



**KANNUR UNIVERSITY**  
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**(Abstract)**

FYIMP in Historical Studies -offered by the Dept. of History ,Mangattuparamba Campus - Scheme & Syllabus( Second to Tenth Semesters ) - Approved and Implemented w.e.f. 2025 Admission - Orders- issued

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**ACADEMIC C SECTION**

ACAD C/ACAD C1/18162/2025

Dated: 10.03.2026

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- Read:-1. U .O No ACAD D/ACAD D5/23315/2023 (I) dated 22.02.2025  
2. Circular No. ACAD C/ACAD C3/12564/2023 dated 05.03.2025  
3. U. O No ACAD C/ACAD C1/ 18162/2025 dated 08.01.2026  
4 E mail dated 09.02.2026 from the Head, Dept. of History  
5. E mail dated 18.02.2026 from the Dean , Faculty of Humanities.  
6. Minutes of the meeting of the Standing Committee of the Academic Council held on 21.02.2026.  
7. Orders of Vice Chancellor in file of even no, dated 10.03.2026

**ORDER**

The proposal to start the Five Year Integrated Master's Programme in Historical Studies at the Department of History, Kannur University, Mangattuparamba Campus, with effect from the 2025 admission, was approved, vide the paper read (1) above.

Subsequently, directions were issued to the Heads of the concerned Departments, vide the paper read (2) above, to submit the complete syllabus (all semesters) of the FYIMP to be offered by their respective Departments with effect from the academic year 2025-26, along with the minutes of the Department Council.

The First Semester Scheme and Syllabus of the FYIMP in Historical Studies were approved as per the paper read (3) above.

Subsequently, the Head, Department of History, vide the paper read (4) above, submitted the Scheme and Syllabus of the FYIMP in Historical Studies, after incorporating the comments and suggestions of the Dean, along with the minutes of the Department Council, for approval and implementation with effect from the 2025 admission.

The Scheme and Syllabus of the FYIMP in Historical Studies, along with the minutes of the Department Council, were forwarded to the Dean, Faculty of Humanities, for verification. The Dean conveyed his remarks to proceed with the proposal, vide the paper read (5) above.

Considering the matter, the Vice-Chancellor ordered to place the Second to Tenth Semester Scheme and Syllabus of the FYIMP in Historical Studies before the Standing Committee of the Academic Council for consideration.

The Standing Committee of the Academic Council, vide the paper read (6) above, considered the Second to



Tenth Semester Scheme and Syllabus of the FYIMP in Historical Studies at the Department of History, Kannur University, Mangattuparamba Campus, and recommended its approval for implementation with effect from the 2025 admission.

The Vice-Chancellor, after considering the recommendations of the Standing Committee of the Academic Council and in exercise of the powers of the Academic Council conferred under Section 11(1), Chapter III of the Kannur University Act, 1996, and all other enabling provisions read together, approved the **Second to Tenth Semester Scheme and Syllabus of the Five Year Integrated Master's Programme in Historical Studies at the Department of History, Kannur University, Mangattuparamba Campus**, for implementation with effect from the 2025 admission.

The Second to Tenth Semester Scheme and Syllabus of the Five Year Integrated Master's Programme in Historical Studies at the Department of History, Kannur University, Mangattuparamba Campus, implemented with effect from the 2025 admission, are appended to this University Order and uploaded on the University website ([www.kannuruniversity.ac.in](http://www.kannuruniversity.ac.in)).

**Orders are issued accordingly.**

Sd/-

**Bindu K P G**

**DEPUTY REGISTRAR (ACADEMIC)**

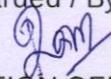
For REGISTRAR

To: 1. Head, Dept.of History, Mangattuparamba Campus  
2.The Controller of Examinations (Through the PA)  
3. Nodal Officer, FYIMP

Copy To: 1. PS to VC, PA to R, PA to CE  
2. JR II (Exam)  
3. EP IV/EG I/EXC I Sections (Exam)  
4. IT Cell (to publish on the website)  
5. Computer Programmer  
6. SF/DF/FC



Forwarded / By Order

  
SECTION OFFICER



**KANNUR UNIVERSITY**

**DEPARTMENT OF HISTORY**



**FIVE-YEAR INTEGRATED MASTERS PROGRAMME**

**IN**

**HISTORICAL STUDIES**

**CHOICE-BASED CREDIT AND SEMESTER SYSTEM (CBCSS) CURRICULUM**

**(EFFECTIVE FROM ACADEMIC YEAR 2025-26)**

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## **I. Department Profile**

The Department of History of Kannur University was established in 2007 as Department of History & Heritage Studies. When the Department was re-designated as the Department of History in 2018, the programme structure was reorganized, emphasizing the role of theory and method in imparting historical knowledge and ensuring employability. The Department has an outstanding postgraduate syllabus, and its PG program is one of the most in-demand degrees at the university. The FYIMP syllabus will also be set on par with world-class universities and premier higher education institutes in India. It will equip students with critical thinking skills, a firm grasp of historical knowledge, and analytical as well as practical skills. It seeks to instill among students a deep passion for learning, cultural and social awareness, as well as an interest in intellectual pursuits. Students will also develop research and problem-solving skills, which will enable them to find employment in professions requiring analytical skills, communication, and qualitative research. The syllabus is designed to facilitate students in achieving not only an in-depth understanding of historical processes but also to cater to competitive examinations for professions in civil service, state public services, and higher education. The Department has been organizing several academic programs since its beginning, which included, among others, two sessions of the Indian History Congress organized in 2008 and 2019.

## **II. FYIMP in Historical Studies**

The Five-Year Integrated Program (B.A, M.A) in History is intended to equip students with knowledge, critical thinking, and research acumen, thus enabling them to be career-ready while also providing the possibility of pursuing higher education in India and abroad. This unique program offers an accelerated pathway that combines both undergraduate and postgraduate study, allowing students to earn both a Bachelor's and a Master's degree in History in just five years. Through the program, the students will develop a deep understanding of historical processes, critical thinking skills, and advanced research methodologies. The curriculum is structured to provide a broad foundation in historical knowledge while also offering specialized courses in various fields, such as ancient, modern, social, cultural, and global history. On the completion of the program, the graduates will have a comprehensive understanding of the past and be equipped with the analytical and research skills needed to contribute to academic and professional fields such as education, public history, heritage management, and beyond. With a combination of rigorous academic coursework, opportunities for hands-on research, and guidance from expert faculty, this integrated program ensures that students are prepared for a variety of career paths or advanced scholarly pursuits.

### III. Programme Outcomes

PSO 1	To understand the historical events, processes, and contexts
PSO 2	Enable students to analyse historical texts, contexts, and events.
PSO 3	Equips students in applying the skill of interpreting historical sources
PSO 4	To contextualise historical debates and arguments.
PSO 5	To create original research projects, papers, and reports
PSO 6	Enable the students for field and archival research.
PSO 7	Enhance the knowledge of new methods in historical research

### IV. Course Outcomes

CO 1	Students will acquire essential research skills, including the ability to conduct independent investigations using both traditional and digital archival resources. They will learn to formulate research questions, organize findings, and present their analysis in written and oral formats.
CO 2	Students will be able to critically analyze historical events, sources, and narratives, evaluating different perspectives and their implications. They will develop the ability to identify bias, assess the reliability of primary and secondary sources, and construct well-supported historical arguments.
CO 3	Students will improve their ability to communicate complex historical concepts clearly and effectively, both in written essays and oral presentations. They will learn how to structure historical arguments, use appropriate citations, and engage in scholarly debates coherently and persuasively.

## V. Programme-Specific Outcomes

<b>a</b>	<b>Disciplinary Knowledge</b>	Develop comprehensive knowledge and understanding of the subject, such as an understanding of material culture in different ecological and chronological `spaces and major perspectives and debates in history, and learn the techniques and skills to apply knowledge, especially to carry out quantitative and qualitative research.
<b>b</b>	<b>Communication Skills</b>	Develop communication skills through arguments, analysis, seminar/project presentations, interact with society through co-curricular activities, and learn to convey ideas and information effectively in a collaborative manner to achieve common goals.
<b>c</b>	<b>Critical Thinking</b>	Acquire capacity for critical thinking by evaluating scholarly arguments and debates, which help to develop fresh insight into the subject.
<b>d</b>	<b>Problem Solving</b>	Develop practical skills in problem-solving and apply critical and creative thinking to perceive innovative responses.
<b>e</b>	<b>Analytical Reasoning</b>	Develop the ability for analytical reasoning in the subject and learn the importance of objectivity and subjectivity in historical analysis.
<b>f</b>	<b>Research-related skills</b>	Develop the skill to prepare a research proposal and the ability to execute research projects.
<b>g</b>	<b>Self and Time Management</b>	Acquire the ability to work independently, choose a research area/specialization, and complete research within a time frame
<b>h</b>	<b>Team Work</b>	Develop and achieve group goals and evaluate one's strengths and weaknesses as a leader or team member.
<b>i</b>	<b>Scientific Reasoning</b>	Attain capacity to explore the discipline with a scientific attitude and settle problems and debates.
<b>j</b>	<b>Multi-Culture Competence</b>	Develop understanding of, and admiration for, multi- cultural values and knowledge of cultures across the world.
<b>k</b>	<b>Leadership Readiness</b>	Develop leadership qualities in select areas, careers, and in their community.

<b>l</b>	<b>Lifelong Learning</b>	Develop the ability to identify and address the needs of a changing world and to maintain competency in respective areas.
<b>m</b>	<b>Global Competency</b>	Develop the capacity to grow as a global citizen whose personal values and practices are consistent with their roles as responsible members of society.

## **VI. Teaching /Learning Process**

The teaching/learning process is designed to attain the specified programme/course/module outcome for which various methods are followed such as classroom instruction through lecture as well as audio/video/PPT presentation, assignment preparation/seminar presentation, continuous evaluation through class/unit tests and semester-end examinations, library/archival reference, project/dissertation work and fieldwork/study tour. All these are devised to invest among students basic knowledge/skills to undertake research confidently or pursue suitable job opportunities.

## **VII. FYIMP Options**

The FYIMP in Historical Studies offers three options and three pathways to provide maximum choice and benefit to the students. The students will have the choice to take up to two minors in any discipline of their choice along with a Major in History. The students will have the following choices: on successful completion of three years in the program with 133 credits, a students will be awarded BA in History with a minor(s) in a discipline of their choice.

On successful completion of four years in the program, the student will be awarded:

- (a) BA Honours with Research – if the student chooses to take up a project/dissertation of 12 credits
- (b) BA Honours – if the student prefers to take taught courses of 12 credits

**In the fourth year, the student will have the choice of two pathways. The student will be able to choose between pursuing a project or a dissertation of 12 credits, which involves textual study, fieldwork, archival study, or other means of research under the supervision of a mentor allotted by the department. Instead of taking a project/dissertation, students can also choose to take three courses (which could be discipline-specific core courses (DSC) or discipline-specific elective (DSE) of 4 credits each, totalling 12 credits.**

(iii) On successful completion of five years of the program, the students will be awarded a degree that is equivalent to an MA + BA combined degree. The student should have finished 217 credits worth of courses, including an internship and/or project/dissertation.

### **VIII. Course Details**

A student must register for the required number of courses at the beginning of each semester. No student shall register for more than 24 credits and less than 20 credits per semester. This program offers three exit options to the students to obtain their degree in History.

### **IX. Options**

- A total of 133 credits over three years shall be the minimum for successful completion of the BA History Degree (For Exit with only **UG = 133 credits**)
- A total of **177 credits** with **four years** shall be the minimum for successful completion of the BA History Honours Degree with a Major in History/Research (For Exit with UG Honours/Honours with Research the **total credits =177**)
- A total of **217 credits over five years** shall be the minimum for successful completion of the FYIMP (BA+ MA).

## X. Course Mapping - BA History

**TOTAL CREDITS: 133**

Semester	DSC Credit	DSE Credit	AEC Credit	SEC Credit	MDC Credit	VAC Credit	Internship Credit	Total Courses	Total Credits
	4	4	3	3	3	3	4		
<b>I</b>	A-1  B1 C 1		AEC-1 AEC-2		MDC-1			<b>6</b>	<b>21</b>
<b>II</b>	A-2 A- 3 B-2 C-2		AEC-3		MDC-2			<b>6</b>	<b>22</b>
<b>III</b>	A-4 A-5 A-6 A-7				MDC-3	VAC-1		<b>6</b>	<b>22</b>
<b>IV</b>	A-8 A-9 A- 10 A- 11			SEC-1		VAC-2		<b>6</b>	<b>22</b>
<b>V</b>	A-12 A-13 A-14 A-15	DSE-1		SEC-2				<b>6</b>	<b>23</b>

<b>VI</b>	A-16 A-17 A-18	DSE-2		SEC-3			Internship 4 Credits*	<b>6</b>	<b>23</b>
Total		<b>2</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>36</b>	<b>133</b>

**DSC:** Discipline Specific Course

**DSE:** Discipline Specific Elective

**AEC:** Ability Enhancement Course

**SEC:** Skill Enhancement Course

**MDC:** Multi-Disciplinary Course

**VAC:** Value Added Course

**A-** Major

**B-** Minor

**C-** Minor

**\* A four-credit Internship can be completed as a two-credit internship twice or four credits at a single stretch between semesters 3 and 6.**

**Course Mapping - BA History Honours (Total Credits = 177)**

## XI. Course Mapping - MA History (with Research)

TOTAL CREDITS = 217

Semester	DSC Credit	DSE Credit		MOOC Credit	Internship Credit	Total Courses	Total Credits
	4	4		4	4		
<b>VII</b>	A-19 A-20 A/B/C-21 A/B/C-22	DSE-3 DSE-4 DSE-5		MOOC/Online - 1 (4C)		<b>6</b>	<b>24</b>
<b>VIII</b>	A/B/C-23	DSE-6	I DSC or DSE	MOOC /Online - 2	Project /Dissertation - 12 Credits (Honours with Research)ForHonours additional 3 4C Courses in DSC or DSE		<b>20</b>
<b>Student exits 4-year Degree (Honours/Honours with Research) with Major in Historical Studies</b>							
<b>IX</b>	A-24 A-25 A-26 A-27 A-28	-	-	One 4-credit internship instead of one DSC and/or one 4-credit MOOC/ Online/blended course in place of one DSC			<b>20</b>
<b>X</b>	<b>Research</b> <b>Or</b> <b>5 DSC</b> A-29 A-30 A-31			<b>Dissertation 20</b> <b>credits</b> <b>or</b> <b>5 DSC</b> <b>(4 Credits for</b> <b>each Course)</b>			<b>20</b> <b>or</b> <b>20</b>

	A-32						
	A-33						

**Student exits with 5-year Integrated MA in Historical Studies.**

\*For FYIMP, the 40 credits in the 5<sup>th</sup> year can also be obtained with coursework alone or research alone

## XII. Programme Structure

### FIVE-YEAR INTEGRATED MASTERS PROGRAMME (FYIMP) IN HISTORICAL STUDIES

Semester	Category	Course Code	Course Title	Marks		Total Marks	Total no. of Courses	Credits
				CA	ESA			
I	DSC-A1	KU01DSCHIS101	Towards History: Key concepts and perspectives	50	50	100	6	4
	MINOR-B1			50	50	100		4
	MINOR-C1			50	50	100		4
	AEC-1			50	50	100		3
	AEC-2			50	50	100		3
	MDC-1	KU01MDCHIS101	Art And Architecture In Kerala	50	50	100		3
				<b>300</b>	<b>300</b>	<b>600</b>		<b>21</b>
II	DSC-A2	KU02DSCHIS102	History of Social Sciences	50	50	100	6	4
	DSC-A3	KU02DSCHIS103	Introduction to Archaeology	50	50	100		4
	MINOR-B2			50	50	100		4
	MINOR-C2			50	50	100		4
	AEC-3			50	50	100		3
	MDC-2	KU02MDCHIS102	Heritage of Kerala	50	50	100		3
				<b>300</b>	<b>300</b>	<b>600</b>		<b>22</b>
	DSC-A4	KU03DSCHIS201	Key themes in Early India	50	50	100	6	4
	DSC-A5	KU03DSCHIS202	Surveying Early Civilizations	50	50	100		4
	DSC-A6	KU03DSCHIS203	Early Medieval Kerala	50	50	100		4

<b>III</b>	DSC-A7	KU03DSCHIS204	Introduction to Gender History	50	50	100		4
	MDC-3	KU03MDCHIS103	Kerala Renaissance and Cultural Values	50	50	100		3
	VAC-1	KU03VACHIS201	Constitution: Key Ideas and Concepts	50	50	100		3
				<b>300</b>	<b>300</b>	<b>600</b>		<b>22</b>
<b>IV</b>	DSC-A8	KU04DSCHIS205	Medieval World	50	50	100	<b>6</b>	4
	DSC-A9	KU04DSCHIS206	Themes in Medieval Indian History	50	50	100		4
	DSC-A10	KU04DSCHIS207	Select Themes of Medieval Kerala	50	50	100		4
	DSC-A11	KU04DSCHIS208	An Introduction to the History of Science	50	50	100		4
	SEC-1	KU04SECHIS201	Basics of Archival Studies	50	50	100		3
	VAC-2	KU04VACHIS202	From Social Inequalities to Social Justice	50	50	100		3
			<b>300</b>	<b>300</b>	<b>600</b>	<b>22</b>		
<b>V</b>	DSC-A12	KU05DSCHIS301	Interrogating the Modern World	50	50	100	<b>6</b>	4
	DSC-A13	KU05DSCHIS302	Modern India	50	50	100		4
	DSC-A14	KU05DSCHIS303	Towards Modernity in Kerala	50	50	100		4
	DSC-A15	KU05DSCHIS304	Kerala's Knowledge Tradition	50	50	100		4
	DSE-1	KU05DSEHIS301	Museum Studies	50	50	100		4
		KU05DSEHIS302	Environmental History: An Introduction					
	SEC-2	KU05SECHIS302	Urban Histories	50	50	100		3
			<b>300</b>	<b>300</b>	<b>600</b>	<b>23</b>		

VI	DSC-A16	KU06DSCHIS305	Understanding Historiography	50	50	100	6	4
	DSC-A17	KU06DSCHIS306	Contemporary India	50	50	100		4
	DSC-A18	KU06DSCHIS307	Using Sources	50	50	100		4
	DSE-2	KU06DSEHIS303	Religion and Society	50	50	100		4
	DSE-3	KU06DSEHIS304	Art And Architecture In India	50	50			4
	SEC-3	KU06SECHIS303	History and Cinema	50	50	100		3
	INTERNSHIP	KU06INTHIS300	INTERNSHIP	50	50	100		
				<b>300</b>	<b>300</b>	<b>600</b>	<b>23</b>	
<b>Total Credits 133</b>								
<b>STUDENTS EXITING AFTER 3 YEARS AND AWARDED UG DEGREE WITH MAJOR IN HISTORICAL STUDIES</b>								
	DSC-A19	KU07DSCHIS401	Historical Methods	50	50	100		4
VII	DSC-A20	KU07DSCHIS402	Research in Social Sciences	50	50	100	6	4
	DSC-A21	KU07DSCHIS403	Local History: Methods and Approaches	50	50	100		4
	DSC-A22	KU07DSCHIS404	Folklore Studies	50	50	100		4
	DSC-A23	KU07DSCHIS405	Research and Ethics	50	50	100		4
		MOOC/ Online 1	MOOC / Online 1 (4C)	50	50	100		4
				<b>300</b>	<b>600</b>	<b>24</b>		
	DSC-A24	KU08DSCHIS406	Archaeology: Theory and Practice	50	50	100		4
	MOOC/ Online 2	MOOC/ Online 2	MOOC / Online 2 (4C)	50	50	100		4

<b>VIII</b>	Project Dissertation	KU08PROHIS400 or KU08DISHIS400	History-Project OR Dissertation in History	50	50	100		12
					<b>150</b>	<b>300</b>		<b>20</b>
	ADDI- TIONAL COURSES  DSC	ADDITIONAL COURSES	Project /Dissertation - 12C(Honours with Research)For Honours – additional 3 4C Courses in DSC or DSE					<b>3</b> DSC of 4 Credits each
	DSC	KU08DSCHIS407	History and Theory	50	50	100		4
	DSC	KU08DSCHIS408	Decolonisation and History	50	50	100		4
DSC	KU08DSCHIS409	Themes in History of Science and Medicine in India	50	50	100		4	
<b>STUDENT EXIT 4 YEAR DEGREE (HONS/HONS WITH RESEARCH) WITH MAJOR IN HISTORICAL STUDIES</b>								
<b>IX</b>	DSC-A25	KU09DSCHIS501		50	50	100		4
			Public Histories					
	DSC-A26	KU09DSCHIS502	Digital Humanities	50	50	100		4
	DSC-A27	KU09DSCHIS503	Global Histories	50	50	100		4
	DSC-A28	KU09DSCHIS504	Heritage of North Malabar	50	50	100		4
	DSC-A29	KU09DSCHIS505	History of Indian Philosophy	50	50	100		4
		One 4 Credit Internship Instead of one SCand/ or one 4-credit MOOC/Online/					<b>5</b>	

