paper**

**Time : 3 Hours**

**Max.Marks:60**

**Section A**

Answer any two questions.

1. Explain the strength and weakness of Mansabdari System.
2. Discuss the history of the rise and development of Vijayanagara Empire.
3. Analyze the nature and concept of kingship under the Delhi Sultanate.
4. Examine the features of Maratha administrative system under Chathrapathi Shivaji.

(2x10=20marks)

**Section B**

Answer any five questions.

5. Explain the Iqta System under the Delhi Sultans.
6. How the Internal and External trade networks functions in medieval Indian economy?
7. Examine the main features of Chauth and Sardeshmukhi under the Marathas
8. Examine the nature of Mughal State.
9. Discuss the zamindari system under the early British Raj.
10. Functions of the Imperial councils and council of ministers under Vijayanagara Empire.
11. Write on the impact of market regulations of Alauddin Khilji.

(5x5=25marks)

**Section C**

Answer any five questions.

12. Dagh System
13. Din- Ilahi
14. Ashta pradhan

15. Token currency
16. Jaziya
17. Ayagar System
18. Diwan-I-arz
19. Krishna Devaraya.

(5x3=15marks)

**III Semester MA Degree (CBCSS – OBE Regular)**  
**Formation of Modern Kerala – MASSH03C12**

**Model Question Paper**

Time: 3 Hours

Max.Marks:60

**Section A**

**(Essays)**

Answer any two questions: Each carries 10 marks.

- 1) Elaborate the characteristic features of social reform movements in Kerala
- 2) Analyse the impact of British land revenue system on Malabar
- 3) Make a study on the nature of Malabar rebellion of 1921
- 4) Prepare an essay on the impact of Gandhian movements on Kerala.

(2x10=20 marks )

**Section B**

**(Short Essays)**

Answer any Five questions. Each carries five marks .

- 5) Evaluate the contributions of missionaries in the spread of Modern education in Kerala
- 6) Bring out the nature of early resistance movements in Kerala
- 7) Make a study on Ayyankali and social reform movement
- 8) Prepare a note on the Temple entry movements
- 9) Evaluate the role of caste organizations in the social progress of Kerala
- 10) Examine the nature of Punnappra Vayalar movements
- 11) Prepare a study on the growth of Cochin Prajamandal

(5x5=25 marks)

### **Section C**

(Short Notes)

Answer any Five questions. Each carries 3 marks.

- 12) Explain the concept of colonial modernity
- 13) Bring out the importance of Pazassi revolt in the anti-colonial struggles in Kerala
- 14) Make a note on Sree Narayana Guru and social reforms
- 15) Examine the features of Vaikom satyagraha
- 16) Discuss the contributions of Vakkom Maulavi in the social progress of Kerala
- 17) Prepare a note on the new literary forms emerged out of social reform movements
- 18) Prepare a note on the impact of Memorials in the growth of political consciousness in Kerala
- 19) Bring out the role of leftist movements in Kerala freedom struggle.

(5x3=15 marks)

**III Semester MA Degree (CBCSS- OBE Regular)**  
**Capitalism and the Making of the Modern World – MASSH03O04**  
**Model Question Paper**

Time: 3 Hours

Max Marks:60 marks

**Section A**

(Essay Type Question)

Answer **any two** question. Each question carries 10 marks)

- 1.Examine the relevance of various theories regarding the origin of capitalism.
2. Elucidate the changes brought by capitalism in European societies.
3. Critically examine the nature of political upheavals in Europe.
4. Analyse the significance of Immanuel Wallerstein's 'world system theory'.

(2x10 =20 marks)

**Section B**

Short essay type questions (Answer any five questions)

Each question carries 5 marks

- 5.Discuss in detail the transition debate from feudalism to capitalism.
6. How did commercial revolution transform capitalism as a world system?
7. How far colonialism affected the non-European world. Elaborate.
8. Explain the impact of French revolution in shaping the destiny of the modern world.
9. Examine the ideological influence of Russian revolution.
10. Illustrate the various stages of colonialism.
11. Describe the multiple modalities of colonial control.

(5x5 =25 marks)

### **Section C**

Answer any five questions. Each question carries 3 marks

- 12. Rise of nation states
- 13. Role of middle class
- 14. Nature of French revolution
- 15. Karl Marx
- 16. 'No taxation without representation'
- 17. 'Reluctant Conqueror'
- 18. Colonial capitalism
- 19. Whiteman's burden

(5x3=15 marks)

**III Semester MA Degree (CBCSS- OBE Regular)**  
**Maritime History of India – MASSH03O05**  
**Model Question Paper**

Time: 3 Hours

Max Marks:60 marks

**Section A**

(Essay Type Question)

Answer any two questions. Each question carries 10 marks.