			Blended course in place of one DSC						
				<b>250</b>	<b>250</b>	<b>500</b>		<b>20</b>	
<b>X</b>	<b>Research or 5 DSC</b>	KU10RADHIS500	Research and Dissertation	<b>250</b>	<b>250</b>	<b>500</b>		<b>20</b>	
	DSC-A30	KU10DSCHIS506	Advanced Research Methods in History	50	50	100		4	
	DSC-A31	KU10DSCHIS507	Review of Literature (Practical)	50	50	100		4	
	DSC-A32	KU10DSCHIS508	Power and Authority in Pre-colonial India	50	50	100		4	
	DSC-A33	KU10DSCHIS509	Social History of Modern India	50	50	100		4	
	DSC-A34	KU10DSCHIS510	Oral History: Method and Practice	50	50	100		4	
				<b>250</b>	<b>250</b>	<b>500</b>			<b>20</b>

\* Internship of 4 Credits can be completed as 2 credits internship twice, or 4 credits at a single stretch between semester 3 to 6

\*\* For FYIMP, the 40 credits in 5th year can also be obtained with coursework alone or research alone

### **XIII. Course Credit Scheme**

<b>Sl. No</b>	<b>Semester</b>	<b>Total Credits</b>
1	I Semester	21
2	II Semester	22
3	III Semester	22
4	IV Semester	22
5	V Semester	23
6	VI Semester	23
	(3-year exit option)	<b>133 credits</b>
7	VII Semester	24
8	VIII Semester	20
	4-year Honours Option	<b>177 credits</b>
9	IX Semester	20
10	X Semester	20
<b>Total</b>		<b>217EDITS</b>

### **XIV. Career Pathways**

- Civil Service/UPSC/PSC/Banks/Ministry Of Cultural Affairs
- Teachers in Schools/Colleges/Universities
- Research Assistants/Associates in the Ministry of Cultural Affairs
- Archaeologist/Musicologist /Archivist in National/International/Regional Museums/Archives/Archaeological/Marine Archaeological Institutions
- Tourism Departments -National/International/Regional
- Freeland Historians

## XV. Course-wise Content Details for FYIMP Programme In Historical Studies

### (I-X SEMESTERS)

#### SEMESTER-I

Semester	Category	Course Code	Course Title	Marks		Total Marks	Total	Credits
				CA	ESA			
<b>I</b>	DSC-A1	KU01DSCHIS101	Towards History: Key concepts and perspectives	50	50	100	<b>6</b>	4
	MINOR-B1			50	50	100		4
	MINOR-C1			50	50	100		4
	AEC-1			50	50	100		3
	AEC-2			50	50	100		3
	MDC-1	KU01MDCHIS101	Art and Architecture in Kerala	50	50	100		3
					<b>300</b>	<b>300</b>		<b>600</b>

## KU01DSCHIS101-TOWARDS HISTORY: KEY CONCEPTS AND PERSPECTIVES

Semester	Course Type	Course Level	Course Code	Credits	Total Hours
I	DSC-A1	100	KU01DSCHIS101	4	60
Learning Approach (Hours/Week)			Marks Distribution		Duration of ESE (in hours)
Lecture	Practical	Tutorial	CE	ESE	TOTAL
4	0	0	50	50	100
					2

### Course Description

The course is a beginner's level course designed to introduce students to the discipline of History. It aims to help students understand the objectives, scope, and prospects of the discipline. While the course is intended to make the student aware of challenges and possibilities of learning the discipline, it will also engage with a brief overview of the growth and significance of the disciplines as well as their potential applications. **Course Prerequisite: NIL**

### Course Outcome

CO No.	Expected Outcome	Learning Domains
1.	The student will be able to understand the range and purview of the discipline of History.	U
2.	The student will learn about the specific features of History and its use as a tool of analysis.	U
3.	The student will learn how History has grown as a discipline	R
4.	The student will learn about basic concepts in History, such as sense of the past, chronology, and anachronism.	An

*\*Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C)*

### MAPPING OF COURSE OUTCOME TO PSOs

	PO1	PO2	PO3	PO4	PO5	PO6
CO1	✓					
CO2		✓	✓			✓
CO3	✓	✓		✓		
CO4	✓	✓	✓	✓		

## COURSE CONTENTS

### Module I

**Credits: 4**

A brief introduction to the idea of history - Concept(s) of time - periodization of the past - Landscape and the people -Definitions of history

#### **Suggested readings**

Carr, E. H (1961). *What is History?* New York; Vintage.

Collingwood, R G (1946), Oxford: Clarendon.

Hobsbawm, Eric J. (1998). *On History*. New York: The New Press.

Thapar, Romila (2023). *The Future in the Past: Essays and Reflections*. New Delhi; Aleph.

Thapar, Romila (2002). *The Penguin History of Early India: From the Origins to AD 1300*. New Delhi: Penguin.

### Module II

The significance of history -The uses of history- Distortions of the past-.Colonialism and the past-.History and Nationalism

#### **Suggested Readings**

Hobsbawm, Eric J. (1998). *On History*. New York: The New Press.

Chandra, Bipan, Mukhia, Harbans and Thapar, Romila (1969), *Communalism and the writing of Indian History*, Bombay: People's Publishing House.

Mukhia, Harbans, 'Communalism and the Writing of Medieval Indian History: A Reappraisal', *Social Scientist*, Aug 1983, Vol.11: 8, pp. 58-65.

Thapar, Romila (2002). *The Penguin History of Early India: From the Origins to AD 1300*. New Delhi: Penguin.

### **Module III**

The significance of sources-.Types of sources-.Questions of objectivity-.Scientific and Professional History Writing

#### **Suggested Readings**

Hobsbawm, Eric J. (1998). *On History*. New York: The New Press.

Marwick, Arthur. (2001) *New Nature of History*. London: Palgrave.

Bloch, Marc. (1992) *Historian's Craft*. Manchester: Manchester University Press.

Thapar, Romila. (1975). *The Past and Prejudice*, New Delhi: National Book Trust

Tosh, John. (2005). *Pursuit of History*. London: Routledge.

Weber, Max. (1949) Objectivity in Social Science and Social Policy in *The Methodology of Social Sciences*. Illinois: Free Press. pp. 49 – 112.

### **Module IV**

The field of the Historian-.Technology and the Historian- AI and History- Digital Humanities and History- History in the time of social media

#### **Suggested Readings**

Harari, Yuval Noah (2011) *Homo Deus: A Brief History of Tomorrow*, London: Vintage.

Panikkar, K.N. (2021), *Kalushithamaya Kalam: Oru Charithrakaarante Ormakurippukkal* (Malayalam). Trivandrum: Chintha Publishers.

Thompson, Paul (2017) *Voice of the Past*. New York: Oxford University Press.

Salmi, Hannu (2020) *What is Digital History?*, Polity Press.

Gildea, Robert (2024) 'Where do we go from here?' in *What is History For?*, Bristol University Press.

Woolridge, Micheal, (2021) *A Brief History of Artificial Intelligence*, New York: Flatiron Books.

### **Module V - Teacher specific module**

Choose any 3 historians and facilitate a discussion regarding their works

### **Recommended Reading**

Carr, E. H (1961). *What is History?* New York; Vintage.

Collingwood, R G (1946), Oxford: Clarendon.

Hobsbawm, Eric J. (1998). *On History*. New York: The New Press.

Thapar, Romila (2023). *The Future in the Past: Essays and Reflections*. New Delhi; Aleph.

Thapar, Romila (2002). *The Penguin History of Early India: From the Origins to AD 1300*. New Delhi: Penguin.

### **Teaching Learning Strategies (Classroom activities/Lab activities/Field Activities)**

Classroom Lecturing, PPT Presentation, and Lectures with Multimedia Content, Field Visits, Book Reviews, and Group Discussions.

### **Mode of Transaction**

Offline Classes and tutorials

### **Assessment Rubrics:**

### **Teaching Learning Strategies (Classroom activities/Lab activities/Field Activities)**

Classroom Lecturing, PPT Presentation, Presentation of Educational Videos, and Lecturing with Multimedia Content.

### **Mode of Transaction**

Offline Classes

### Assessment Rubrics:

Evaluation Type		Marks
End Semester Evaluation		50
Continuous Evaluation		50
a)	Test Paper- 1	5
b)	Test Paper -2	5
c)	Debate//Discussion	5
d)	Assignment	5
e)	Seminar	10
f)	Book/ Article Review	10
g)	Viva-voce	10
<b>Total</b>		<b>100</b>

### Sample Questions to test Outcomes

1. Evaluate the key concepts in History
2. Describe the major definitions in history.
3. Outline the major types of sources in history
4. What is objectivity in history?
5. Examine the nature of Digital Humanities and its relation with history

## KU01MDCHIS101-ART AND ARCHITECTURE IN KERALA

Semester	Course Type	Course Level	Course Code	Credits	Total Hours
I	MDC-1	100	KU01MDCHIS101	3	45
Learning Approach (Hours/Week)			Marks Distribution		Duration of ESE (in hours)
Lecture	Practical	Tutorial	CE	ESE	TOTAL
3	0	0	50	50	100

### Course Description

The course aims to familiarize the students with the art and architecture of Kerala and to create awareness among them to document and conserve them

**Course Prerequisite: NIL**

### Course Outcome

CO No.	Expected Outcome	Learning Domains
1.	The student identifies important type of the historical monuments of Kerala	U
2.	The student will learn about the cultural legacies of the past	U
3.	The student will learn how to protect them as heritage monuments	R
4.	They realize how cultural heritage can be utilized as cultural capital	An

*\*Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C)*

### MAPPING OF COURSE OUTCOME TO PSOs

	PO1	PO2	PO3	PO4	PO5	PO6
CO1	✓					
CO2		✓	✓			✓

CO3	✓	✓		✓		
CO4	✓	✓	✓	✓		

## COURSE CONTENTS

### Module I

**Credits: 3**

A brief introduction to the idea of art and architecture-Pre-Historic Artifacts and Art-Rock Art Sites of Kerala

#### Suggested readings

Barlingay, S.S., *A Modern Introduction to Indian Aesthetic Theory: The development from Bharata to Jagannatha*, D.K. Printworld, New Delhi, 2007

Gurukkal, Rajan and R. Varier, *Cultural History of Kerala, Vol.1*, Dept of Cultural Publications, Kerala, Thiruvananthapuram, 1999.

Manmathan, M.R (ed.), *Archaeology in Kerala: Past and Present*, Publications Division, Farook College, Kozhikode, 2007.

Mathpal, Y, *Rock Art in Kerala*, Indira Gandhi National Centre for the Arts, New Delhi 1998. Menon, A.Sreedhara, *Cultural Heritage of Kerala*, DC Books, Kottayam, 2019.

Narayanan, M.G.S, *Cultural Symbiosis in Kerala*, Kerala Historical Society, Trivandrum, 1972.

### Module II

Early Rock Cut Temples-Structural Temples-Domestic –Military and Religious Architecture

#### Suggested Readings

Desai, Miki, *Wooden Architecture of Kerala*, Mapin Pub, Ahmedabad, 2019.

George, Fr. Thomas, *Theology in the Architecture of Ancient Churches in Kerala*, ChristianWorld Imprints, New Delhi, 2018.

Sarkar. H, *Monuments of Kerala, Archaeological Survey of India*, New Delhi, 1978.

Kumar, Ajit, *Forts of Kerala*, New Bharatheeya Book Corporation, Bombay, 2016.

Jayashankar, S., *Temples of Kerala*, Directorate of Census Operations, Kerala, 2017

### Module III

## Kerala Style of Architecture- Domestic Architecture-Courtyard System

Cherian, P.J. (ed.), *Essays on the Cultural Formation of Kerala: Literature, Art, Architecture, Music, Theatre and Cinema*, Kerala State Gazetteers, Thiruvananthapuram, 1999.

Cherian, P.J. (ed.), *Perspectives on Kerala History: The Second Millennium*, GazetteersDept., Trivandrum, 1999.

### **Module IV**

## Kerala Iconography--Mural Paintings-External Influence in Kerala Style

### **Suggested Readings**

Cherian, P.J. (ed.), *Essays on the Cultural Formation of Kerala: Literature, Art, Architecture, Music, Theatre and Cinema*, Kerala State Gazetteers, Thiruvananthapuram, 1999.

Cherian, P.J. (ed.), *Perspectives on Kerala History: The Second Millennium*, GazetteersDept., Trivandrum, 1999.

Nambirajan and, Suresh.S., *Kerala Murals*, Archaeological Survey of India, New Delhi, 2015.

### **Module V - Teacher specific module**

Field Visit and identification of Architecture in Kannur District

### **Recommended Reading**

Sreelekha, K.G, *Studies in South Indian Architecture (With Special reference to Kerala and Tamil Nadu)*, Dev Publishers, New Delhi, 2015.

Schildt, Henri, *The Traditional Kerala Manor: Architecture of a South Indian Catuhsala House*, Institute Francais De Pondicherry, 2012.

Sharma, Preeti, *Rock -Cut Temples of South India: Architectural Dimensions*, Aryan Book International, New Delhi, 2015 .

Shokoohy, Mehرداد, *Muslim Architecture of South India*, Routledge, London, 2003.  
Kramrich, Stella, *The Hindu Temple , Vol. 1 & 2*, Motilal Banarasidass, Delhi, 2015.

### **Teaching Learning Strategies (Classroom activities/Lab activities/Field Activities)**

Classroom Lecturing, PPT Presentation, and Lectures with Multimedia Content, Field Visits, Book Reviews, and Group Discussions.

### **Mode of Transaction**

Offline Classes and tutorials

Assessment **Rubrics:**

**Teaching Learning Strategies (Classroom activities/Lab activities/Field Activities)**

Classroom Lecturing, PPT Presentation, Presentation of Educational Videos, and Lecturing with Multimedia Content.

**Mode of Transaction**

Offline Classes

Assessment **Rubrics:**

<b>Evaluation Type</b>		<b>Marks</b>
End Semester Evaluation		<b>50</b>
Continuous Evaluation		<b>50</b>
a)	Test Paper- 1	5
b)	Test Paper -2	5
c)	Debate//Discussion	5
d)	Assignment	5
e)	Seminar	10
f)	Book/ Article Review	10
g)	Viva-voce	10
<b>Total</b>		<b>100</b>

**Sample Questions to test Outcomes**

1. Evaluate the features of Kerala Art and Architecture
2. Describe the major rock art sites in Kerala
3. Outline the features of Structural temples in Kerala
4. What is Nalukettu Architecture?
5. Examine the nature of the architecture of Forts in Kerala

SEMESTER-II

Semester	Category	Course Code	Course Title	Marks		Total Marks	Total Courses	Credits
				CA	ESA			
<b>II</b>	DSC-A2	KU02DSCHIS102	History of Social Sciences	50	50	100	<b>6</b>	4
	DSC-A3	KU02DSCHIS103	Introduction to Archaeology	50	50	100		4
	MINOR-B2			50	50	100		4
	MINOR-C2			50	50	100		4
	AEC-3			50	50	100		3
	MDC-2	KU02DSCHIS102	Heritage of Kerala	50	50	100		3
				<b>300</b>	<b>300</b>	<b>600</b>		<b>22</b>

## KU02DSCHIS102: HISTORY OF SOCIAL SCIENCES

Semester	Course Type	Course Level	Course Code			Credits	Total Hours
II	DSC-A2	100	KU02DSCHIS102			4	60
Learning Approach (Hours/ Week)			Marks Distribution (%)			Duration of ESE (Hours)	
Lecture	Practical	Tutorial	CE	ESE	Total		
4	0	0	50	50	100	2	

**Course Description:** The course aims to provide a historical background to the interdisciplinary learning of history. The course would further aim to historically map the evolution of key ideas and thinkers while also showing that the history of the social science disciplines is not static. It intends to serve as foundational to deciding future pathways in the FYIMP course.

**Course Prerequisite:** NIL

**Course Objective:** At the end of the Course, the Student will be able to

CO No.	Expected Outcome	Learning Domains
1	The students will be able to understand the key concepts in interdisciplinary social science	U
2	The students will remember key thinkers of Social Science	R
3	The students will be able to evaluate historical origin of various disciplines	E
4	Students will be able to develop new critical skills of interdisciplinary training	C
5	Students will be able to apply the learning into advanced learning of history and related social sciences	A

*\*Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C)*

## MAPPING OF COURSE OUTCOMES TO PSOS

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PSO 7
CO 1	✓	✓	✓				
CO 2	✓	✓	✓				
CO 3	✓	✓	✓		✓		
CO 4	✓	✓				✓	
CO 5	✓	✓	✓	✓			✓

## COURSE CONTENTS

### Module-I

Credits: 4

Foundations of Social Thought and Vocabulary: Reading Raymond Williams, Genealogies of European Social Sciences : North African Lineage, Historical Laws and the Transition of Societies.

### Suggested Readings

*Williams, Raymond. (2014) Keywords: A vocabulary of culture and society. Oxford university press.*

*Rosenthal, Franz (1967) The Muqaddimah - An Introduction to History, 3 vols, trans. Franz Rosenthal, pp. xxix-lxvii. London: Routledge and Kegan Paul.*

### Module -II

The Beginnings of Modern Social Sciences: Enlightenment Background, Nineteenth century Intellectual Movements, Romanticism and Academic Disciplines, Positivism and Sociology, Key Nineteenth Century Thinkers.

### Suggested Readings:

“Durkheim and Social Facts.” In W.S.F. Pickering and H. Martins (eds.), *Debating Durkheim*. London: Routledge: 86–109.

*Positivism and Sociology: Explaining Social Life*. London: Allen and Unwin, 1982.

“Positivism.” In George Ritzer (ed.), *Encyclopaedia of Social Theory*. Thousand Oaks, Calif.: Sage: 2005: 571–575.

### **Module -III**

The Twentieth Century Transformations : Social Sciences in Germany, United States, Russian Marxism and Social Science, Annales and Interdisciplinary Histories ,Anthropology in the Colonies.

#### **Suggested Readings:**

L. R Hiatt, (1996) *Arguments about Aborigines: Australia and the Evolution of Social Anthropology*. Cambridge, Eng.: Cambridge University Press.

Gellener D, “Max Weber, Capitalism and the Religion of India.” *Sociology*, Sage Publications 16:526–543, 1982.

### **Module-IV**

Introduction to Critical Social Sciences: Pierre Bourdieu - Key concepts of New French sociology, Subaltern Studies- Key Texts and the Post-colonial Turn , Cases of South Asia and Latin America, Historical Anthropology.

#### **Suggested Readings:**

“Bourdieu, Pierre.” In George Ritzer (ed.), *Encyclopedia of Social Theory*. Thousand Oaks, Calif.: 2005 Sage: 66–71.

In George Ritzer (ed.), *Habitus*, *Encyclopedia of Social Theory*. Thousand Oaks, Calif.: Sage: 2005: 352–353.

“Decolonization.” In George Ritzer (ed.), *The Blackwell Encyclopedia of Sociology*. Oxford: Blackwell: 2007: 984–986.

## **Module -V**

Teacher specific module: Seminars based on field investigation (practical module) related to social science methods would be conducted in this module.

### **Recommended Readings**

Hinkle, Roscoe, and Hinkle, Gisela, (1994) *The Development of American Sociology*. New York: Random House.

Fuhrman, Ellsworth R. (1980) *The Sociology of Knowledge in America: 1883–1915*. Charlottesville: University of Virginia Press.

George Ritzer (ed.), (2005) *Encyclopedia of Social Theory*. Thousand Oaks, Calif.: Sage

George Ritzer (ed.) (2000) *The Blackwell Companion to Major Social Theorists*. Malden, Mass

Jones, Greta (1980) *Social Darwinism and English Thought: The Interaction between Biological and Social Theory*. Atlantic Highlands, N.J.: Humanities Press.

Lenzer, Gertrud(ed.) (1975) *Auguste Comte and Positivism: The Essential Writings*. Magnolia, Mass.: Peter Smith

Lepenies, Wolf, (1988) *Between Literature and Science: The Rise of Sociology*. Cambridge, Eng.: Cambridge University Press.

Nicholas Brown and Imre Szeman (eds.), (2000) *Pierre Bourdieu: Fieldwork in Culture*. Lanham, Md.: Rowman and Littlefield

### **Teaching Learning Strategies (Classroom activities/Lab activities/Field Activities)**

Classroom Lecturing, PPT Presentation, Presentation of Educational Videos, direct reading of sources, Group Discussions, Field visits

### **Mode of Transaction**

Offline Classes

**Assessment Rubrics:**

<b>Evaluation Type</b>		<b>Marks</b>
End Semester Evaluation		<b>50</b>
Continuous Evaluation		<b>50</b>
a)	Test Paper- 1	10
b)	Test Paper -2	10
c)	Field report	10
d)	Seminar	10
e)	Book/ Article Review	10
<b>Total</b>		<b>100</b>

**Sample Questions to Test Outcomes**

1. Evaluate the emergence of social science methods before the advent of Europe.
2. Trace the origins of Social Science thinking in Europe.
3. List the key debates in early social science.
4. Describe the early twentieth-century transition to interdisciplinary learning.
5. Examine the key concepts in contemporary French social theory.

**KU02DSCHIS103 -INTRODUCTION TO ARCHAEOLOGY**

Semester	Course Type	Course Level	Course Code	Credits	Total Hours

II	<b>DSC-A3</b>	100	<b>KU02DSCHIS103</b>	4	60
Learning Approach (Hours/ Week)			Marks Distribution (%)		
Lecture	Practical	Tutorial	CE	ESE	Total
4	0	0	50	50	100
					Duration of ESE (Hours)
					2

**Course Description:** The course introduces the role of archaeology in the study of history and learn how to identify archaeological sites/artefacts/structures and study the basic techniques of exploration and excavation. It also provides an opportunity for the students to get familiarized with field methods, including exploration and excavation techniques, through visiting exploration/excavation sites

**Course Prerequisite:** NIL

**Course Outcomes:** At the end of the Course, the Student will be able to

CO No.	Expected Outcome	Learning Domains
1	Students identify various definitions, key concepts, types of Archaeology and its relation with other social sciences.	<b>R</b>
2	Students relate the evolution of Archaeology from antiquarianism and develop basic awareness in its theoretical foundations.	<b>U</b>
3	Students got an idea of the methods and techniques of exploration/excavation and learn to examine the various techniques and methods used by an archaeologist in explorations and excavations	<b>A</b>
4	Students experience the preliminary knowledge in various dating techniques in Archaeology.	<b>E</b>
5	Students acquire skill in the essentials for field archaeology, learn to associate with a team of exploration/excavation and develop interest in local history by identifying ancient archaeological sites/monuments/burial relics of the locality.	<b>C</b>

**\*Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C)**

### Mapping of Course Outcomes to PSOs

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PSO 7
CO 1	✓	✓	✓				
CO 2	✓	✓	✓				
CO 3	✓	✓	✓			✓	
CO 4	✓	✓	✓				
CO 5	✓	✓	✓	✓			✓

### COURSE CONTENTS

#### Module- I

**Credits:4**

What is archaeology?-Definition-Aim-Goals-Three Divisions-Important types-Archaeology and other disciplines-Natural and Physical Sciences-Social Sciences-Key Words in Archaeology

#### Suggested Readings

Fagan, Brain, *In the Beginning: An Introduction to Archaeology*, Foresman and Company Glen View, Scotland, 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

History of Archaeology – World Context – Antiquarianism – Theory- Functionalism-

Processual Archaeology-New Archaeology-Recent trends

#### Suggested 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**

Exploration –Excavation methods and Techniques-Methods of site survey – Documentation and Analysis -Excavation methods and Techniques – Excavation techniques for BurialsDevelopment of Field Archaeology in India-Important Excavations in India -History of Archaeology in Kerala - Important Excavations –Pre-Historic sites-Rock Art CentersMegalithic Sites

### **Suggested 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.

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.

### **Module -IV**

**Dating** Techniques – Relative and Absolute Dating Techniques and their applications -Radio Carbon Dating, Thermo Luminescence-Pollen Analysis -Dendro-Chronology –Indian Sites and Dating

### **Suggested Readings**

Atkinson, R.J. C, *Field Archaeology*, Methunen London, 1953.

Banerjee, N.R, *Iron Age in India*, Ram Manohar Lal, Delhi, 1965.

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.

Michel, Joseph.W, *Dating Methods in Archaeology*, Seminar Press New York 1973.

## Module -V

### Teacher Specific Module

Archaeological and Historical Site Visits-Preparation of Reports-Documentary-Dictionary of heritage sites-Monuments-Meeting with an Archaeologist and sharing experiences

### Recommended Reading

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.

Childe, V. Gordon, *Piecing Together the Past*, Rutledge and Kegan Paul, London, 1956

Clark, J.G.D, *Archaeology and Society Deconstructing the Pre historic Past*, Mathum, London, 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.

Glyn, E.Daniel, *A Hundred and Fifty Years of Archaeology*, Duckworth, London, 1975.

Granet, Marcel, *Chinese Civilization*, Trench Tubner&Co., London, 1930.

Harris, Edward C, *Principles of Archaeological Stratigraphy*, Academic Press Ltd, London, 1989.

Paddayya, K, *Archaeology*, Aryan Book International, New Delhi, 2014.

Pearce, S.M (ed.), *Interpreting Objects and Collections*, Routledge, London, 1994.

Pearce, S.M, *Archaeological Curatorship*, Leicester University Press, London, 1990.

Peter, Drewett L, *Field Archaeology - An Introduction*, UCL Press, London, 1999.

Piggott, Stuart, *Pre historic India*, Forgotten Books, rpt, London, 2018

Rajan, K, *Archaeology: Principles and Methods*, ManooPathippakkam, Tanjavur, 2000.

Rajan, K. *Churning the Ocean, Maritime Trade of Early Historic Peninsular India*, ManooPathippakkam, Thanjavur, 2019.

Rajan, K, *Understanding Archaeology*, ManooPathippakkam, Thanjavur, 2016.

Raman, K. V, *Principles and Practices of Archaeology*, Parthajan Publications, Madras, 1987

### **Teaching Learning Strategies (Classroom activities/Lab activities/Field Activities)**

Classroom Lecturing, PPT Presentation, Presentation of Educational Videos, and Lecturing with Multimedia Content, archaeological site visit and participation in archaeological exploration and excavations

### **Mode of Transaction**

Offline Classes

### **Assessment Rubrics:**

<b>Evaluation Type</b>		<b>Marks</b>
End Semester Evaluation		<b>50</b>
Continuous Evaluation		<b>50</b>
a)	Test Paper- 1	5
b)	Test Paper -2	5
c)	Debate//Discussion	5
d)	Assignment	5

e)	Seminar	10
f)	Book/ Article Review	10
g)	Viva-voce	10
<b>Total</b>		<b>100</b>

### Sample Questions to Test Outcomes

1. Explain the nature of Archaeology as a scientific discipline
2. What are the main types of Archaeology?
3. Points out the features of the Stone Age tool-making technologies
4. Analyse the characteristics and features of the Ethno-Archaeology.
5. Evaluate the contributions of the physical sciences to Archaeology.
6. Define Archaeology

## KU02MDCHIS102-HERITAGE OF KERALA

Semester	Course Type	Course Level	Course Code	Credits	Total Hours	
II	MDC-2	100	KU02MDCHIS102	3	45	
Learning Approach (Hours/Week)			Marks Distribution			Duration of ESE (in hours)
Lecture	Practical	Tutorial	CE	ESE	TOTAL	
3	0	0	50	50	100	2

### Course Description

The course aims to familiarize the students with the cultural heritage of Kerala and to create awareness among them to document and conserve them.

**Course Prerequisite: NIL**

### Course Outcome

CO No.	Expected Outcome	Learning Domains
1.	The student identifies an important type of cultural expression in Kerala	U
2.	The student will learn about the cultural legacies of the past	U
3.	The student will learn how to protect the oral tradition in Kerala	R
4.	They realize how cultural heritage can be utilized as cultural capital	An

*\*Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C)*

### MAPPING OF COURSE OUTCOME TO PSOs

	PO1	PO2	PO3	PO4	PO5	PO6
CO1	✓					
CO2		✓	✓			✓

CO3	✓	✓		✓		
CO4	✓	✓	✓	✓		

## COURSE CONTENTS

### Module I

**Credits: 3**

A brief introduction to Cultural Expression-- Temple-centered Arts – Koothu, Koodiyattam, Mohiniyattam, OttanThullal, Kathakali

#### Suggested readings

Narayanan, M.G.S, *Cultural Symbiosis in Kerala*, Kerala Historical Society, Trivandrum,1972.

Cherian, P.J. (ed.), *Essays on the Cultural Formation of Kerala: Literature, Art, Architecture, Music, Theatre and Cinema*, Kerala State Gazetteers, Thiruvananthapuram, 1999.

Cherian, P.J. (ed.), *Perspectives on Kerala History: The Second Millennium*, Gazetteers Dept., Trivandrum, 1999.

### Module II

Folk Arts – Padayani, Poorakkali, Yakshagana, Theyyam, Kolkali, Saliyan Porattu, Kambalam and Cock Fight – Herostones

#### Suggested Readings

Choondal, Chummar, *Christian Folklore, Vol. I*, Kerala Folklore Academy, Kannur, 1988. Choondal, Chummar, *Studies in Folklore of Kerala*, College Book House,

Thiruvananthapuram, 1978.

Kurup, K.K.N, *The Cult of Theyyam and Hero Worship in Kerala*, Centre for folkloreStudies, Kozhikode, 1973.

### Module III

Martial art Forms – Kalaripayattu-Christian and Muslim traditions – Chavittunatakam -Margam Kali and Oppana.

#### Suggsted Readings

Miller, Roland.E, *Mappila Muslims of Kerala: A Study in Islamic Trends*, Orient Longman, Hyderabad, 1992.

Payyanad, Raghavan, *Folklore*, State Institute of Languages, Kerala, Thiruvananthapuram, 1986.

#### **Module IV**

Dalit and Tribal Culture– Chimmanakkali, Pakkanar Kali & Mudiyaattam – Pulluvan Pattu and Kalampattu – Tribal traditions – Gaddhika, Kambra Nritham, Chattu Pattu, Ucchar, Kadar Kali

#### **Suggested Readings**

Ayyappan & Mahdevan (eds), *Ecology, Economy, Matriliney and Fertility of Kurichiyas*, B.R. Publishing Co., Delhi, 1990.

Ehrenfels, U.R., *Kadar of Cochin*, Madras University Publication, 1952.

Luiz, A.A.D, *Tribes of Kerala*, The Bharatiya Adimajati Sevak Sangh, New

Delhi, 1962. Nair, N. Viswanathan, *Tribal Health and Medicine in Kerala*, DC

Books, Kottayam, 1969.

Poyil, Manjula, *Homage to the Departed: A Study of Funeral Customs among the Tribes in Malabar*, Kerala, Other Books, Calicut, 2012.

Saradhamoni, K, *Emergence of a Slave Caste: The Pulayas of Kerala*, People's Publishing House, Bombay, 1979.

Thurston, Edgar & Rangachari, *Castes and Tribes of Southern India*, 7 Vols, Cosmo Publications, New Delhi, 1975.

#### **Module V - Teacher specific module**

Field Visit and identification of Art forms in Kannur District

#### **Recommended Reading**

Althusser, Louis, *Essays on Ideology*, Verso, London, 1984. Barthes, Ronald, *Image, Music, Text*, Fontana press, London, 1997. Chandera, C.M.S, *Kaliyattam*, NBS, Kottayam, 1978.

Chandran, T. V., *Rituals as Ideology Text and Context in Theyyam*, D.K Print World, New Delhi, 2006.

Choondal, Chummar, *Studies in Folklore of Kerala*, College Book House, Thiruvananthapuram, 1978.

Dundes, Alan, *The Meaning of Folklore: Analytical Essays*, Utah State University Press, Ganesh, K.N, *Keralathinte Innelakal*, Kerala Bhasha Institute,

Thiruvananthapuram, 2015. Logan, William, *Malabar Manual*, Asian Education Services, New Delhi, 2004.

Nair, Chirakkal T. Balakrishnan, *Theranjedutha Prabhanthangal*, Kerala Sahithya Akademi, Thrissur, 1978.

### **Mode of Transaction**

Offline Classes and tutorials

Assessment **Rubrics:**

### **Teaching Learning Strategies (Classroom activities/Lab activities/Field Activities)**

Classroom Lecturing, PPT Presentation, Presentation of Educational Videos, and Lecturing with Multimedia Content.

### **Mode of Transaction**

Offline Classes

Assessment **Rubrics:**

<b>Evaluation Type</b>		<b>Marks</b>
End Semester Evaluation		<b>50</b>
Continuous Evaluation		<b>50</b>
a)	Test Paper- 1	5
b)	Test Paper -2	5
c)	Debate//Discussion	5
d)	Assignment	5
e)	Seminar	10
f)	Book/ Article Review	10
g)	Viva-voce	10
<b>Total</b>		<b>100</b>

### **Sample Questions to test Outcome**

1. Evaluate the features of Kerala folk art forms
2. Describe the major temple art forms in Kerala
3. Outline the features of tribal art in Kerala
4. What is Kambalam?
5. Examine the nature of Kerala art forms

### SEMESTER-III

Semester	Category	Course Code	Course Title	Marks		Total Marks	Total Courses	Credits
				CA	ESA			
	DSC-A4	KU03DSCHIS201	Key themes in Early India	50	50	100	<b>6</b>	4
	DSC-A5	KU03DSCHIS202	Surveying Early Civilizations	50	50	100		4
	DSC-A6	KU03DSCHIS203	Early Medieval Kerala	50	50	100		4
III	DSC-A7	KU03DSCHIS204	Introduction to Gender History	50	50	100		4
	MDC-3	KU03MDCHIS103	Kerala Renaissance and Cultural Values	50	50	100		3
	VAC-1	KU03VACHIS201	Constitution: Key Ideas and Concepts	50	50	100		3
				<b>300</b>	<b>300</b>	<b>600</b>		<b>22</b>

### KU03DSCHIS201- KEY THEMES IN EARLY INDIA

Semester	Course Type	Course Level	Course Code	Credits	Total Hours
III	DSC-A4	200	KU03DSCHIS201	4	60
Learning Approach (Hours/Week)			Marks Distribution		Duration of ESE(in hours)
Lecture	Practical	Tutorial	CE	ESE	TOTAL
4	0	1	50	50	100

**Course Description:** The course seeks to familiarize students with the social, political, and economic processes that 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 interrelations of polity, economy, and society in one of the foundational periods of the Indian subcontinent. **Course prerequisite: Nil**

**Course Outcomes: At the end of the Course, the Student will be able to**

CO	Expected Outcome	Learning Domains
1.	The course will enable the students to understand the historiographical interventions in the writing and framing of early India.	U
2.	The course would also be able to provide a basic understanding of the sources as well as the theoretical and methodological issues involved in the historical reconstruction of the period.	U, E
3	The course will also equip them with critical thinking skills by introducing them to the historiographical debates concerning the early and early medieval periods from diverse perspectives.	A, An

4.	The course will familiarize students with the nature of the sources from the early and early medieval period	E
5.	The students will understand the plurality of the Indian subcontinent's past and its significance in understanding the country's present.	An, A

\***Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C)**

### Mapping of Course Outcomes to PSOs

	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	✓	✓			
CO2	✓		✓		✓
CO3	✓	✓		✓	
CO4	✓	✓	✓		✓
CO5	✓	✓	✓	✓	

### COURSE CONTENTS

#### Module -I

**Credits: 4**

Origin -The Beginnings of Human Presence on the Indian Subcontinent -Harappan

Civilization – Debates on polity – religion- trade-Vedic culture– 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

#### Suggested 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*, Macmian 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**

New Beginnings -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, Land Tenure – ‘Golden Age debate-  
Evolution of Vaishnava Pantheon -Indian feudalism debate

### **Suggested 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**

The early period in the South - Early Historic Society in South India – *Tinai* system – Crafts , traders and trade guilds 3.2. 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

### **Suggested 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.

R. Mahalakshmi, *The Making of the Goddess*, Penguin India, New Delhi, 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**

Historical processes in the South- Brahmadeya Grants and Agrarian relations in the north - the 'early medieval' in South India - Cholas – Administration, polity and society - Art and Architecture- Pallavas - Temple architecture and patronage ties - Urban processes in South India- weaving – crafts - Debates on the nature of the state in South India- Caste in South India

#### **Suggested 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.

#### **Module -V**

Teacher specific module – Science and Technology in Early India

#### **Recommended Readings**

A.L. Basham, *The Wonder That Was India*, Picador India, 1999.

Romila Thapar, *Early India*, Penguin India, New Delhi, 2022.

Ranavir Chakravarthi, *Exploring Early India*, Primus Publishers, New Delhi, 2016.

Noboru Karashima, *A Concise History of South India*, Oxford University Press, London, 2014

Rajan Gurukkal, *Social Formations of Early South India*, Oxford University Press, 2012.

Kesavan Veluthat, *The Early Medieval in South India*, Oxford University Press, London, 2010.

### Mode of Transaction

Offline Classes and tutorials

### Assessment Rubrics:

### Assessment Rubrics:

Evaluation Type		Marks
End Semester Evaluation		50
Continuous Evaluation		50
a)	Test Paper- 1	5
b)	Test Paper -2	5
c)	Debate//Discussion	5
d)	Assignment	5
e)	Seminar	10
f)	Book/ Article Review	10
g)	Viva-voce	10
<b>Total</b>		<b>100</b>

### Sample Questions to Test Outcomes

1. Distinguish the features of the Early Vedic period from those of the Later Vedic period.
2. What do you know about Early Historic Tamilakam?

3. What are the salient features of the Indus Valley Civilization?
4. What are the key issues about the 'Aryan Debate'?

### KU03DSCHIS202: SURVEYING EARLY CIVILIZATIONS

Semester	Course Type	Course Level	Course Code	Credits	Total Hours	
III	DSC-A5	200	KU03DSCHIS202	4	60	
Learning Approach (Hours/ Week)			Marks Distribution (%)			Duration of ESE (Hours)
Lecture	Practical	Tutorial	CE	ESE	Total	
4	0	0	50	50	100	2

**Course Description:** The course offers a comparative study of the prominent civilizations of the Ancient World, representing Mesopotamia, Egypt, China, Persia, and Europe. The focus is on the early urban experience of human society across the world. **Course Prerequisite:** NIL

**Course Outcomes:** At the end of the Course, the Student will be able to

CO No.	Expected Outcome	Learning Domains
1	Students understand the nature of early social formations in the Euphrates Valley and get an outline of the antecedents of urbanism and early social/political system.	R
2	Students identify the greatness of the Egyptian Civilization and appreciate the contributions of ancient Egypt to world civilization.	U
3	Students understand the historical foundations of Ancient China and identify the great contributions of China to the world.	U

4	Students realize the glory and grandeur of Greece and Rome, examine the concept of ‘Classical’ Civilizations, and identify their legacy towards democracy, republic, and science.	<b>E</b>
5	Students develop an understanding of the merits and shortcomings of ancient civilizations and identify the role of Eastern for disseminating culture worldwide.	<b>C</b>

*\*Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C)*

#### **Mapping of Course Outcomes to PSOs**

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PSO 7
<b>CO 1</b>	✓	✓	✓				
<b>CO 2</b>	✓	✓	✓				
<b>CO 3</b>	✓	✓	✓			✓	
<b>CO 4</b>	✓	✓	✓				
<b>CO 5</b>	✓	✓	✓	✓			✓

### **COURSE CONTENTS**

#### **Module- I**

**Credits: 4**

Culture and Civilization –Geographical settings- The river system – Early Civilizations- Sumerian Civilization – The Babylonians – Script and literature – Evolution of religion – Material culture – Intellectual achievements.

#### **Suggested Readings**

Microop, Mare Van de, *The Ancient Mesopotamian City*, Clarendon, Oxford, 1997.

Pollock, Susan, *Ancient Mesopotamia: An Eden that Never Was*, Cambridge University Press, Cambridge 1999.

Postgate, J.N, *Early Mesopotamia: Society and Economy at the Dawn of History*, Routledge, London, 1992.

## **Module- II**

Egyptian civilization – Geography -Pre-dynastic period –Three Dynastic Periods- History of Old Kingdom-Middle Kingdom -New Kingdom -Material Culture

### **Suggested Readings**

Gardiner, A., *Egypt of the Pharaohs*, Clarendon Press, Oxford, 1966.