1. Discuss Indo-Roman trade relations in the ancient period
2. Examine the role of the Portuguese in the creation of mercantile settlements in India
3. Explain the differences between European and Indian shipbuilding
- 4 Analyse the commercial causes for Anglo-French rivalry in South India

(2x10=20 marks)

**Section B**

(Short Essay Questions)

Answer any five questions. Each question carries 5 marks.

5. Explain the significance of studying the maritime history of India
6. Give an account of trade winds, particularly monsoons
7. Write a note on Harappan trade networks
8. Describe India's trade contacts with China
9. Explain Indo-Arab trade
10. Discuss early medieval trade contacts of South India with Southeast Asia
11. Illustrate cultural exchanges between India and Europe on account of trade contacts

(5x5=25 marks)

**Section C**

(Paragraph Type questions)

Answer any five questions. Each question carries 3 marks.

12. Mercantilism
13. Free trade
14. port-city
15. Cartas
16. Hinterland
17. Hormuz
18. French East India Company
19. Manigramam

(5x3=15 marks)

**III Semester MA Degree (CBCSS- OBE Regular)**  
**Social Movements in Modern India – MASSH03O06**  
**Model Question Paper**

Time: 3 Hours

Max Marks:60 marks

**SECTION-A**

Essays

(Answer **any two** questions. Each question carries **10** marks)

1. Critically examine the views of Ambedkar on Indian Social Movements.
  2. Explain the background and impact of different tribal movements in India.
  3. Explain the modern social changes in India using the concepts of Sanskritization, westernisation, and modernisation.
  4. Examine development of print culture and public space in Modern Indian.
- (2x10=20 marks)

**SECTION-B**

Short essays

(Answer **any five** questions. Each question carries **5** marks)

5. Write a short essay on the contributions of Mahatma Jyothibha Phule.
  6. Discuss Marxian Perspectives on Indian Society.
  7. Discuss the origin and development of new Classes in Modern India.
  8. Assess the role played by intellectuals on Indian social movements.
  9. Analyse the nature of Peasant Movements in Modern India.
  10. Trace the development of Trade Union Movements in India.
  11. Discuss the social condition of women's movement in Modern India.
- (5x5=25 marks)

**SECTION-C**

Paragraph Type Questions

(Answer any **five** questions. Each carries **3** marks)

12. Dalit Panthers.
13. M. N. Srinivas.
14. Tebhaga Movement.
15. INTUC.



16. Ambedkar.
17. Print Culture.
18. Mandal Commission.
19. Colonial Modernity.

(5x3=15 marks)

**III Semester MA Degree (CBCSS-OBE Regular)**  
**Environmental History of India: Problems and Perspectives- MASSH03O07**  
**Model Question Paper**

Time: 3hrs

Max marks: 60

**Section A**

**Essay Type Questions**

**Answer any two questions. Each question carries 10 marks.**

1. Discuss Indian approach to environment. Provide a critical overview on Gadgil- Guha thesis concerned with environmental protection in India.
2. In what specific ways did the colonial science and technologies, ideologies and attitudes transform the Indian environment?
3. 'Driving force of history became the struggle by human societies to meet their material needs and human history is a progression from lower to higher forms of production'. Discuss the technologies, livelihood pattern and social organisation of gathering and industrial societies and their approach to environment.
4. Give an account of environmental movements in post independent India. How far it influenced the state policies on ecology and environment?

(2x10 =20 Marks)

**Section B**

**Short Essay Type Questions**

**Answer any five questions. Each question carries 5 marks.**

5. Discuss the theory developed by Alfred Crosby related to the European expansion and settlement in Neo European countries.
6. Bring an account of global approach to environmentalism.
7. Discuss the coastal life in the background of Tsunami and recent rain havoc in Kerala
8. How far colonial forest policy alienated the aborigine's from their natural habitat?
9. 'Earth for everybody's need, but not enough for everybody's greed'. Based on this statement, evaluate Gandhian thought on environment and man- nature relations in modern India.

10. Evaluate the contributions of 'movements from below' to protect the environment and natural resources in Kerala with special reference on Kallen Pokkudan and his programmes on *Kandal* cultivation in north Malabar.