Kemp, Barry J., *Ancient Egypt*, Routledge, London, 1989

Trigger, Bruce, *Ancient Egypt: A Social History*, Cambridge University Press, Cambridge, 1983.

## **Module- III**

Chinese Civilization – Geography – Chang culture – Material life – Philosophy – Chou Dynasty and the classical age – Chinese legacy.

### **Suggested Readings**

*Chih Chang, Kwang K. C, Archaeology of Ancient China*, Yale University Press, New Haven, 2005.

Li, Liu and Chan Xingcan, *The Archaeology of China: From Late Palaeolithic to Early Bronze Age*, Cambridge University Press, New York, 2012.

Needham, Joseph, *Science and Civilization in China*, Cambridge University Press, London, 1954.

## **Module -IV**

Greco-Roman civilizations – Greek city states – Athens and Sparta – Greek democracy – Peloponnesian Wars - Persian Wars– Science, medicine, and astronomy – The Roman empire – Republicanism – Roman law – Wars with Carthage – The Caesars –Roman Contributions- Decline of the Romans

### **Suggested Readings**

Dudley, D, *Roman Society*, Penguin Books, Hamondsworth, 1970.

Wood, E.M, *Peasant, Citizen and Slave: The Foundations of Athenian Democracy*, Verso, London, 1988.

Glottz, G., *The Greek City and Its Institutions*, Kegan Paul, London, 1969.

Hall, N.R, *The Ancient History of the Near East*, Methuen& Co, London, 1950.

John, Boardman, et.al.. (eds.), *Oxford History of the Classical World*, Oxford University Press, Oxford, 1986.

## **Module -V**

### **Teacher Specific Module**

Film Screening- Preparation of Genealogical chart of Ancient rulers- Preparation of Documentary on river basins of the locality/region/district/Debates/Expert Talks

### **Recommended Reading:**

Alfred. C, *The Egyptians*, Thames and Hudson, London, 1998.

Andrews, Antony, *Greek Society*, Pelican, Harmondsworth, 1991.

Bender, Barbara, *Farming in Prehistory, From Hunter- Gatherer to Food Producer*, St. Martin's Press, London, 1975

Childe, Gordon, *The Bronze Age*, Cambridge University Press, Cambridge, 1930.

Childe, V.Gordon, *What Happened in History*, Penguin, Harmondsworth, 1962.

Daniel, Glyn, *First Civilization: The Archaeology of Their Origins*, Thames and Hudson, London, 1968.

Oates, David and John, *The Rise of Civilisation*, Elsevier/ Phaidon, Oxford, 1976.

Farooqui, Amar, *Early Social Formations*, Manak Publications, Delhi, 2001 Finley, M.I, *The Ancient Greeks*, Penguin Books, Hamondsworth, 1963.

Hammond, M, *The City in the Ancient World*, Harvard University Press, Harvard, 1972.

Karlovsy L. and Sabloff,. J. (eds), *Ancient Civilizations: A Study of the Near Eastern and Mesoamerican Civilizations*, Colombia University, New Edition, New York, 1995 Redman, C, *The Rise of Civilisation*, Charles L Redman, San Francisco, 1978.

Sasson, J.M, (ed.), *Civilizations of the Ancient Near East*, Charles Scribner, New York, 1990. Tarn, W.W, *Hellenistic Civilization*, Oxford University Press, New York, 1952.

Trigger, Bruce, *Understanding Early Civilizations: A Comparative Study*, Cambridge University Press, Cambridge, 2003.

### Teaching Learning Strategies (Classroom activities/Lab activities/Field Activities)

Classroom Lecturing, PPT Presentation, Presentation of Educational Videos, and Lecturing with Multimedia Content.

### Mode of Transaction

Offline Classes

### Assessment Rubrics:

Evaluation Type		Marks
End Semester Evaluation		50
Continuous Evaluation		50
a)	Test Paper- 1	5
b)	Test Paper -2	5
c)	Debate//Discussion	5
d)	Assignment	5
e)	Seminar	10
f)	Book/ Article Review	10
g)	Viva-voce	10
<b>Total</b>		<b>100</b>

### Sample Questions to Test Outcomes

1. Define Civilization
2. What are the features of the River Valley civilizations?

3. Point out the features of the Mesopotamian Civilization.
4. Examine the nature of Athenian Democracy
5. Analyse the features of Roman law.
6. Write a note on Augustus Ceaser.

### KU03DSCHIS203-EARLY MEDIEVAL KERALA

Semester	Course Type	Course Level	Course Code			Credits	Total Hours
III	<b>DSC-A6</b>	200	<b>KU03DSCHIS203</b>			4	60
Learning Approach (Hours/ Week)			Marks Distribution (%)			Duration of ESE (Hours)	
Lecture	Practical	Tutorial	CE	ESE	Total		
4	0	0	50	50	100	2	

**Course Description:** The course aims to provide a fundamental understanding of the historical foundations of Kerala's society and culture. It will focus on distinguishing history from legends and offer a multifaceted discussion of Kerala's past. Key themes covered in this course include the Perumals to the arrival of the Portuguese.

**Course Prerequisite:** NIL

**Course Outcomes:** At the end of the Course, the Student will be able to

CO No.	Expected Outcome	Learning Domains
1	The students will be able to understand the historical foundations of Kerala's Society and culture	U
2	The students will remember key themes and historical developments in Kerala	R
3	The students will be able to evaluate the relationship between myths and historical facts	E
4	Students will be able to develop critical skills to analyze Kerala's history and culture	C

5	Students will be able to apply the learning to understand the cultural heritage of Kerala.	A
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*\*Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C)*

### Mapping of Course Outcomes to PSOs

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PSO 7
CO1	✓	✓	✓				
CO2	✓	✓	✓				
CO3	✓	✓	✓		✓		
CO4	✓	✓	✓			✓	
CO5	✓	✓	✓				✓

## COURSE CONTENTS

### Module -I

**Credits: 4**

Introduction to Early Medieval Kerala- Perumals of Mahodayapuram- Nature of Polity and Administration- Land Grants- Temple-Centered Social Life- Trade Guilds and Port Towns

### Suggested Readings

Cherian, P.J.,(ed.), Perspectives on Kerala History, KCHR, Trivandrum, 1999.

Menon, Sreedhara, A Survey of Kerala History, Sahitya Pravarthaka Co-operative Society, Kottayam, 1967

Narayanan, M. G. S., Foundations of South Indian Society and Culture, Bharatiya Book Corporation, 1994.

Naryanan, M.G.S, Perumals of Kerala: Brahmin Oligarchy and Ritual Monarchy: Political and Sical Conditions of Kerala under the Cera Perumals of Makotai, Xavier Press, 1996.

Veluthat, Kesavan, The Early Medieval In South India, Oxford University Press

## **Module- II**

The Emergence of smaller Kingdoms- Venad- The Ay dynasty- Administration- Emergence of Village communities- Caste system and social hierarchy- Role of Women

### **Suggested Readings**

Gurukkal, Rajan and Raghava Warriar, Kerala Charitram Vol I, Current Books, Kottayam, 2004

Kesavan Veluthatt, Brahmin Settlements in Kerala: Historical Studies, Sandhya Publications, Calicut University, 1978

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

## **Module-III**

Bhakti Movement- Alvars and Nayanars- Sandesakavyas- Unnineeli Sandesham- Craft- Technology and artisan group- Ainkudi Kammalar- Koothambalam culture

### **Suggested Readings**

Gurukkal, Rajan, Kerala temple and the Medieval Agrarian System, Vallathol Vidyapeetham, Sukapuram, 1992.

Narayanan, M.G.S., Cultural Symbiosis in Kerala, Kerala Historical Society, Trivandrum, 1972.

Pillai, ElamkulamKunjan, Studies in Kerala History, National Book Stall, Kottayam, 1963.

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

## **Module- IV**

Chinese and Arab Trade- Advent of the Portuguese- - spice trade- Calicut as the main centre of trade- resistance and struggle –Zamorin- Kunjali Marakkar- Religious and cultural impact of the Portuguese

## **Module- V**

Teacher Specific Module- Group discussion and seminar

### **Recommended Readings**

Balakrishnan, P.K., JativyavasthayumKeralacharithravum, D.C Books, Kottayam, 2004.

Ganesh, K.N., Keralathinte Innalekal, Cultural Publication, Trivandrum, 1990.

Gurukkal, Rajan and Raghava Varier, Cultural History of Kerala Vol.1, Dept of Cultural Publications, Kerala, 1999.

Kurupp, K.K.N, Portuguese Adhinivesavum Kunjali Marakkarmarum, Mathrubhumi, 2019.

Logan, William, Malabar Manual, Asian Educational Services, New Delhi, 2004.

Manmathan, M.R. (Ed), Archaeology in Kerala: Past and Present, Publications Division, Farook College, 2007.

Menon, K.P. Padmanabha, History of Kerala (4 volumes), Asian Educational Services, New Delhi, 2001.

Panikkar, K.M, A History of Kerala 1498-1801, Annamalai University, 1960.

Pearson, M.N, The New Cambridge History of India, Cambridge University press, 1987.

Varier, M.R. Raghva, KeraleeyathaCharithramanangal, VallatholVidyapidham, Sukapuram, 1990.

Venugopalan, T.R. (Ed.), State and Society in Pre Modern South India, Cosmo Books, Thrissur, 2002.

### **Teaching Learning Strategies (Classroom activities/Lab activities/Field Activities)**

Classroom Lecturing, PPT Presentation, Presentation of Educational Videos, direct reading of sources, Group Discussions.

### **Mode of Transaction**

Offline Classes

### **Assessment Rubrics:**

<b>Evaluation Type</b>	<b>Marks</b>
End Semester Evaluation	<b>50</b>

Continuous Evaluation		<b>50</b>
a)	Test Paper- 1	10
b)	Test Paper -2	10
c)	Assignment	10
d)	Seminar	10
e)	Book/ Article Review	10
<b>Total</b>		<b>100</b>

### Sample Questions to test Outcomes

- 1 Evaluate the nature of polity and administration under the Perumals of Mahodayapuram
- 2 Describe the temple- centered social life in early medieval Kerala
- 3 Outline the emergence of kingdoms in early medieval Kerala, focusing on the Venad and Ay dynasty
- 4 Discuss the significance of the Bhakti Movement in early medieval Kerala
- 5 Examine the impact of Portuguese and their spice trade in Kerala

### KU03DSCHIS204 -INTRODUCTION TO GENDER HISTORY

Semester	Course Type		Course Level	Course Code	Credits	Total Hours
III	DSC-A7		200	KU03DSCHIS204	4	60
Learning Approach (Hours/Week)			Marks Distribution			Duration of ESE (in hours)
Lecture	Practical	Tutorial	CE	ESE	TOTAL	
4	0	0	50	50	100	2

**Course Objectives:** The course will help the students understand the significance, relevance, and evolution of gender concepts, roles, and ideologies over multiple historical periods ranging from pre-history to the modern period. The course is meant as an overview of gender history intended to inform the students of basic concepts and applications of gender as an analytic tool.

**Course Prerequisite:** NIL

**Course outcome:** The course intends to make the students:

CO	Expected outcome	Learning domains
1	Understand key concepts in gender history, including patriarchy, masculinity, femininity, and intersectionality.	U
2	Develop basic skills to analyse historical sources to explore how gender roles have been constructed, negotiated, and contested.	R
3	Enable the students to comprehend the interplay of historical developments and gender	U

4	To identify significant debates regarding gender history and develop critical thinking skills	U and An
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\*Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C)

### Mapping of Course Outcomes to PSOs

	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	✓	✓			
CO2	✓		✓		✓
CO3	✓	✓		✓	
CO4	✓	✓	✓		✓
CO5	✓	✓	✓	✓	

### COURSE CONTENTS

#### Module –I

Credits: 4

Introduction to gender: definitions-gender, sex and sexuality-Patriarchy (ies)-Intersectionality  
Feminism

#### Suggested readings

Joan Scott, 'Gender: A Useful Category of Historical Analysis', *The American Historical Review*, Vol. 91, No. 5 (Dec., 1986), pp. 1053-1075.

Judith Butler, *Gender Trouble: Feminism and the Subversion of Identity*, Taylor and Francis, 2011, (See Introduction).

V.Geetha, *Gender*, Sthree Publications, Calcuttta, 2002.

Kimberle Crenshaw, "Mapping the Margins: Identity Politics, and Violence against Women of Color, *Stanford Law Review*, Vol. 43, No. 6 (Jul., 1991), pp. 1241-1299.

#### Module -II

Gender and social evolution- Gender and the emergence of the state- Gender in ancient Mesopotamia  
-Gender and early Egypt

### **Suggested readings**

Mary Beard, *Women & Power*, Norton, UK, 2017.

Gerda Lerner, *The Creation of Patriarchy*, Oxford University Press, First Indian Edition, 2024  
Friedrich Engels, *Origin of the Family, Private Property and the State*, Penguin Classics, New Delhi, 2010.

Cat Bohanan, *Eve: How the female body drove 200 million years of evolution*, Knopf, 2023.

Lynn Meskell, *Private Life in New Kingdom Egypt*, Princeton University Press, Princeton, 2004.

### **Module -III**

Women in medieval and early modern period- Gender and colonialism- Gender and modernity-  
Feminism: Four Waves

### **Suggested readings**

Joan Kelly, 'Did women have a Renaissance?', in *Becoming Visible; Women in European History*, Houghton Mifflin, 1977.

Judith Bennett and Ruth Mazo Karras, *The Oxford Handbook of Women and Gender in Medieval Europe*, Oxford University Press, 2013.

Maria Lugones, "Heterosexualism and the Colonial/Modern Gender System",

*Hypatia*, 2007, 22(1): 186-209.

Anne Philips, 'Gender and Modernity', *Political Theory*, Vol.46, Iss.6, pp.2-24.

Alice Kessler-Harris, *Out to Work*, Oxford University Press, New York, 2003.

Margaret Walters, *Feminism: A Very Short Introduction*, Oxford University Press, 2006.

### **Module -IV**

Gender in Early India ( Harappa, Vedic Culture, Early Historic Tamilakam)- Gender in medieval and modern India-Brahmanical Patriarchy: Caste, class and gender in India-Queer Modernities and movements in India

### **Suggested Readings**

Uma Chakravarti, 'Conceptualising Brahmanical Patriarchy in Early India', *Economic and Political Weekly*, Vol. 28, No. 14 (Apr. 3, 1993), pp. 579-585.

Sharri R Clark, 'Material Matters: Representation and Materiality of the Harappan Body', *Journal of Archaeological Method and Theory*, Vol.16, No.3, The Materiality of Representation, 2009, pp.231-261.

Suvira Jaiswal, 'Caste, Gender and Ideology in the Making of India', *Social Scientist*, Vol.36.No.1/2.Jan -Feb 2008, pp.3-39.

R.Mahalakshmi, *The Making of the Goddess*, Penguin India, New Delhi, 2011.

Shadab Bano, Women and Property in Mughal India, *Proceedings of the Indian History Congress*, Vol. 68, Part One (2007), pp. 406-415.

Tanika Sarkar and Sumit Sarkar, *Women and Social Reform in Modern India*, Permanent Black, New Delhi, 2011.

Ruth Vanita and Saleem Kidwai, *Same Sex Love in India: Readings from Literature and History*, First edition, Palgrave Macmillan, New York, 2001.

### **Module -V**

Teacher-specific module – Gender and Medicine

### **Teaching Learning Strategies (Classroom activities/Lab activities/Field Activities)**

Classroom Lecturing, PPT Presentation, Lectures with Multimedia Content, Field Visits, Book Reviews, and Group Discussions.

### **Mode of Transaction**

Offline Classes

### Assessment Rubrics:

Evaluation Type		Marks
End Semester Evaluation		50
Continuous Evaluation		50
a)	Test Paper- 1	5
b)	Test Paper -2	5
c)	Debate//Discussion	5
d)	Assignment	5
e)	Seminar	10
f)	Book/ Article Review	10
g)	Viva-voce	10
<b>Total</b>		<b>100</b>

### Sample Questions to test Outcomes

1. What is patriarchy? Explain.
2. What is the difference between sex, gender and sexuality?
3. Why is it significant to study gender history?
4. How does patriarchy impact men?
5. Write an essay on the four waves of feminism.

**K03MDCHIS103-KERALA RENAISSANCE AND CULTURAL VALUES**

Semester	Course Type	Course Level	Course Code	Credits	Total Hours	
III	MDC-2	100	KU03MDCHIS103	3	45	
Learning Approach (Hours/Week)			Marks Distribution			Duration of ESE (in hours)
Lecture	Practical	Tutorial	CE	ESE	TOTAL	
3	0	0	50	50	100	2

**Course Description**

The course emphasizes the relevance of vivid social reformers who belong to different communities of Kerala and their reform movements.

**Course Prerequisite: NIL**

**Course Outcome**

CO No.	Expected Outcome	Learning Domains
1.	The student identifies the importance of the Kerala Renaissance	U
2.	The student will learn about the social legacies of Kerala	U
3.	The students are aware of how lower caste-led movements laid the foundation of the Kerala Renaissance.	R
4.	They realize the activities of the social reformers of Kerala, which shaped the social history of Kerala	An

**\*Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C)**

## MAPPING OF COURSE OUTCOME TO PSOs

	PO1	PO2	PO3	PO4	PO5	PO6
CO1	✓					
CO2		✓	✓			✓
CO3	✓	✓		✓		
CO4	✓	✓	✓	✓		

## COURSE CONTENTS

### Module I

**Credits: 3**

Nature of Kerala Renaissance-Social and Intellectual Movement-Critique of Religious Texts-Contesting Brahmanism-Ritualised Religion and Caste Based Morality-Colonial and Missionary Roots

#### Suggested readings

Appachan, Poykayil. (2007), *Unknown Subjects: Songs of Poykayil Appachan*.

Trans. Ajay Sekher. Eraviperur: Institute of PRDS Studies.

Ayyappan, K.(2001), *Sahodaranayyappante Padyakrithikal*. Thrissur: Kerala Sahitya Akademi.

Balakrishnan, P K.(1986), *Jativyavstithiyum Kerala Charithravum*. Kottayam: NB S.

### Module II

Legislation and Reformism-Radical Action-Role of Individual Reformers- Struggles for Social Mobility and Civil liberties-Temple as a site of Struggle- From inter dining to inter-caste marriage-Critical Appraisal of Kerala Renaissance

#### Suggested Readings

Balakrishnan, P K.(1986), *Jativyavstithiyum Kerala Charithravum*. Kottayam: NB S.

Balakrishnan, P K.(Ed.)(2000), *Narayanaguru*. Thrissur: Kerala Sahitya Akademi.

Bhaskaranunny, P. (2005), *Keralam Irupatham Nuttandinte Arambhathil*. Thrissur: Kerala Sahitya Akademi.

### **Module III**

Ideals of the Renaissance Movement-Faith in Modern science and rationality- Ideals of Humanism and Civil Rights and Temporal Values

#### **Suggested Readings**

Gandhi, M K.(1968), *Varnasramadharma*. Bombay: Navjivan. Gopalakrishnan, P.K. (1998) *Jainamatham Keralathil*. Trivandrum: Prabhat.

Gopalakrishnan, P K.(2008) *Keralathinte Samskarika Charithram*. Trivandrum:Kerala Language Institute.

Guru, Gopal.(1998),“Understanding Ambedkar’s Construction of National Movement.” *Economic and Political Weekly* 33, 156-57.

### **Module IV**

Concept of Public Sphere-Capitalist ideals and Middle-class ambitions-Concern towards Women’s Rights of Universal Religion-Drive towards Sanskritization

#### **Suggested Readings**

Guru, Narayana.(2006), *Complete Works*. Trans. Muni Narayana Prasad. New Delhi: N B T.

Kesavan, C.(1990), *Jivita Samaram*. Kottayam: N B S.

Kunhappa, Murkot.(1999), *Sree Narayana Guru*. New Delhi: N B T.

Madhavan, V.(1934), *Swatantra Samudayam*. Trivandrum: Prabhat Books.

Mulloor(1998), *Dharmapadam*. Elavumthitta: Sarasakavi Mulloor Memorial Committee.

Phule. Jyotiba.(1990), *Samagra Wanghmay*. Bombay: Govt. of Maharashtra.

#### **Suggested Readings**

## Module V - Teacher-specific module -Group discussion and seminar

### Recommended Reading

Reghu, J. (2008), *Hindu Colonialisavum Desarashtravum*. Kottayam: Subject & Language Press.

Sanu, M K. (1980), *Sahodaran K Ayyappan*. Kottayam: D C Books. Sekher, Ajay (2008), *Representing the Margin: Caste and Gender in Indian Fiction*. Delhi: Kalpaz/Gyan.

Sekher, Ajay (2016). *Nanuguruvinte Atmasahodaryavum Matetara Bahuswara Darsanavum*. Trivandrum: Mythri Books.

Sekher, Ajay(2009), *Samskaram, Prathinidhanam, Prathirodham: Samskara Rashtriyathilekkulla Kuripukal*. Mavelikara: Fabian.

Sekher, Ajay.(2012) *Sahodaran Ayyappan: Towards a Democratic Future*. Calicut: Other Books.

Subramanyam, K A.( 1973) *Sahodaran Ayyappan*. Kochi: K A S and Kerala Sahitya Akademi.

### Mode of Transaction

Offline Classes and tutorials

Assessment **Rubrics:**

### Teaching Learning Strategies (Classroom activities/Lab activities/Field Activities)

Classroom Lecturing, PPT Presentation, Presentation of Educational Videos, and Lecturing with Multimedia Content.

### Mode of Transaction

Offline Classes

Assessment **Rubrics:**

Evaluation Type		Marks
End Semester Evaluation		50
Continuous Evaluation		50
a)	Test Paper- 1	5
b)	Test Paper -2	5

c)	Debate//Discussion	5
d)	Assignment	5
e)	Seminar	10
f)	Book/ Article Review	10
g)	Viva-voce	10
<b>Total</b>		<b>100</b>

### Sample Questions to test Outcome

1. Evaluate the features of Kerala Renaissance
2. Describe the major social reforms in Kerala
3. Outline the features of Dalit Movements in Kerala
4. What is Kambalam?
5. Examine the nature of Kerala Social reforms

### KU03VACHIS201: CONSTITUTION: KEY IDEAS AND CONCEPTS

Semester	Course Type	Course Level	Course Code			Credits	Total Hours
III	VAC-1	200	KU03VACHIS201			3	45
Learning Approach (Hours/ Week)			Marks Distribution (%)			Duration of ESE (Hours)	
Lecture	Practical	Tutorial	CE	ESE	Total		
3	0	0	50	50	100	2	

**Course description:** This course aims to provide an understanding of the basic concepts of the Indian Constitution. This course also provides a historical background to the making of the Indian constitution. It also deals with the historical experience of the Indian constitution from state- center relations to the declaration of emergency.

**Course Prerequisite:** NIL

**Course Outcomes:** At the end of the Course, the Student will be able to

CO No.	Expected Outcome	Learning Domains
1	The students will be able to understand the historical process of constitution making	U
2	The students will remember key aspects of constituent assembly debates	R
3	The students will be able to evaluate the historical formation of modern law	E
4	Students will be able to develop a historical sense of law as an evolving subject	C
5	Students will be able to apply their learning to contemporary debates on the Constitution and rights	A

*\*Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C)*

**Mapping of Course Outcomes to PSOs**

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PSO 7
CO 1	✓	✓	✓				
CO 2	✓	✓	✓				
CO 3	✓	✓	✓		✓		
CO 4	✓	✓	✓			✓	
CO 5	✓	✓	✓	✓			✓

**COURSE CONTENTS**

**Module –I**

**Credits: 3**

Introduction of Colonial Law- British state and Indian Subjects- The case of presidencies- Nationalism and debates of law- Colonial and anti-colonial legacies- **Suggested Readings:**

Drayton, R., 2021. Claims of right: How the writing of constitutions was crucial to modern nation building. *TLS. Times Literary Supplement*, (6156), pp.3-6.

Cohn, Bernard. *Law and the colonial state in India*. Wenner Gren Foundation for Anthropological Research, 1985.

Balachandran, Aparna. "Protestant State, Catholic Subjects: Religion, Law and Caste in Early

Colonial Madras." In *Legal Histories of Empire*, pp. 171-188. Routledge, 2025

## **Module -II**

Modern democratic nations and the making of constitutions- Examples from the world and South Asian neighbourhood - Making of the Indian Constitution- Constituent assembly debates-

### **Suggested Readings:**

Bajpai, Rochana. "Constituent Assembly debates and minority rights." *Economic and Political Weekly* (2000): 1837-1845.

Shani, Ornit. "The People and the Making of India's Constitution." *The Historical Journal* 65, no. 4 (2022): 1102-1123.

## **Module -III**

The preamble of the Indian constitution- Fundamental Rights- Right to Equality, Six freedoms- Religious Freedom- Minority rights. Directive principles- Primacy of rights over directive principles- Center-state relations- Definition of Federalism- Constitutional provisions related to Federalism- Special provisions within the federal system-

### **Suggested Readings:**

Jha, Shefali, 'Secularism in the Constituent Assembly debates, 1946–1950', *Economic and Political Weekly*, 37(30), 27 July–2 August 2002, pp. 3175–80.

Gadgill, D.R. *The Federal Problem in India*, Gokhale Institute, Poona, 1947.

## **Module -IV**

Exceptional acts and special powers to the center- Divisions of powers- Legislative, Executive, and Judiciary - Parliamentary form of government, Role of Supreme court and Judicial activism in India.

### **Suggested Readings:**

G. Subramaniam, 'Emergency Provisions under the Indian Constitution', in B. N. Kirpal *et al.* (eds.) *Supreme But Not Infallible: Essays in Honour of the Supreme Court of India* (New Delhi: Oxford University Press, 2000)

Austin, Granville. *Working a democratic constitution: A history of the Indian experience.* Oxford University Press, 2003.

### **Module-V**

Teacher-specific module- seminars dealing with specific case studies of the constitution.

### **Recommended Readings:**

Ambedkar, B. R. *States and Minorities—What are their rights and how to secure them in the Constitution of Free India*, Thacker and Co., Bombay, 1947.

*Thoughts on Linguistic States*, Published by Ambedkar, Delhi, 1955.

Austin, Granville, *The Indian Constitution: Cornerstone of a Nation*, Oxford University Press, Oxford, 1966.

Balachandran, Aparna. "The many pasts of mamul: law and custom in early colonial Madras." In *Time, History and the Religious Imaginary in South Asia*, pp. 84-99. Routledge, 2012.

Bhargava , Rajeev (ed.) *Ethics and Politics of the Indian Constitution*, Oxford University Press, New Delhi, 2008.

Hasan, Zoya, Sridharan E, and Sudarshan R (eds), *India's Living Constitution: Ideas Practices, Controversies*, Permanent Black, New Delhi, 2002.

Kashyap, Subhash C. *Our Constitution*, National Book Trust, New Delhi, 2011. Kannabiran, Kalpana, *Tools of Justice: Non- discrimination and the Indian Constitution*, Routledge, 2012.

Roy, M. N. *Draft Constitution for Free India*, Radical Democratic Party, Delhi, Second Impression, 1945.

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

Thiruvengadam, Arun, *The Constitution of India: A Contextual Analysis*, Bloomsbury Academic, 2017.

**Teaching Learning Strategies (Classroom activities/Lab activities/Field Activities)**

Classroom Lecturing, PPT Presentation, Presentation of Educational Videos, and direct reading of sources.

**Mode of Transaction**

Offline Classes

**Assessment Rubrics:**

Evaluation Type		Marks
End Semester Evaluation		<b>50</b>
Continuous Evaluation		<b>50</b>
a)	Test Paper- 1	10
b)	Test paper-2	10
b )	Assignment	10
c )	Seminar	10
d)	Book/ Article Review	10
<b>Total</b>		<b>100</b>

**Sample Questions to test Outcomes**

1. Describe the colonial experience of establishing law and courts
2. Evaluate the colonial and anti-colonial legacies of Indian Constitution
3. Examine the key aspects of constitutional assembly
4. Compare the making of Indian constitution with other modern nation states
5. List out the prominent features of Indian constitution

**SEMESTER-IV**

Semester	Category	Course Code	Course Title	Marks		Total Marks	Total Courses	Credits
				CA	ESA			
IV	DSC-A8	KU04DSCHIS205	Medieval World	50	50	100	6	4
	DSC-A9	KU04DSCHIS206	Themes in Medieval Indian History	50	50	100		4
	DSC-A10	KU04DSCHIS207	Select Themes of Medieval Kerala	50	50	100		4
	DSC-A11	KU04DSCHIS208	An Introduction to the History of Science	50	50	100		4
	SEC-1	KU04SECHIS201	Basics of Archival Studies	50	50	100		3
	VAC-2	KU04VACHIS202	From Social Inequalities to Social Justice	50	50	100		3
					300	300		600

### KU04DSCHIS205- MEDIEVAL WORLD

Semester	Course Type	Course Level	Course Code			Credits	Total Hours
IV	<b>DSC-A8</b>	200	<b>KU04DSCHIS205</b>			4	60
Learning Approach (Hours/Week)			Marks Distribution (%)			Duration of ESE (Hours)	
Lecture	Practical	Tutorial	CE	ESE	Total		
4	0	0	50	50	100	2	

**Course Objective:**

This course explores the medieval world through the lenses of politics, culture, religion, and society. Students will analyze key themes such as feudalism, the role of the church, religion in the medieval period, and the Renaissance. After studying this course, students will understand the complex dynamics that shaped the medieval world, critically assess the books and apply new methodology to the study of medieval history.

**Course Prerequisite: NIL**

**Course Outcomes: At the end of the Course, the Student will be able to**

CO No.	Expected Outcome	Learning Domains
1	The students will be able to understand the structure of medieval societies	<b>U</b>
2	The students will remember key concepts in Feudalism, Church, Renaissance and Humanism	<b>R</b>
3	The students will be able to evaluate history of Feudalism, the Church, Islamic Expansion	<b>E</b>
4	Students will be able to develop new critical skills Understand History of the world	<b>C</b>

5	Students will be able to use their knowledge and compare the themes Feudalism , Renaissance and Islam	A
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*\*Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C)*

### Mapping of Course Outcomes to PSOs

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PSO 7
CO1	✓	✓	✓				
CO2	✓	✓	✓				
CO3	✓	✓	✓		✓	✓	
CO4	✓	✓	✓				
CO5	✓	✓	✓	✓			✓

## COURSE CONTENTS

### Module- I

**Credits: 4**

European Feudalism- Origin and Background of feudalism- Feudalism as an economic system- Feudalism as a political System- Indian Feudalism- Cultural and Religious forms of Medieval period: Church and Christianity in medieval times- Medieval Art and Architecture

### Suggested Readings

Anderson, Perry, *Passages from Antiquity to Feudalism*, Verso Books, London, 2013.

Bloch, Marc, *Feudal Society*, 2 vols, Routledge & Kegan Paul, London, 1961.

Camerson, Euan (ed.), *Early Modern Europe: An Oxford History*, Oxford University Press, 2001.

Pirenne, Henri, *Technology and Social Changes*, Oxford University Press, London, 1962.

## **Module -II**

Decline of Feudalism: Various Factors, crisis in economy - Political changes-Growth of Trade and Manufacture- Scientific and Technological changes-Copernican revolution- Galileo- Beginnings of modern science-Medieval Universities

### **Suggested Readings**

Dahmus, Joseph, A History of the Middle Ages, Barns& Noble, 1968.

Lee, Stephen J., Aspects of European History, 1494-1789, Routledge, 1982

Wootton, David, The Invention of Science: A New History of the Scientific Revolution, Harper Collins, 2015.

## **Module- III**

Shaping new social and cultural foundations - Renaissance -Humanism -Renaissance in Art and Architecture-Renaissance in Literature – Enlightenment –Reformation in Germany: Martin Luther

### **Suggested Readings**

Elton, G.R., *Reformation Europe, 1517-1559* ,Wiley, 1999

Parry, J.H., *The Age of Renaissance*, University of California Press, 1981

## **Module -IV**

Islam in the medieval world- Islamic golden age-Medieval china- Sung, Mongol and Ming dynasties

### **Suggested Readings**

Armstrong, Karen, Mohammed A Short History of Islam, Modern Library, USA, 2001.

Dale, Stephen, F., The Muslim Empires of the Ottomans, Safavids, and Mughals, CUP, Cambridge, 2010.

Donner, Fred McGraw, Muhammad and the Believers: At the Origins of Islam, The Belknap Press of Harvard University Press, USA, 2010.

Gernet Jacques, A History of Chinese Civilization, Cambridge University Press, Cambridge, 1996

Huang ,Chun-Chieh/, The Defining Character of Chinese Historical Thinking, Vol.46, No.2, Wiley, 2007

Johnson, David C, The Medieval Chinese Oligarchy, Routledge, 2019

Kapp, Keith N, 'The Problem of 'Medieval in China's History'' Education About Asia 12, no, 3, 2007

**Module -V** Teacher Specific Module – Group discussion and seminar

### **Recommended Reading**

*1000-1700*, W. W. Norton & Company; 3rd edition 1994

Camerson, Euan (ed.), *Early Modern Europe: An Oxford History*, Oxford University Press, 2001.

Cipolla Carlo M., *Before the Industrial Revolution, European Society and Economy*,

Cipolla Carlo M., Fontana, *Economic History of Europe*, Vols. II and III Collins/ Fontana Books; 1978

Fairbank, John, King and Dennis C. Twitchett (eds.), *The Cambridge History of China*, Cambridge University Press, UK, 1978-2020.

Hill, Christopher, *The Century of Revolution, 1603-1714*, Psychology Press, New York, 2002.

Herlily, David (ed.), *The History of Feudalism*, Walker, New York, 1971.

Latourette, K.S, *A History of Christianity*, Vol.1, Harper One, San Francisco, 1975.

Lawrence, C.H., *Medieval Monasticism*, Longman, London, 1984.

Lawrence, C.H., *Medieval Monasticism*, Longman, London, 1984.

Lee, Stephen J., *Aspects of European History, 1494-1789*, Routledge, 1982

Rosenwein, Barbara, *Reading the Middle Ages: Source from Europe, Byzantium, and the Islamic World*, Broadview Press, Canada, 2006.

Rubin, Miri, *The Middle Ages: A Very Short Introduction*, OUP, Oxford, 2014.

Saliba, George, Islamic Science and the Making of the European Renaissance, MIT Press, Cambridge, 2007.

Wickham, Chris, Medieval Europe, Yale University Press, USA, 2016.

Wolly, L. and J. Hanks, History of Mankind, UNESCO Series, vol. IV& IV, London.

### **Teaching Learning Strategies (Classroom activities/Lab activities/Field Activities)**

Classroom Lecturing, PPT Presentation, Presentation of Educational Videos, direct reading of sources, Group Discussions.

### **Mode of Transaction**

Offline Classes

### **Assessment Rubrics:**

<b>Evaluation Type</b>		<b>Marks</b>
End Semester Evaluation		<b>50</b>
Continuous Evaluation		<b>50</b>
a)	Test Paper- 1	10
b)	Test Paper -2	10
c)	Assignment	10
d)	Seminar	10
e)	Book/ Article Review	10
<b>Total</b>		<b>100</b>

### **Sample Questions to test Outcomes**

1. Evaluate the concept of feudalism in the European context

- 2 Describe the factors that led to the decline of feudalism, including changes in the economy and politics
  
4. Outline the main ideas of the Copernican Revolution Galileo's role in the development of modern science
  
4. Discuss the impact of the Renaissance on art, architecture, and literature on European society
  
- 5 .Examine the key events of Reformation in Germany

### KU04DSCHIS206: THEMES IN MEDIEVAL INDIAN HISTORY

Semester	Course Type	Course Level	Course Code			Credits	Total Hours
IV	<b>DSC-A9</b>	200	<b>KU04DSCHIS206</b>			4	60
Learnin g Approach (Hours/ Week)			Marks Distribution (%)			Duration of ESE (Hours)	
Lecture	Practical	Tutorial	CE	ESE	Total		
4	0	0	50	50	100	2	

**Course Description:** This course introduces the students to key themes in Medieval India. The course aims to expand its scope into Sultanate and South Indian Kingdoms. It also gives considerable attention to social and cultural aspects of Medieval India while also dealing with economic and political structures.

**Course Prerequisite:** NIL

**Outcomes:** At the end of the Course, the Student will be able to

CO No.	Expected Outcome	Learning Domains
1	The students will be able to understand the idea of medieval in Indian History	<b>U</b>
2	The students will remember key debates in Medieval History	<b>R</b>
3	The students will be able to evaluate critical debates on Indian Past	<b>E</b>
4	Students will be able to develop a critical sense towards the idea of Medieval	<b>C</b>
5	Students will be able to apply their knowledge of Medieval into better understanding of the contemporary society and politics	<b>A</b>

**\*Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C)**

### Mapping of Course Outcomes to PSOs

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PSO 7
CO 1	✓	✓					✓
CO 2	✓	✓	✓				
CO 3	✓	✓	✓		✓		
CO 4	✓	✓	✓			✓	
CO 5	✓	✓	✓		✓		✓

### COURSE CONTENTS

#### Module –I

**Credits: 4**

The Idea of Medieval- periodization in History Histories and Memories of conquest- *Chachnama* - Narratives of *Somanatha*

#### Suggested Readings:

Ali, Daud. "The historiography of the medieval in South Asia." *Journal of the Royal Asiatic Society* 22, no. 1 (2012): 7-12.

Ahmed, Manan. "The long thirteenth century of the Chachnama." *The Indian Economic & Social History Review*, 49, no. 4 (2012): 459-491.

## **Module -II**

Economic Structures of Medieval India- Introducing the concepts of institutions - Iqta- Mansab- Jaqir- Suvar- Zat- Agrarian Structures and peasant movements- Growth of Trade networks

### **Suggested Readings:**

Anooshahr, Ali. "The Ghaznavid Empire of India." *The Indian Economic & Social History Review* 58, no. 4 (2021): 441-476.

Richards, John F. *Power, administration and finance in Mughal India*. Taylor & Francis, 2024.

## **Module -III**

Social Movements and social divisions in Medieval India- The formation of identities from Sultanate to Mughal - Bhakthi Movement- Sufi Traditions- The Case of South India- Key Ulama of Medieval India

### **Suggested Readings:**

Sharma, R. S. "Problems of Peasant Protest in Early Medieval India." *Social Scientist* (1988): 3-16.

Talbot, Cynthia. "A revised view of 'traditional' India: Caste, status, and social mobility in medieval Andhra." *South Asia: Journal of South Asian Studies* 15, no. 1 (1992): 17-52.

## **Module -IV**

The state formations in Medieval India- The composition of Ruling class- Mughal political structure and the policies of different rulers - Rajputs- Maratha and regional identities.

### **Suggested Readings:**

Kumar, Sunil. "When slaves were nobles: the Shamsi bandagan in the Early Delhi Sultanate." *Studies in history* 10, no. 1 (1994): 23-52.

Stein, Burton. "State formation and economy reconsidered." *Modern Asian Studies* 19, no. 3 (1985): 387-413.

Talbot, Cynthia, A Poetic Record of the Rajput Rebellion, C,1680, Journal of the Royal Asiatic Society. 28, no. 3, 2007

Talbot, Cynthia, *Justifying Defeat : A Rajput Perspective On The Age of Akbar*, Journal of the Economic and Social History of the Orient 55, no. 2-3 (2012) , 329-368.

Gordon, Stewart N. "The slow conquest: administrative integration of Malwa into the Maratha Empire, 1720–1760." *Modern Asian Studies* 11, no. 1 (1977): 1-40.

Wink, André. "Maratha revenue farming." *Modern Asian Studies* 17, no. 4 (1983): 591-628.

### **Module V:**

Teacher specific Module

### **Recommended Readings:**

Aquil, Raziuddin. *Sufism and Society in Medieval India (Debates in Indian History & Society)*.

Oxford University Press, Delhi, 2010.

Aquil, Raziuddin. *Sufism, Culture and Politics: Afghans and Islam in Medieval North India*.

Oxford University Press, Delhi, 2012.

Asher, Catherine B. *Mughal Architecture*. Cambridge University Press, Cambridge, 1992.

Aziz, Abdul. *Mansabdari System and the Mughal Army*. Manohar Publishers, Delhi, 1972.

Beach, Milo C. *The Mughal Painting*. Marg Publications, Bombay, 1994. Blake, Stephen P. *Shajahanabad*. Cambridge University Press, Cambridge, 2010. Buhler, Arthur F. *Sufi Heirs of the Prophet: The Indian Naqshbandiyya and the Rise of the*

*Mediating Sufi Shaykh*. University of South Carolina Press, USA, 1998.

Chand, Tara. *Influence of Islam on Indian Culture*. Akar Books, New Delhi, 2018.

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

Chandra, Satish. *History of Medieval India*. Orient Black Swan, Hyderabad, 2007.