11. What is climatic change? How much of an impact does it have on human history?

(5x5=25 Marks)

### **Section C**

#### **Paragraph type Questions**

**Answer any five questions. Each question carries 3 marks**

12. Green Imperialism

13. Botanical survey and Gardens

14. Frontier Theory

15. Myilamma and Plachimada agitation

16. Endosulfan

17. Air Pollution

18. Global Warming

19. Eco feminism

(5x3=15 Marks)

**III Semester MA Degree (CBCSS – OBE Regular)**  
**Introduction to Gender Studies – MASSH03O08**

**Model Question Paper**

Max. Marks: 60

Time : 3 hours

**Section A**

Essay type questions (Answer any two questions. Each question carries 10 marks).

1. Examine the phenomena of 'glass ceiling'. What are its variants?
2. What are 'Her Stories'? Elucidate.
3. How was the notion of 'Mother India' shaped historically?
4. Does biological sex define and shape gender? Why or why not?

**(2x10=20 marks)**

**Section B**

Short essay type questions (Answer any five questions. Each question carries 5 marks).

5. What is Brahmanical patriarchy? How has it impacted the history of gender relations in India?
6. What was the Altekarian Paradigm ? Explain its critique.
7. What is performativity according to Judith Butler. Explain in brief.
8. What is sexual dimorphism? Has it remained the same over centuries?
9. Critically analyse the role of cinema/media in moulding ideas about gender.
10. How have queer histories enriched the domain of gender studies?
11. How did the Bhakti tradition /other devotional movements impact women and other marginalized communities? Explain using any one devotional tradition.
12. How did social reform during the colonial period impact perceptions of gender?

**(5x5=25 marks)**

**Section C**

Paragraph Type Questions. (Answer any five questions. Each question carries 3 marks)

12. Eco-feminism
13. Nature vs Nurture debate
14. *The Second Sex*
15. 'The Five Sexes'
16. Gender pay Gap
17. Gerda Lerner
18. Intersectionality
19. Perceptions of gender during colonial period.

**(5x3= 15 marks)**

**III Semester MA Degree (CBCSS – OBE Regular)**  
**Archaeology: The Basics – MASSH03O09**

**Model Question Paper**

Time 3 Hours

Max. Marks 60

**Section A**

(Essay Type Question)

Answer **any two** questions. Each question carries 10 marks)

1. Points out the main kinds of Archaeology and their relevance
2. Assess the importance of Dating techniques in the light of Carbon-14 Dating
3. Explain the features of Megalithic Cultures of Kerala
4. Discuss the evolution of archaeology in the Global Context

(2x10=20 marks)

**Section B**

(Short Essay Questions)

Answer **any five** questions. Each question carries 5 marks)

5. Examine the main factors of site survey in exploration
6. Discuss the features of Rock Art in Kerala
7. Examine the nature of the relationship between Archaeology and Anthropology
8. Assess the contribution of Mortimer Wheeler to Indian Archaeology
9. What do you understand by the term Dendro-Chronology?
10. Assess the main methods of Excavation
11. Discuss the features of Indus Archaeology

(5x5=25 marks)

**Section C**

(Paragraph Type questions)

Answer **any five** questions: Each question carries 3 marks

12. Bimbedkan Rock Art
13. Pollen Analysis
14. William Jones
15. Ancient Monument Preservation Act
16. Pre-History
17. Ethno Archaeology
18. Aerial Photography
19. Pattanam Excavation

(5x3=15 marks)

**IV Semester MA Degree (CBCSS- OBE Regular)**

**Historical Transformations in Modern India- MASSH04C13**

**Model Question Paper**

Time: 3 Hours

Max. Marks: 60

**Section A**

Answer any two questions.

1. Critically examine the transformation of Indian agriculture under British rule.
2. Elucidate the argument of Benedict Anderson about the Nation as an imagined political community.
3. Analyze the role of the Mahatma Gandhi in the Indian National Movement.
4. Examine the various policies of British colonialism in conquering India.

(2x10=20marks)

**Section B**

Answer any five questions.

5. Explain the impact of colonialism on the economic structure of India.
6. How did the modern means of transportation lead to the rise of nationalism in India ?
7. Examine the features of land revenue settlement introduced by the British authorities in India.
8. Analyze the growth and development of Indian National Congress as a movement for Independence.
9. Discuss the economic critique of colonialism and the contributions of Dadabhai Naoroji.
10. List out the factors responsible for the growth of communalism in modern India.
11. Write critically on the two nation theory.

(5x5=25 marks)

### **Section C**

Answer any five questions.