- Chandra, Satish. *Medieval India*, Vols. I and II. Har-Anand Publishers, New Delhi, 2004.
- Delhvi, Sadia. *Sufism: The Heart of Islam*. HarperCollins, 2009.
- Dey, Amit. *Sufism in India*. Ratna Prakashan, 1996.
- Dumont, Louis. *Homo Hierarchicus: The Caste System and Its Implications*. University of Chicago, Chicago, 1981.
- Fox, Richard G. (ed.). *Realism and Region in Medieval India*. Vikas, Delhi, 1976.
- Green, Nile. *Indian Sufism since the Seventeenth Century: Saints, Books and Empires in the Muslim Deccan*. Routledge, 2009.
- Habib, Irfan. *Agrarian System of Mughal India*. Oxford University Press, Delhi, 1999. Habib, Irfan. *A People's History of India: Technology in Medieval India*. Tulika, Delhi, 2008.
- Habib, Irfan (ed.). *Medieval India: Researches in the History of India 1200–1750*. Oxford University Press, Delhi, 1993.
- Karashima, N. *Kingship in Indian History*. Manohar Publishers, Delhi, 2004. Karashima, N. *South Indian History and Society*. Oxford University Press, Delhi, 1984.
- Kulke, Herman (ed.). *The State in India (1000–1700)*. Oxford University Press, Delhi, 1995. Kumar, Sunil. *Formation of the Delhi Sultanate*. Permanent Black, New Delhi, 2007. Leslie, Julia. *The Perfect Wife: Status and Role of the Orthodox Hindu Woman as Described in the "Stridharmapaddhati" of Tryambakayajvan*. Oxford University Press, Delhi, 1989.
- Mecauliffe, Max Arthur. *The Sikh Religion: Its Gurus, Sacred Writings and Authors*. Low Price Publications, Delhi, 1996.
- Moosvi, Shireen. *The Economy of Mughal India*. Oxford University Press, 1996.
- Naqvi, H.K. *Urbanism and Urban Centres in Medieval North India*. Oxford University Press, Delhi, 1968.
- Narayanan, M.G.S. and Kesavan Veluthat. *Bhakti Movement in South India*. Manohar Publishers, New Delhi, 2009.

Nisami, K.A. *Religion and Politics in India during 13th Century*. Oxford University Press, Delhi, 2009.

Rahman, A. (ed.). *Science and Technology in Medieval India*. Oxford University Press, Delhi, 1994.

Raychaudhuri, T. and Irfan Habib (eds.). *Cambridge Economic History of India*, Vol. I. Cambridge University Press, Cambridge, 1982.

Richards, J.F. (ed.). *Kingship and Authority in Medieval India*. Oxford University Press, Delhi, 1997.

Rizvi, S.A.A. *A History of Sufism in India: To AD 1600*. Munshiram, Delhi, 1994.

Shahabudhin, Iraqi. *Bhakti Movement in Medieval India: Social and Political Perspectives*.

Thapar, Romila. *Somanatha: The Many Voices of History*. Penguin, 2004. Todd, James. *Annals and Antiquities of Rajasthan*. Forgotten Books, London, 2018.

Tripathi, R.P. *The Rise and Fall of the Mughal Empire*. Oxford University Press, Allahabad, 1936.

Wasey, Akhtarul and Ehsas, Farhat. *Sufism and Indian Mysticism*. Readworthy Publications, 2011.

### **Teaching Learning Strategies (Classroom activities/Lab activities/Field Activities)**

Classroom Lecturing, PPT Presentation, Presentation of Educational Videos, direct reading of sources.

### **Mode of Transaction**

Offline Classes

### **Assessment Rubrics:**

### **Assessment Rubrics:**

<b>Evaluation Type</b>	<b>Marks</b>
End Semester Evaluation	<b>50</b>
Continuous Evaluation	<b>50</b>

a)	Test Paper- 1	10
b)	Test Paper -2	10
c)	Assignment	10
d)	Seminar	10
e)	Book/ Article Review	10
<b>Total</b>		<b>100</b>

**Sample Questions to test Outcomes**

1. Describe the key debates on the Ghaznavid Conquest of North India
2. Evaluate the major historiographical arguments on the idea of Medieval in Indian History
3. Review Romila Thapar's work Somanatha : The many voices of a History
4. Assess the historiography on economic structures of Mughal India
5. Elaborate on the crucial devotional movements of Medieval South India

**KU04DSCHIS207: SELECT THEMES OF MEDIEVAL KERALA**

Semester	Course Type	Course Level	Course Code			Credits	Total Hours
IV	<b>DSC-A10</b>	200	<b>KU04DSCHIS207</b>			4	60
Learnin g Approach (Hours/ Week)			Marks Distribution (%)			Duration of ESE (Hours)	
Lecture	Practical	Tutorial	CE	ESE	Total		
4	0	0	50	50	100	2	

**Course Description:** The course introduces the major historical developments of Kerala from the early medieval to the advent of colonialism in the eighteenth century. It enquires the nature of transformations that took place in society, economy and polity during the period. It brings forth debates and historiographical engagements of the Medieval pasts of Kerala.

**Course Prerequisite:** NIL

**Course Outcomes:** At the end of the Course, the Student will be able to

CO No.	Expected Outcome	Learning Domains
1	The students will be able to understand the historical changes in Medieval Kerala	<b>U</b>
2	The students will remember major historical events and the emergence of social groups in Medieval Kerala	<b>R</b>
3	The students will be able to compare various communities and their medieval origins	<b>E</b>
4	Students will be able to develop their own research topics based on Medieval Kerala	<b>C</b>

5	Students will be able to apply the learning into understanding contemporary society	A
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*\*Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C)*

### Mapping of Course Outcomes to PSOs

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PSO 7
CO 1	✓	✓	✓				
CO 2	✓	✓	✓				
CO 3	✓	✓	✓		✓		
CO 4	✓	✓	✓			✓	
CO 5	✓	✓	✓	✓			✓

### COURSE CONTENTS

#### MODULE- I

**Credits:4**

Post-Perumal Age –Origins of the Swaroopmas- feudal polity and internecine conflicts –

Kozhikode - Kochi wars – Rise of Travancore – spice trade and maritime trading groups – Chinese and Arab travellers’ accounts –Trade and Faith.

#### Suggested Readings:

Ganesh, K. N. Historical Geography of Natu in South India with Special Reference to Kerala.

*Indian Historical Review*, 2009, 36(1), 3-21.

Prange, Sebastian R. "Monsoon Landscapes of Integrated Islam." In *South Asian Islam*, pp. 1330. Routledge India, 2023.

Varier, M.R. Raghava 'State as Svarupam: An Introductory Essay', in *State and Society in PreModern South India*, ed. R. Champakalakshmi et al., Trichur: Cosmo Books, 2002, pp. 120–30.

## **MODULE -II**

Society and Culture – Ariyittuvazhcha and Hiranyagarbham – Mamankam and Revathi Pattathanam – Kalari, Ankam and Chaver – *Sathyapareeksha* and medieval justice – Pattini cult – Manipravalam literature – Vadakkan Pattukal –Medieval economy -ports and markets – Parambu-Purayidom economy

### **Suggested Readings:**

Ganesh, K. N. "Ownership and control of land in medieval Kerala: Janmam—kanam relations during the 16th-18th centuries." *The Indian Economic & Social History Review* 28, no. 3 (1991): 299-321.

Mathew, K.S, *Society in medieval Malabar: a study based on Vadakkan Pāṭṭukal*, Kottayam, 1979.

Namboothiri, N.M. *Mamankam Rekhakal*, Sukapuram: Vallathol Vidyapeetham, 2005.

Varier, M.R. Raghava Documents of Investiture Ceremonies under the Zamorins with Special Reference to Kunhali Marakkar and Kozhikkottu Koya. In *India's Naval Traditions: The Role of Kunhali Marakkars*, ed. K.K.N. Kurup. New Delhi: Northern Book Centre: 1997: 66-71

## **MODULE -III**

Early European encounters – Vasco da Gama – Portuguese relations with Kozhikode, Kannur and Kochi – Conflict with the Zamorins – Kunjalis and naval battles – Arrival of the Dutch – Portuguese-Dutch rivalry – Dutch ascendancy in Kerala – Battle of Kolachel and the fall of the Dutch – Portuguese and Dutch impact on economy – Missionary Intervention and Synod of Diamper – Literature and Science – Hortus Malabaricus.

### **Suggested Readings:**

Da Gama, Vasco. "Em nome de Deus: the journal of the first voyage of Vasco da Gama to India, 1497-1499." In *Em nome de Deus: The Journal of the First Voyage of Vasco da Gama to India, 1497-1499*. Brill, 2009.

Kooria M. Does the Pagan King Reply? Malayalam Documents on the Portuguese Arrival in India. *Itinerario*. 2019;43(3):423-442.

Prakash, Om. *The Dutch Factories in India, 1624-1627: A Collection of Dutch East India Company Documents Pertaining to India*. New Delhi: Manohar, 2007.

### **MODULE -IV**

Mysore Rule in Malabar – Political and commercial context of Kerala in the 18th century –

Decline of Calicut Hyder Ali – Tipu Sultan's Campaigns – Diplomacy with Cochin and Travancore – British Policy and the Fall of Mysore – Tipu's Reforms in Malabar – Economic and Social changes – Religious Policy – Nature of Mysore Rule – Interpretations and Debate – British Conquest

### **Suggested Readings:**

Menon, Dilip M. "Houses by the Sea: State-Formation Experiments in Malabar, 1760-1800." *Economic and Political Weekly* (1999): 1995-2003.

Swai, Bonaventure. "Notes on the Colonial State with Reference to Malabar in the 18th and 19th Centuries." *Social Scientist* (1978): 44-65.

### **Module -V**

Teacher specific module- Reading exercise and hands- on training in epigraphy, source reading.

### **Recommended Readings:**

.Barbosa, Duarte. 1865. *The Book of Duarte Barbosa: An Account of the Countries Bordering on the Indian Ocean and Their Inhabitants*, ed. M.L. Dames. London: Hakluyt Society.

Kulke, Herman, (ed.), *The State in India (1000-1700)*, Oxford University Press, Delhi, 1995.

Makhdam, Shaykh Zainuddin. 2005. *Tuḥfat al-Mujāhidīn: A Historical Epic of the Sixteenth Century*, trans. S. Muhammad Husayn Nainar. Kuala Lumpur: Islamic Book Trust and Calicut:

Other Books.

Mohibbul, Hasan, *History of Tipu Sultan*, Aakar Books, 2005.

Narayanan, M.G.S and Kesavan Veluthat, *Bhakti Movement in South India*, Manohar Publishers, New Delhi, 2009

Gurukkal, Rajan and M.R. Raghava Varier, *History of Kerala: Prehistoric to the Present*, Orient Blackswan, Hyderabad, 2018.

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

Kooria, M. and Pearson, M.N., *Malabar in the Indian Ocean: Cosmopolitanism in a maritime historical region*. Oxford University Press, 2018

Narayanan, M.G.S, *Vanjeri Granthavari*, Dept. of History, University of Calicut, Calicut, 1987.

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

Raja, P.K.S, *Medieval Kerala*, Nava Kerala Publishing House, Calicut, 1966.

Pranje, Sebastian R, *Monsoon Islam: Trade and Faith on the Medieval Malabar Coast*, Cambridge, 2018.

Varier, M.R, Raghava, *Medieval Kerala: Economy, Society and Culture (Madhyakala Keralam: Sambath, Samooham, Samskaram)*, Chinta Publishers, Thiruvananthapuram, 1993. Veluthat, Kesavan, *Political Structure of early Medieval South India*, Orient Black Swan, Delhi, 2012.

Cherian, P.J. (ed), *Perspectives in Kerala History*, Kerala Gazetteers Dept, Thiruvananthapuram, 1999.

Ganesh, K.N, *Keralathinte Innalekal*, Kerala Bhasha Institute, Thiruvananthapuram, 2015. Haridas, V.V, *Zamorins and the Political Culture of Medieval Kerala*, Orient Blackswan, Hyderabad, 2018.

Kareem, C.K. *Kerala under Haider Ali and Tipu Sultan* (Ernakulam: Kerala History Association, Paico Publishing House, 1973).

Panikkar, K.M., *History of Kerala 1498-1801*, Annamalai University, 1960

Singh, Anjana. 2010. *Fort Cochin in Kerala, 1750-1830: The Social Condition of a Dutch Community in an Indian Milieu*. Leiden and Boston: Brill.

### Teaching Learning Strategies (Classroom activities/Lab activities/Field Activities)

Classroom Lecturing, PPT Presentation, Presentation of Educational Videos, direct reading of sources.

### Mode of Transaction

Offline Classes

### Assessment Rubrics:

Evaluation Type		Marks
End Semester Evaluation		50
Continuous Evaluation		50
a)	Test Paper- 1	10
b)	Test Paper -2	10
c)	Assignment	10
d)	Seminar	10
e)	Book/ Article Review	10
<b>Total</b>		<b>100</b>

### Sample Questions to Test Outcomes

1. Outline the structures of state formations in early medieval Kerala.

2. Create a report on the trade policies of various *swaroopams*.
3. Prepare a descriptive list of royal ceremonies of medieval Kerala.
4. Examine the aspects of state formation experiments in early modern Kerala
5. Explain the links between Trade and Faith in Early Medieval Kerala.
6. Locate the changes of Medieval Kerala in the Indian Ocean Context.

## KU04DSCHIS208- AN INTRODUCTION TO THE HISTORY OF SCIENCE

Semester	Course Type	Course Level	Course Code			Credits	Total Hours
IV	<b>DSC-A11</b>	200	KU04DSCHIS208			4	60
Learnin g Approach (Hours/ Week)			Marks Distribution (%)			Duration of ESE (Hours)	
Lecture	Practical	Tutorial	CE	ESE	Total		
4	0	0	50	50	100	2	

**Course Description:** This course will offer to the students an introduction to the history of science spanning a chronological range from very early human history, particularly Bronze Age Civilizations to modernity. It is intended to serve the purpose of invoking interest and initiating a novice student into a new stream of history while also deepening the knowledge of those who maybe have a basic understanding of the history of science. While the modules of the course are sequentially arranged chronologically, it will follow a thematic approach rather than attempting to cover all periods and regions across the world.

**Course prerequisite:** Nil

**Course Outcome:** At the end of the Course, the Student will be able to

CO	Expected Outcome	Learning Domains
1	The students will comprehend the development of scientific thought and the method of science.	U
2	The students are expected to critically analyse the relationship between science and society.	U
3	The students will be able to evaluate key scientific contributions	E
4	The students are expected to appreciate the global and diverse nature of science and its development.	U

**\*Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C)**

### Mapping of Course Outcomes to PSOs

	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	✓	✓		✓	
CO2	✓	✓	✓		✓
CO3	✓				
CO4	✓		✓	✓	

### COURSE CONTENTS

#### Module -I

Credits: 4

History of Science: basics-What is science?-The method of science-Early developments in science-  
Relevance of the history of science

#### Suggested Readings

Bowler, Peter, and Iwan Morus. *Making Modern Science: A Historical Survey*. University of Chicago Press, 2005.

Golinski, Jan. *Making Natural Knowledge: Constructivism and the History of Science*.

University of Chicago Press, 2005

#### Module -II

History of science in Ancient Civilizations-Science in Ancient Mesopotamia- Science and technology in Early Egypt- Science in Ancient Greece and Rome- Science in Early China- Science and Technology in early India

#### Suggested readings

Carol Moss, *Science in Ancient Mesopotamia*, Franklin Watts Publishers, 2000.

Richard Olson, *Technology and Science in Ancient Civilizations*, Bloomsbury ( ABC -CLIO), 2010.

A Lucas and J R Harris, *Ancient Egyptian Materials and Industries*, Dover Publications, New York, 1999.

Georgia L Irby, *A Companion to Science, Technology and Medicine in Ancient Greece and Rome*, Wiley Blackwell, 2019.

O.P Jaggi- *History of Science, Technology and Medicine in India* , Atma Ram, New Delhi, 1979.

### **Module- III**

Science in the Medieval and Early Modern World -Advances of science and technology in Arabia and the Middle East-.Developments in Science and Technology in Medieval India Enlightenment and Humanism in Europe-The Scientific Revolutions

#### **Suggested Readings**

David Knight, *Voyaging in Strange Seas: The Great Revolution in Science*, New Haven and London, Yale University Press, 2014.

### **Module -IV**

Science and modernity-The ‘ Birth of Modern Science’ -Industrial Revolution- Science and the Empire- Modern Science in Independent India

#### **Suggested Readings**

Eric Hobsbawm, *Age of Revolution 1789-1848*, Abacus ( Indian Edition), 1988.

David Knight, *The Making of Modern Science: Science , Technology ,Medicine and Modernity*, Cambridge, Polity Press, 2009.

Kapil Raj, *Relocation of Modern Science; Circulation and the Construction of Scientific Knowledge in South Asia and Europe: Seventeenth to Nineteenth Centuries*, Permanent Black, 2006.

David Arnold, *The New Cambridge History of India: Science, Technology and Medicine in Colonial India*, Cambridge University Press, 2004.

Gyan Prakash, *Another Reason: Science and the Imagination of Modern India*, Princeton University Press, 1999.

### **Module -V**

Teacher specific module – History of medicine

#### **Suggested Readings**

Thomas S. Kuhn, *The Structure of Scientific Revolutions*, University of Chicago Press, 1962.

Thomas L. Hankins, *Science and the Enlightenment*, Cambridge University Press, 1985.

Samir Okasha, *The Philosophy of Science: A Very Short Introduction*, Oxford University Press, 2002.

#### **Recommended Readings**

Michel Foucault, *The Birth of the Clinic: An Archaeology of Medical Perception*, Pantheon Books, 1973

.Bertrand Russell, *The History of Western Philosophy*, Routledge, 2004.

John Krige and Dominique Pestre, *Science in the 20th Century*, Routledge, 2003.

#### **Mode of Transaction**

Offline Classes and tutorials

#### **Assessment Rubrics:**

#### **Assessment Rubrics:**

<b>Evaluation Type</b>	<b>Marks</b>
End Semester Evaluation	<b>50</b>
Continuous Evaluation	<b>50</b>

a)	Test Paper- 1	10
b)	Test Paper -2	10
c)	Assignment	10
d)	Seminar	10
e)	Book/ Article Review	10
<b>Total</b>		<b>100</b>

### **Sample Questions to Test Outcomes**

1. What do you mean by the philosophy of science?
2. What is the significance of studying the history of science?
3. Describe the interplay between modernity and science in India.
4. Make a short note on the history of the Scientific Revolution in Europe
5. What do you know about science and technology in the medieval period in India?

### KU04SECHIS201-BASICS OF ARCHIVAL STUDIES

Semester	Course Type	Course Level	Course Code			Credits	Total Hours
IV	SEC-1	200	KU04SECHIS201			3	45
Learning Approach ( Hours/ Week)			Marks Distribution (%)			Duration of ESE (Hours)	
Lecture	Practical	Tutorial	CE	ESE	Total		
3	0	0	50	50	100	2	

**Course description:** This course provides an introduction to the world of archives, focusing on their history, importance, and preservation. Students will learn about famous archives around the world, the history of archival preservation, and important archival institutions. By the end of the course, students will have gained a basic understanding of archival management, key archives, and records essential for historical research, particularly in India.

**Course Prerequisite:** NIL

**Course Outcomes:** At the end of the Course, the Student will be able to

CO No.	Expected Outcome	Learning Domains
1	The students will understand the historical development of archivekeeping and its significance in preserving cultural heritage.	U
2	The students will remember key concepts and important archives in the world.	R
3	The students will be able to evaluate the role of archives in shaping historical research.	E
4	Students will be able to develop critical skills to assess and use archival materials for research	C

5	Students will be able to apply it to their research projects, publications	A
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**\*Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C) Mapping of Course Outcomes to PSOs**

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PSO 7
CO1	✓	✓	✓				
CO2	✓	✓	✓				
CO3	✓	✓	✓		✓		✓
CO4	✓	✓	✓		✓	✓	
CO5	✓	✓	✓				

**COURSE CONTENTS**

**Module –I**

**Credits: 3**

Introduction to Archives- Characteristics of Archives- Definition, scope and Key concepts- Basic functions of Archives- Different types of Archival materials- Archives as a source primary material.

**Suggested Readings**

Hill, Jenny, *The Future of Archives and Recordkeeping*, Facet, 2001.

Millar, A, Laura, *Archives Principles and Practices*, Facet Publishing, 2010.