11. Commercialization of Agriculture
12. Safety Valve Theory
13. Bala Gangadhara Tilak
14. Woods Despatch
15. Poona Pact
16. India Wins Freedom
17. Malabar Rebellion
18. Bipan Chandra.
19. *Freedom At Midnight*

(5x3=15 marks)



**IV Semester MA Degree (CBCSS – OBE Regular)**  
**Developmental Experiences of Contemporary Kerala-**  
**MASSH04C14**

**Model Question Paper**

Time: 3 Hours

Max.Marks:60

**Section A**

Answer any two questions. Each question carries 10 marks.

- 1) Prepare a study on the working of coalition politics in contemporary Kerala
- 2) Analyze the impact of land reforms on Kerala society and economy
- 3) Make a study on the impact of migrations on Kerala society and economy
- 4) Prepare an essay on the new literacy movement.

(2x10=20 marks)

**Section B**

Answer any Five questions. Each question carries five marks.

- 5) Examine the educational reforms introduced by First Kerala Ministry.
- 6) Evaluate the nature of Naxalite movements in Kerala
- 7) Make a study on the Aikya Kerala movement
- 8) Prepare a note on the Kudumbasree movements
- 9) Evaluate the reasons for the Adivasi Movements
- 10) Examine the nature of Environmental movements in Contemporary Kerala
- 11) Prepare a study on the Co-operative movements.

(5x5 = 25 marks)

### **Section C**

Answer any Five questions. Each question carries 3 marks.

- 12) Explain the process of linguistic reorganization of states and formation of Kerala.
- 13) Analyze the factors for the dismissal of first Kerala Ministry
- 14) Critically examine the growth of communal politics in Contemporary Kerala
- 15) Make a note on food struggles in Contemporary Kerala
- 16) Examine the features of Peoples Science Movement
- 17) Analyze the impact of Declaration of Emergency on Kerala
- 18) Prepare a note on Peoples Planning.
- 19) Make a study on the teachers' movements in Kerala.

(5x3=15 marks)

**IV Semester MA Degree (CBCSS- OBE Regular)**

**History of Contemporary India – MASSH04C15**

**Model Question Paper**

Time 3 Hours

Max. Marks 60

**Section A**

(Essay Type Question)

Answer **any two** questions. Each question carries 10 marks)

1. Discuss the objective resolution of Indian Constitution
2. Critically assess the linguistic organisation of states and its role in national integration
3. Discuss the objectives and features of economic planning under Jawaharlal Nehru
4. Examine the growth of communalism in Indian politics and its impact in the society

(2x10=20 marks)

**Section B**

(Short Essay Questions)

Answer **any five** questions. Each question carries 5 marks)

5. Explain the emergence of Dravidian movement in Tamil Nadu
6. Illustrate the administrative relations between central and state governments in India
7. Examine the rise of Khalistan movement and political impacts
8. Assess the importance Green Revolution for Indian economic development
9. Explain the Bhoodan movement
10. Assess the importance of Technology Mission for national development
11. Critically discuss tribal problems caused by developmental projects in India

(5x5=25 marks)

**Section C**

(Paragraph Type questions)

Answer **any five** questions: Each question carries 3 marks

12. Panchayat Raj system
13. Emergency under Indira Gandhi
14. Morarji Desai
15. John Mathai
16. *Annihilation of Caste*
17. Abolition of Privy Purse system
18. The UPA-Left Coordination Committee
19. Indian Constitution and Secularism

(5x3=15 marks)

**IV Semester MA Degree (CBCSS OBE Regular)**  
**History of Contemporary world - MASSH04C16**  
**Model Question Paper**

Time: 3 Hours

Max. Marks: 60

**Section A**

(Essay Type Question)

Answer **any two** questions. Each question carries 10 marks)

1. Discuss the emergence of ideological power bloc during the post second world war period.
2. Examine the growth of major economic groupings in the contemporary world.
3. Bring out the context of Arab Israel conflicts.
4. Elaborate on the international political developments after the disintegration of USSR.

(2x10 =20 marks)

**Section B**

Short essay type questions (Answer any five questions)

Each question carries 5 marks

5. Explain the relevance of non-alignment movement in the post second world war period.
6. Elaborate the factors that led to the growth of Arab nationalism.
7. Suez crisis is regarded as the turning point in the history of the middle east. Why?
8. Discuss the impact of Russo-Ukrainian war.
9. Write about the rise of African nationalism.
10. Describe the role of European Union in establishing the economic integration of Europe.
11. Examine the orientations of India's foreign policy during the post cold war period.

(5x5 =25 marks)

### **Section C**

Answer any five questions. Each question carries 3 marks

12.NATO

13.Panch sheel

14. Yasser Arafat

15.OPEC

16.Ukraine

17.BRICS

18. SAARC

19.Arab spring

(5x3=15 marks)