**Module -II**

Famous archives in the world- Archive keeping- History of archive keeping- Preservation- Archives, Museum and Library: exploring similarities and differences- Private and public

Archives –New trends in Archival keeping- Digital Archives

**Suggested Readings**

Gupta, Mohit, *Archives and Record Management*, Global India Publications, 2008

Schellenberg, T.R, *Modern Archives: Principles and Techniques*, F.W Cheshire, 1956

### **Module -III**

History of Archives keeping in India- Colonial archives and their role- National Archives of India- Delhi state Archives- Kerala state archives- Regional Archives Ernakulum- Kozhikode-

Contributions of archives to nation building- Research and archives-

### **Suggested Readings**

Bhargava, K.D, *Introduction to National Archives, National Archives of India*, 1958.

Ghose, Sailen, *Archives In India History and Assets*, Firma K.L Mukhopadhyay, 1963.

Puthiyillam, Easwaran, *A Handbook on Archival Studies; Centre for Heritage Hill Palace*,

Thripunithara, 2011

### **Module- IV**

The politics of archiving- Colonialism and Archives- Selective memory in Archives- Silence and erasures in archives- Exclusion and omission of minorities

**Module V** Teacher-specific Archival visit- group discussion

### **Suggested Readings**

Gilliland, Anne J. *Conceptualizing Twenty-first-century Archives*, Chicago, IL: Society of American Archivists, 2014

McKemmish and Gilliland. *“Archival and Recordkeeping Research: Past, Present and Future*, Tilde University Press, 2013.

### **Recommended Readings**

Aziz, Sana, *National Archives of India: The Colonisation of Knowledge and Politics of Preservation*. EPW, Vol. LII (50) December 16: 33-39

Bhattacharya, Sabyasachi. *Archiving the Raj*. Oxford University Press, 2019

Guha, Thakurta, Tapati, *Monuments, Objects, Histories: Institution of Art in Colonial PostColonial India*, New York, 2004

Kathpalia, Y. P. *Conservation and Restoration of Archive Materials*, UNESCO, 1973

Miller, Fredric.M, *Arranging and Describing Archives and Manuscripts, Archival Fundamentals Series*, Chicago: SAA, 1990.

Pandey, Gyanendra, “Unarchived histories: the “mad” and the “trifling”. In *Unarchived Histories*, pp3-19, Routledge, 2013.

Roychowdhury, Madhuparna. *Displaying India’s Heritage: Archaeology and the Museum Movement in Colonial India*, Delhi: Orient Blackswan 2015

Sarvaswaran, *Archives Keeping*, Siva Publications, Chennai, 1999.

Toole, James. M. O, *Understanding Archives and Manuscripts, Archival Fundamentals Series*, Chicago, SAA, 1990.

### **Teaching Learning Strategies (Classroom activities/Lab activities/Field Activities)**

Classroom Lecturing, PPT Presentation, Presentation of Educational Videos, direct reading of sources, Group Discussions.

### **Mode of Transaction**

Offline Classes

### **Assessment Rubrics:**

<b>Evaluation Type</b>		<b>Marks</b>
End Semester Evaluation		<b>50</b>
Continuous Evaluation		<b>50</b>
a)	Test Paper- 1	10

b)	Test Paper -2	10
c)	Assignment	10
d)	Seminar	10
e)	Book/ Article Review	10
<b>Total</b>		<b>100</b>

### Sample Questions to Test Outcomes

1. Evaluate the role of archives as primary sources of information.
- 2 Describe the main characteristics of archives, including their definitions and functions.
- 3 Outline the history of archival keeping in India, including the role of colonial archives
- 4 Discuss the role of archives in nation-building in India.
5. Examine how colonialism and selective memory have affected the politics of archiving and the exclusion of minorities.

## KU04VACHIS202-FROM SOCIAL INEQUALITIES TO SOCIAL JUSTICE

Semester	Course Type	Course Level	Course Code	Credits	Total Hours
IV	VAC-2	200	KU04VACHIS202	3	45
Learning Approach (Hours/Week)			Marks Distribution		Duration of ESE (in hours)
Lecture	Practical	Tutorial	CE	ESE	TOTAL
3	0	1	50	50	100
					2

**Course description:** This course explores the concepts of social equality and social justice, examining how they have been defined, debated, and implemented across different societies and historical periods. Through an interdisciplinary approach, students will analyze the root causes of social inequalities, the role of power structures, and the impact of social movements in advocating for justice.

**Course prerequisite:** Nil

**Course Outcome:** At the end of the Course, the Student will be able to

CO	Expected Outcome	Learning Domains
1	Understand key concepts of social equality and social justice, including their historical and philosophical foundations.	U
2	Evaluate the role of social institutions, policies, and movements in promoting or hindering social justice.	E
3	Analyse the causes and consequences of social inequalities across different contexts	An
4	Apply critical thinking to contemporary issues related to social justice in a globalized world.	A

**\*Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C)**

**Mapping of Course Outcomes to PSOs**

	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	✓	✓			
CO2	✓	✓	✓		✓
CO3	✓	✓		✓	
CO4	✓	✓	✓		✓

**COURSE CONTENTS**

**Module -I**

**Credits: 3**

Introduction- Definitions of equality- Justice and Injustice- Nature of Injustice perspectives on equality

**Suggested Readings**

Amartya Sen, *Development as Freedom*, Anchor, 2000.

Bell Hooks, *All about Love: New Visions*, Harper Collins, 2022

Nancy Fraser, *Justice Interruptus: Critical Reflections on the Postmodern Condition*, Routledge, 1996.

**Module -II.**

Key Ideas – Gender-Caste-Minority Rights- Significance of Diversity

**Suggested Readings**

Menon, N., (ed.), 1999, *Gender and Politics in India*. Delhi: Oxford University Press, Pp. 342369.

B.R. Ambedkar, *Annihilation of Caste*, Navayana, Delhi, 2020.

Radha Kumar, *History of Doing: An Illustrated Account of Movements for Women's Rights & Feminism in India 1880- 1990*, Zubaan, 2007

B. Parikh, *Composite Culture in a multicultural Society*, Delhi, NBT, 2007.

Kimberlé Crenshaw, "Mapping the Margins: Intersectionality, Identity Politics, and Violence against Women of Color", *Stanford Law Review*, Vol. 43, No. 6 (Jul., 1991), pp. 1241-1299 **Module -III**

Towards Equality- Struggles for Social Equality- Civil Rights Movements- Environmental Justice- Caste Study – Black Lives Matter

### **Suggested Readings**

Gail Omvedt, *Reinventing Revolution: New Social Movements and the Socialist Tradition in India*, Taylor and Francis, 2024.

Saskia Sassen, *Globalization and Its Discontents*, The New Press, 1998.

Naomi Klein, *This Changes Everything: Climate vs Capitalism*, Penguin, 2015.

David Remnick and Jelani Cobb, *The Matter of Black Lives*, William Collins, 2021.

### **Module- IV**

Teacher specific Module – Anti caste movements in India

### **Core Readings**

John Rawls, *A Theory of Justice*, Harvard University Press, 2020.

Amartya Sen, *Collective Choice and Social Welfare*, Penguin UK, 2021.

Judith Butler, *Who's Afraid of Gender?*, Penguin, 2025.

### **Recommended Readings**

Frantz Fanon - *The Wretched of the Earth*, Penguin, 2001.

Angela Davis, *Freedom is a Constant Struggle*, Penguin UK, 2000.

Pierre Bourdieu, *Distinction: A Social Critique of the Judgement of Taste*, Routledge, 2010.

## Mode of Transaction

Offline Classes, exercises, and tutorials

## Assessment Rubrics:

Evaluation Type		Marks
End Semester Evaluation		50
Continuous Evaluation		50
a)	Test Paper- 1	10
b)	Test Paper -2	10
c)	Assignment	10
d)	Seminar	10
e)	Book/Article Review	10
<b>Total</b>		<b>100</b>

## Sample Questions to Test Outcomes

1. Make a note of the significance of diversity.
2. What are the different perspectives on the notion of justice?
3. What is the significance of black lives Matter in contemporary history?
4. What is Brahmanical patriarchy? Explain.
5. What is intersectionality? Explain with the help of suitable examples.

**SEMESTER-V**

Semester	Category	Course Code	Course Title	Marks		Total Marks	Total Courses	Credits
				CA	ESA			
V	DSC-A12	KU05DSCHIS301	Interrogating the Modern World	50	50	100	6	4
	DSC-A13	KU05DSCHIS302	Modern India	50	50	100		4
	DSC-A14	KU05DSCHIS303	Towards Modernity in Kerala	50	50	100		4
	DSC-A15	KU05DSCHIS304	Kerala's Knowledge Tradition	50	50	100		4
	DSE-1	KU05DSEHIS301	Museum Studies	50	50	100		4
	DSE-2	KU05DSEHIS302	Environmental History: An Introduction					
	SEC-2	KU05SECHIS302	Urban Histories	50	50	100		3
				<b>300</b>	<b>300</b>	<b>600</b>		

### KU05DSCHIS301- INTERROGATING THE MODERN WORLD

Semester	Course Type	Course Level	Course Code		Credits	Total Hours
V	<b>DSC-A12</b>	300	<b>KU05DSCHIS301</b>		4	60
Learning Approach (Hours/Week)		Marks Distribution (%)		Duration of ESE (Hours)		
Lecture	Practical	Tutorial	CE	ESE	Total	
4	0	0	50	50	100	2

**Course description:** This graduate course analyses pivotal events and movements that have shaped the modern world, focusing on the French and American revolutions, colonialism and imperialism, the World Wars, and the formation of the League of Nations. Students will critically examine the political, social, and economic changes that triggered these events, analyzing their lasting impact on global power structures, identity, and international relations.

**Course prerequisite:** Nil

**Course Outcomes:** At the end of the Course, the Student will be able to

CO No.	Expected Outcome	Learning Domains
1	The students will be able to understand the historical Significance of key Events and Movements, including the French Revolution and the American Revolution.	<b>U</b>
2	The students will remember and define key concepts and events related to these movements	<b>R</b>
3	The students will be able to evaluate the impact and legacy of these movements.	<b>E</b>
4	Students will be able to develop new critical skills to understand historical events.	<b>C</b>

5	Students will be able to apply the learning to modern global challenges, including ongoing issues related to democracy.	A
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*\*Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C)*

### Mapping of Course Outcomes to PSOs

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PSO 7
CO1	✓	✓	✓				
CO2	✓	✓	✓				
CO3	✓	✓	✓		✓		
CO4	✓	✓	✓		✓		✓
CO5	✓	✓	✓				

## COURSE CONTENTS

### Module -I

**Credits: 4**

French Revolution- Background to the French Revolution-Industrial Revolution- The social and Political impact of Industrial Revolution- American Revolution- Ideas of Liberty and Equality.

### Suggested Readings

Allen C, Robert, The Industrial Revolution A Very Short Introduction, OUP, 2017

Doyle, William, The French Revolution a Very Short Introduction, OUP, 2001

Thompson, E.P, The making of the English Working Class, Victor Gollancz, 1963

### Module -II

Colonialism and Imperialism- Anti Colonial Movements- India- Africa- Latin American Revolutions

### Suggested Readings

Lynch, John, *The Spanish American Revolutions, 1808-1826*, WW Norton & Co, 1986.

Palmer, R.R, *A History of the Modern World*, Mc Graw Hill Companies, 2004

Reader, John, *Africa A Biography of the Continent*, Alfred A Knope, 1998 Sarkar, Sumit, *Modern India (1885-1947)*, Mac Millan, Madras, 1983.

### **Module -III**

World war Ist- Background and causes- Results- Peace settlements- Nazism in Germany- Fascism in Italy- the Holocaust-Locarno pact- Kellog- Briand pact.

### **Suggested Readings**

Davies, Norman, *Europe A History*, Pimlico, 1997.

Mason, W, Timothy, *Nazism, Fascism and the Working Class*, Cambridge University Press, 1995.

Muhlberger, Ditlef, *The Social Bases of Nazism 1919- 1933*, Cambridge University Press, 2003.

Palmer, R.R, Colton, J, Kramer S, *A History of Europe in the Modern World*, Paperback, 1900.

### **Module- IV**

League of Nations- The second world war- causes- results- UNO- rise of super powers- Cold war- causes of cold war-Military Alliances- NATO-CENTO-SEATO- Warsaw pact.

### **Module -V**

Teacher specific module- Group discussion, Film screening, seminar

### **Recommended Readings:**

Allison, Robert, J, *The American Revolution: A Concise History*, Oup, Cambridge, 2011.

Andress, David, (Ed.), *The Oxford Handbook To The French Revolution*, Oup, London, 2016. 74

Armitage, David, And Sanjay Subrahmanyam (Eds), *The Age Of Revolutions In Global Context, 1769-1840*, Palgrave Macmillan, London,2010.

Bell, David, *Shadows of Revolution: Reflections on France, Past And Present*, Oup, London, 2016.

Carr, E.H, *The Bolshevik Revolution (3 Vols)*, W. W. Norton & Company, New York, 1985.

Dutlel Muhlberger, *The Social Bases of Nazism 1919-1933*, Cambridge University, Press, 2003.

Hayes, Earlton And Faissler, Margareta, *Modern Times: The French Revolution To The Present (Mainstreams Of Civilization)*, Mac Millan, London, 1983.

Langley, Andrew, *World War II*, Raintree, 2013.

Lefeabvre, Georges, *The French Revolution: Recent Debates And New Controversies*, Routledge, London, 2001.

Soboul, Albert, *A Short History of The French Revolution, 1789-1799*, University of California Press, Berkeley, 1977.

Stanley Maisler, *United Nations – A History*, Grove Press, 2011.

Taylor, A.J.P, *The Origins of the Second World War*, Atheneum, 1985

Timothy W. Mason, *Nazism, Fascism and the Working Class*, Cambridge University, Press, 1995.

Wenger, Andreas, Zimmermann, Doron, *International Relations From the Cold War to the Globalized World*, Viva Books Private Limited, 1960.

Andrew Langley, *World War II*, Raintree, 2013

### **Teaching Learning Strategies (Classroom activities/Lab activities/Field Activities)**

Classroom Lecturing, PPT Presentation, Presentation of Educational Videos, direct reading of sources, Group Discussions.

### **Mode of Transaction**

Offline Classes

### **Assessment Rubrics:**

Evaluation Type	Marks
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End Semester Evaluation		<b>50</b>
Continuous Evaluation		<b>50</b>
a)	Test Paper- 1	10
b)	Test Paper -2	10
c)	Assignment	10
d)	Seminar	10
e)	Book/ Article Review	10
<b>Total</b>		<b>100</b>

### Sample Questions to Test Outcomes

1. Evaluate the impact of the Industrial Revolution on society and Politics
2. Describe the anti-colonial movement in India
3. Outline the causes and results of World War I, including the peace settlements.
4. Discuss the causes and results of the Second World War
- 5 . Examine the role of military alliances like NATO, CENTO, and SEATO.

### KU05DSCHIS302- MODERN INDIA

Semester	Course Type	Course Level	Course Code			Credits	Total Hours
V	<b>DSC-A13</b>	300	<b>KU05DSCHIS302</b>			4	60
Learning Approach (Hours/ Week)			Marks Distribution (%)			Duration of ESE (Hours)	
Lecture	Practical	Tutorial	CE	ESE	Total		
4	0	0	50	50	100	2	

**Course Description:** This course explores the arrival of British colonialism in India and its impact on the political, economic, and social fabric of the country. Students will examine

India's freedom struggle, its key phases, and the various processes the movement went through. This will also look into the Gandhian policies that played a crucial role in empowering the nationalist movement.

**Course prerequisite:** Nil

**Course Outcomes:** At the end of the Course, the Student will be able to

CO No.	Expected Outcome	Learning Domains
1	The students will be able to understand the arrival of British colonialism in India and its far-reaching effects on India's political, economic, and social structures.	<b>U</b>
2	The students will remember and identify key phases, events, and movements in India's freedom movement	<b>R</b>
3	The students will be able to evaluate how Gandhian policies and strategies played a critical role in shaping the nationalist movement	<b>E</b>

4	Students will be able to develop new critical skills to analyze the historical processes of colonialism and the nationalist struggle.	C
5	Students will be able to apply their understanding of British colonialism, the freedom struggle, and Gandhian strategies.	A

\*Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C)

### Mapping of Course Outcomes to PSOs

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PSO 7
CO1	✓	✓	✓				
CO2	✓	✓	✓				
CO3	✓	✓	✓		✓		
CO4	✓	✓	✓			✓	
CO5	✓	✓	✓				✓

### COURSE CONTENTS

#### Module - I

Credits: 4

English East India Company – Nature of British rule - Land Revenue System- Economic

Impact of British Rule- Drain of Wealth Theory- Educational Reforms

#### Suggested Readings

Chandra Bipan, *Nationalism and Colonialism in Modern India*, Orient Longman, Delhi, 1981.

Habib, Irfan, Raychaudari Tapan, *The Cambridge Economic History of India Vol 1*, c 12001750- Orient Longman, 1984.

Sarkar, Sumit, *Modern India*, Macmillan, Delhi, 1989.

## **Module - II**

Tribal Uprisings in India- Revolt of 1857- Background - Leaders and Participation- Course and Consequence- 2.3 Socio reform movements- Brahma Samaj- Prathana Samaj- Ramakrishna Mission- Satyashodak Samaj

### **Suggested Readings**

Bipan Chandra, (et.al) *India's Struggle for Independence*, Penguin Books,

Divekar, V. D. (Ed.) *Social Reform Movement in India: A Historical Perspective*, Popular Prakashan, 1991.

Jones, Kenneth W, *Socio- religious reform Movement in British India*, New Delhi Foundations, 1994.

Marx, Karl & Engels Frederick, *The First War of Indian Independence - 1857 -1859*, Progress Publishers, 1975

## **Module -III**

Foundation of Indian National Congress- Partition of Bengal- Swadesi and Boycott- Activities of Early Nationalists- Moderates and Extremists- Rise of Revolutionary Movements- Home Rule movement

### **Suggested readings**

Majumdar, R.C, *Three Phases of India's Struggle for Freedom*, Bharathiya Vidya Bhavan, Bombay, 1961.

Rothermund,D, *The Phases of Indian Nationalism and other Essays*, Nachiketa Publications, Bombay, 1970.

Sudipta Kaviraj, *The Unhappy Consciousness: Bankim Chandra Chattopadhyay and the Formation of Nationalist Discourse in India* Oxford University Press , Delhi , 1995

## **Module- IV**

Gandhi's role in the rise of the Indian National Movement- Champaran, Kheda- Ahmedabad-

Non-cooperation Movement- Chauri Chaura- Nehru Report- Civil Disobedience Movement- Round Table Conferences- Quit India Movement-Cabinet Mission Plan- Mountbatten Plan- Partition of India.

**Module- V-** Teacher Specific Module- Debate- quiz competition- film screening- Gandhi

### **Suggested readings**

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

Chandra Bipin, A. Tripathi, Barun De, *Freedom Struggle*, National Book Trust, India, 1972.

Lapierre, Dominique, Collins, Larry, *Freedom at Midnight*, William Collins, Vikas Publishing House, New Delhi.

Nanda S.P., *History of Modern India (1707-Present Time)*, Dominant Publishing House Pvt. Ltd., New Delhi, 1980.

### **Recommended readings**

Chandra, Bipan, *Nationalism and Colonialism in Modern India*, Orient Longman, Delhi, 1981.

Chandra, Bipan, *Ideology and Politics in Modern India*, Har Anand Publications, Delhi, 2009

Chandra, Bipan, et. al, *India's Struggle for Independence*, Penguin Random House India, New Delhi, 2016.

Gandhi. M.K, *My Experiments with Truth*, Rajpal Publishing, Delhi, 2013.

Majumdar, R.C, (ed.), *The History and Culture of the Indian People Vol.11*, Struggle For Freedom, Bharatiya Vidya Bhavan, Mumbai, 2001.

Masselos, Jim, *Indian Nationalism: An History*, Sterling Publishers, New Delhi, 1991.

Naoroji, Dadabhai, *Poverty and Un-British rule in India*, S. Sonnenschein, London, 1901.

Natarajan, S, *India: A Century of Social Reform in India*, Asia Publishing House.

Sarkar, Sumit, *A Critique of Colonial India*, Papyrus, Calcutta, 1985.

Sarkar, Sumit, *Modern India*, Macmillan, Delhi, 1989.

Sarkar, Sumit, *Swadeshi Movement in Bengal*, People's Publishing House, Delhi, 1971.

Seal, Anil, *The Emergence of Indian Nationalism: Competition and Collaboration in the Late Nineteenth Century*, Cambridge University Press, London, 1968.

Sitaramayya, Patabhi, *The History of the Indian National Congress Vol I (1885-1935)*, Padma Publications, Bombay.

### **Teaching Learning Strategies (Classroom activities/Lab activities/Field Activities)**

Classroom Lecturing, PPT Presentation, Presentation of Educational Videos, direct reading of sources, Group Discussions.

### **Mode of Transaction**

Offline Classes

### **Assessment Rubrics:**

<b>Evaluation Type</b>		<b>Marks</b>
End Semester Evaluation		<b>50</b>
Continuous Evaluation		<b>50</b>
a)	Test Paper- 1	10
b)	Test Paper -2	10
c)	Assignment	10
d)	Seminar	10

e)	Book/ Article Review	10
<b>Total</b>		<b>100</b>

### Sample Questions to test Outcomes

- 1 Evaluate the impact of British rule in India, focusing on the revenue system and educational reforms
2. Describe the background and consequence of the revolt of 1857
3. Outline the key socio- reform movements in India, including the Brahmo Samaj and Prarthana Samaj
- 4 .Discuss the partition of Bengal and the Swadeshi movement in India
5. Examine Gandhi’s role in the rise of the Indian National Movement, focusing on key events such as the Champaran, Kheda and Ahmedabad movements.

### KU05DSCHIS303: TOWARDS MODERNITY IN KERALA

Semester	Course Type	Course Level	Course Code			Credits	Total Hours
V	DSC-A14	300	KU05DSCHIS303			4	60
	Learning Approach (Hours/ Week)		Marks Distribution (%)			Duration of ESE (Hours)	
Lecture	Practical	Tutorial	CE	ESE	Total		
4	0	0	50	50	100	2	

#### Course Objectives

The course intends to inform students of the diverse factors and dialectical forces that worked to shape modern Kerala and of the process through which the region developed a unique socioeconomic system acclaimed later as the 'Kerala Model'.

**Course prerequisite:** Nil

**Course Outcomes:** At the end of the Course, the Student will be able to

O No.	Expected Outcome	Learning Domains
1	The students will be able to remember the key constituents of Kerala Modernity.	<b>R</b>
2	The students will understand the historical process towards the making of Kerala modernity.	<b>U</b>
3	The students will be able to evaluate critiques of the Kerala Model of development.	<b>E</b>
4	Students will be able to develop a critical/historical sense of their present.	<b>C</b>
5	Students will be able to apply the learning to their own research on Kerala History	<b>A</b>

*\*Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C)*

## Mapping of Course Outcomes to PSOs

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PSO 7
CO 1	✓	✓	✓				
CO 2	✓	✓	✓				
CO 3	✓	✓	✓		✓		
CO 4	✓	✓	✓			✓	
CO 5	✓	✓	✓	✓			✓

### COURSE CONTENTS

#### Module- I

**Credits: 4**

Economic and social trends – British land Revenue policy in Malabar – Tenurial reforms in

Travancore and Cochin – Changes in agriculture, industry, and trade –Plantation economy –

Monopoly trade of the company – Legality and modernization of governance – Abolition of Slavery – Legislation in family and inheritance – Missionaries and modern education – Rise of the Middle Class.

#### Suggested Readings:

Malayil, Abhilash. *"Commercialisation and landed proprietorship on the Malabar Coast in the eighteenth century."* The Indian Economic & Social History Review 60, no. 1 (2023): 5-36.

Arunima, G. (1996). *Multiple Meanings: Changing Conceptions of Matrilineal Kinship In*

*Nineteenth-And Twentieth-Century Malabar. The Indian Economic & Social History Review, 33(3), 283-307.*

## **Module -II**

Political movements – ‘Restorative Rebellions’ – Pazhassi Raja, Veluthampi, Kurichiyas, and

Mappilas – Memorials and constitutional agitation – Abstention movement and Popular politics – Nationalist movement in Malabar – Struggle for responsible government in Travancore and Cochin – Growth of radical politics and the communist movement – Trade unions and peasant associations – Punnapra-Vayalar – Aikya Kerala movement.

### **Suggested Readings:**

Menon, Dilip M. *"Becoming 'Hindu ' and ' Muslim': identity and conflict in Malabar, 1900-1936."* Working Paper, CDS, (1994).

Gopalankutty, K., *Mobilisation against the State and not against the landlords: The Civil Disobedience Movement in Malabar. The Indian Economic & Social History Review, 26(4), 1989, pp.459-480.*

## **Module-III**

Social Movements – Movements for social change and reform – Chattampi Swamikal and Nayar Samajam - Sri Narayana Guru and SNDP Yogam –Yogakshema Sabha – Ayyankali and Sadhujana Paripalanayogam – Pandit Karuppan and the Vala Caste Movement – Poikayil

Yohannan and PRDS – Ayyappan and Sahodara Sangham – Reform among Christians and

Muslims –Movements for Temple Entry – Vaikom and Guruvayur Satyagraha – Colonial and

Capitalist Roots of the reform movements – Gender outlook of the Reform Movements- Gender Outlook of the movements – The

Problem of ‘Kerala Renaissance’.

### **Suggested Readings:**

Jeffrey, Robin. *"Temple-entry movement in Travancore, 1860-1940."* *Social Scientist* (1976):

3-27

Mohan, P. Sanal. "Religion, Social Space And Identity: The Prathyaksha Raksha Daiva Sabha And The Making Of Cultural Boundaries In Twentieth Century Kerala." *South Asia: Journal of South Asian Studies* 28, no. 1 (2005): 35-63.

#### **Module IV**

Kerala after independence – Formation of the Kerala state – First communist ministry and

Radical reforms – Land reforms and education Bill – Vimochana Samaram – Impact of Gulf

Migration – Caste and community politics – Coalition politics – ‘Kerala model’ development and the emerging crisis.

#### **Suggested Readings**

Kannan, K. P. "Revisiting The Kerala 'Model' of Development: A Sixty-Year Assessment Of Successes And Failures." *The Indian Economic Journal* 71, no. 1 (2023): 120-151.

Radhakrishnan, P. "Land reforms in theory and practice: The Kerala experience." *Economic and Political Weekly* (1981): A129-A137.

#### **Module-V**

Teacher specific module- Reading of Modern Archives, Seminar and classroom debate on the making of modern Kerala.

#### **Recommended Reading:**

Cherian, P.J. (ed), *Perspectives in Kerala History*, Kerala Gazetteers Dept, Thiruvananthapuram, 1999.

Dasgupta, Ashin, *Malabar in Asian Trade*, Cambridge University Press, 1966.

Devika, J, *Engendering Individuals: The language of Reforming in Early Twentieth Century Keralam*, Orient Blackswan, Hyderabad, 2018.

Ganesh, K.N, *Keralathinte Innalekal*, Kerala Bhasha Institute, Thiruvananthapuram, 2015.

George, K.K, *Limits to Kerala Model of Development*, Centre for Development Studies, Thiruvananthapuram, 1999.

Govindan, Parayil, (ed.) *Kerala: the Development Experience: Reflections on Sustainability and Replicability*, Tylor & Francis, London, 1996.

Franke, Richard W. & Barbara H. Chasin, *Kerala: Radical Reform as Development in an Indian State*, Institute for Food and Development Policy, Oakland, 1994.

Frenz, Margret, *From Contact to Conquest: Transition to British Rule in Malabar (1790-1805)*, Oxford University Press, Delhi, 2003

Herring, Ronald J. *Land to the Tiller: Political Economy of Agrarian Reform in South India*, Oxford University Press, Delhi, 1983.

Jeffrey, Robin, *Politics, Women and Wellbeing: How Kerala Became 'A Model'*, Oxford University Press, Delhi, 2001.

Kawashima, Koji, *Missionaries in a Hindu State*, Oxford Press, New Delhi, 2000.

Kesavan, C, *Jeevithasamaram*, D.C Books, Kottayam, 1976.

Kooiman, Dick, *The LMS in Travancore*, Manohar Publications, Delhi, 1989.

Kunhikrishnan, V.V, *Tenancy Legislation in Malabar (1880-1970)*, Northern Book Center, New Delhi, 1993.

Kurup, K.K.N, *Pazhassi Samarangal*, Kerala Bhasha Institute, Trivandrum, 2015.

Kurup, K.K.N, *Modern Kerala*, Mittal Publications, New Delhi, 1988.

Kusuman, K.K, *Abstention Movement*, Kerala Historical Society, Trivandrum, 1976. Lemercinier, Genevieve, *Religion and Ideology in Kerala*, D.K Agency, Delhi, 1984. Mathew, George, *Communal Road to Secular Kerala*, Concept Publishing Co., New Delhi, 1990.

Lieten, George K, *The First communist Ministry in Kerala*, K.P Bagachi & Co., Calcutta, 1982.

Nair, T.P.Shankarankutty, *The Tragic Decade in Kerala History*, Kerala Historical Society, Trivandrum, 1977.

Onverkerk, Louis, *No Elephant for the Maharaja*, Manohar Publication, New Delhi, 2012.

Oommen.T.K, *From mobilization to institutionalization: the Dynamics of agrarian Movement in Twentieth Century Kerala*, Popular Prakashan, Bombay, 1985.

Oommen, M.A, *Rethinking Development: Kerala's Development Experience*, Institute of80 Social Sciences & Concept Pub. Co, Delhi, 1999.

Osella,Philipppo & CarolineOsella, *Migration, Modernity and Social transformation in South Asia*, Sage Publications, New Delhi, 2004.

Panikkar, K.N, (ed.), *Peasant Protests and Revolts in Malabar*, Indian Council of Historical Research and People's Publishing House, New Delhi,1990.

Panikkar, K.M., *History of Kerala 1498-1801*, Annamalai University, 1960. Panikkar, K.N, *Against the Lord and State, Religion and Peasant Uprisings in Malabar, 1836-1921*, Oxford University Press, Delhi,1989.

P. Radhakrishnan, *Land Reform, Agrarian Struggle and Social Change*, Sage Publication, Delhi, 1989.

Ravindran.T.K, *Asan and Social revolution in Kerala*, Sahitya Pravarthaka Co-operative Society, Kottayam, 2011.

Varghese, T.C, *Agrarian Change and Social Consequences*, Allied Publishers Bombay, 1970.

### **Teaching Learning Strategies (Classroom activities/Lab activities/Field Activities)**

Classroom Lecturing, PPT Presentation, Presentation of Educational Videos, direct reading of sources.

### **Mode of Transaction**

Offline Classes

### **Assessment Rubrics:**

<b>Evaluation Type</b>		<b>Marks</b>
End Semester Evaluation		<b>50</b>
Continuous Evaluation		<b>50</b>
a)	Test Paper- 1	10
b)	Test Paper -2	10
c)	Assignment	10
d)	Seminar	10
e)	Book/ Article Review	10
<b>Total</b>		<b>100</b>

#### **Sample Questions to Test Outcomes**

1. Outline the key processes that led to Kerala's modernity
2. Critically examine the concept of Kerala modernity
3. Describe the key modern thoughts that contributed to the making of Kerala
4. Discuss the importance of caste egalitarian movement in Kerala's social development
5. Evaluate the significance of land reforms in historical context.

### KU05DSCHIS304: KERALA'S KNOWLEDGE TRADITION

Semester	Course Type	Course Level	Course Code		Credits	Total Hours
V	DSC-A15	300	KU05DSCHIS304		4	60
	Learning Approach (Hours/ Week)			Marks Distribution (%)		Duration of ESE (Hours)
Lecture	Practical	Tutorial	CE	ESE	Total	
4	0	0	50	50	100	

**Course Description:** Students identify important archaeological/historical vestiges, folklore, folk-art forms, traditional art forms, religious art forms, and artefacts/burial edifices/evidence for the future. They also realize how cultural heritage can be utilized as cultural capital.

**Course Prerequisite:** NIL

**Course Outcomes:** At the end of the Course, the Student will be able to

CO No.	Expected Outcome	Learning Domains
1	Students learn about Kerala's pre-historic heritage and discuss the measures to conserve them for posterity.	<b>R</b>
2	Students understand the evolution of Kerala's architecture and sculpture and identify the cardinal features of the celebrated Kerala Style.	<b>U</b>
3	Students become familiar with the cultural diversity of Kerala and recognize the importance of a syncretic culture.	<b>A</b>

4	Students gain an overview of the often-neglected art forms of marginalized communities, which will enable them to conduct academic research on such issues.	E
5	The course raises awareness among students about the conservation and preservation of their local heritage and equips them to document and conserve it.	C

**\*Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C)**

### ***Mapping of Course Outcomes to PSOs***

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PSO 7
CO 1	✓	✓	✓				
CO 2	✓	✓	✓				
CO 3	✓	✓	✓			✓	
CO 4	✓	✓	✓				
CO 5	✓	✓	✓	✓			✓

## **COURSE CONTENTS**

### **Module -I**

**Credits: 4**

Pre-Historic Art– Paleolithic-Mesolithic-Neolithic artefacts –Prominent Rock Centers–

Edakkal- Marayur- Tovari- Ettukudukka –Megalithic Monuments

### **Suggested Readings**

Gurukkal, Rajan & Varier, Ragava, *Cultural History of Kerala, Vol 1*, Dept of Cultural Publications, Kerala, Thiruvananthapuram, 1999.

Manmathan, M.R (ed.), *Archaeology in Kerala: Past and Present*, Publications Division, Farook College, Kozhikode, 2007.

Mathpal, Y, *Rock Art in Kerala*, Indira Gandhi National Centre for the Arts, New Delhi 1998. Menon, A.Sreedhara, *Cultural Heritage of Kerala*, DC Books, Kottayam, 2019.

Nihildas, N, *Rock Art and Megaliths: Marayur, Kerala*, BP Publishing Corporation, Chandigarh, 2018.

## **Module- II**

Early Rock-cut Temples –Jain and Buddhist – Structural Temples –Military Architecture-  
Forts, Palaces, Mosques, Churches and Synagogues

### **Suggested Readings**

Desai, Miki, *Wooden Architecture of Kerala*, Mapin Pub, Ahmedabad, 2019.

Sarkar. H, *Monuments of Kerala*, Archaeological Survey of India, New Delhi, 1978.

Katakam, Ramu, *Glimpses of Architecture in Kerala: Temples and Palaces*, Rupa Publishers, New Delhi, 2006.

Kumar, Ajit, *Forts of Kerala*, New Bharatheeya Book Corporation, Bombay, 2016.

Jayashankar. S, *Temples of Kerala*, Directorate of Census Operations, Kerala, 2017.

Sharma, Preeti, *Rock-Cut Temples of South India: Architectural Dimensions*, Aryan Book International, New Delhi, 2015.

Shokoohy, Mehرداد, *Muslim Architecture of South India*, Routledge, London, 2003.

Kramrich, Stella, *The Hindu Temple, Vol.1&2*, Motilal Banarsidass Publication, Delhi, 2015.

## **Module -III**

Kerala style of Architecture -Nalukettu and domestic architecture – Kerala sculpture– Mural paintings  
– External influence in the Kerala style- Temple art forms Art forms- Hindu-Muslim-Christian Art  
Forms- Tribal Art Forms –Martial Arts-local art forms

### **Suggested Readings**

Choondal, Chummar, *Christian Folklore, Vol. I*, Kerala Folklore Academy, Kannur, 1988.

Choondal, Chummar, *Studies in Folklore of Kerala*, College Book House, Thiruvananthapuram, 1978.

Kurup, K.K.N, *The Cult of Theyyam and Hero Worship in Kerala*, Centre for folklore Studies, Kozhikode, 1973.

Miller, Roland. E, *Mappila Muslims of Kerala: A Study in Islamic Trends*, Orient Longman, Hyderabad, 1992.

Payyanad, Raghavan, *Folklore*, State Institute of Languages, Kerala, Thiruvananthapuram, 1986.

Valsyayan, Kapila, *The Arts of Kerala Kshetram: Manifestation, Process, Experience*, Gyan Publishing House, New Delhi, 2016.

#### **Module- IV**

Traditional Knowledge-Kerala Mathematics-Astronomy-Boat making technology-Medicine-Ayurveda-Domestic and Tribal healing practices.

#### **Suggested Readings**

Cherian, P.J. (ed.), *Essayson the Cultural Formation of Kerala: Literature, Art, Architecture, Music, Theatre and Cinema*, Kerala State Gazetteers Dept, Thiruvananthapuram, 1999.

Cherian, P.J. (ed.), *Perspectives on Kerala History: The Second Millennium*, Kerala Gazetteers Dept., Trivandrum, 1999.

Luiz,A.A.D,*Tribes of Kerala*, The Bharatiya Adimajati Sevak Sangh, New Delhi, 1962.

Nair, N. Viswanathan, *Tribal Health and Medicine in Kerala*, DC Books, Kottayam, 1969.

Poyil, Manjula, *Homage to the Departed: A Study of Funeral Customs among the Tribes in Malabar, Kerala*, Other Books, Calicut, 2012.

Saradmoni, K, *Emergence of a Slave Caste: The Pulayas of Kerala*, People's Publishing House, Bombay, 1979.

Thurston, Edgar & Rangachari, *Castes and Tribes of Southern India, 7 Vols*, Cosmo Publications, New Delhi, 1975.

## **Module- V**

### **Teacher Specific Module**

**Visit to historical monuments of the locality- Preparation of Reports- Participation in folk performances like Teyyam- Video presentation- Documentation of performing arts.**

### **Recommended Reading**

Bai, Princess, Aswathi Tirunal Gauri Lakshmi, *Glimpses of Kerala Culture*, Konark Publishers, New Delhi, 2010.

Chandera, C.M.S, *Kaliyattam*, NBS, Kottayam, 1978.

Chandran, T. V., *Rituals as Ideology Text and Context in Theyyam*, D.K Print World, New Delhi, 2006.

Choondal, Chummar, *Studies in Foklore of Kerala*, College Book House, Thiruvananthapuram, 1978.

Fels, Patricia Tusa, *Mosques of Cochin*, Grantha Corporation, 2009.

Ganesh, K.N, *Keralathinte Innelakal*, Kerala Bhasha Institute, Thiruvananthapuram, 2015.

Panickar, C. Gopala, *Malabar and its Folk*, Asian Educational Services, New Delhi, 1983.

Sreelekha, K.G. *Studies in South Indian Architecture (With Special reference to Kerala and Tamil Nadu)*, Dev Publishers, New Delhi, 2015.

Vayaleri, Kumaran, *Kurichiyarute Jeevithavum Samskaravum*, Current Books, Kottayam, 2007.

### **Teaching Learning Strategies (Classroom activities/Lab activities/Field Activities)**

Classroom Lecturing, PPT Presentation, Presentation of Educational Videos, and Lecturing with Multimedia Content.

### **Mode of Transaction**

Offline Classes

### **Assessment Rubrics:**

<b>Evaluation Type</b>		<b>Marks</b>
End Semester Evaluation		<b>50</b>
Continuous Evaluation		<b>50</b>
a)	Test Paper- 1	5
b)	Test Paper -2	5
c)	Debate//Discussion	5
d)	Assignment	5
e)	Seminar	10
f)	Book/ Article Review	10
g)	Viva-voce	10
<b>Total</b>		<b>100</b>

#### **Sample Questions to Test Outcomes**

1. Examine how humans coexisted with nature in prehistoric times.
2. Trace out the evolution of Ethnic artforms in Kerala.
3. Discuss the features of Mural Paintings in Kerala.
4. Write a note on the various temple arts of Kerala.
5. Prepare a note on the folk art forms of Muslims and Christians of Kerala.
6. Assess the contribution of tribes towards the cultural heritage of Kerala.

### KU05DSEHIS301: MUSEUM STUDIES

Semester	Course Type	Course Level	Course Code			Credits	Total Hours
V	DSE-1	300	KU05DSEHIS301			4	60
Learnin g Approach (Hours/ Week)			Marks Distribution (%)			Duration of	
Lecture	Practical	Tutorial	CE	ESE	Total	ESE (Hours)	
4	0	0	50	50	100	2	

**Course Description:** This course intends to familiarize students with the basic functioning of Museums and the technical aspects of collection, documentation, conservation, and exhibition.

**Course Prerequisite:** NIL

**Course Outcomes:** At the end of the Course, the Student will be able to

CO No.	Expected Outcome	Learning Domains
1	Students learn about the importance/relevance of museums and their origin and evolution.	R
2	Students identify the various organizations and Acts that stand for the popularization of the relevance of the museums	U
3	Students learn about the collection and display of objects in a museum.	U

4	Students learn about the preservation and conservation of objects in a museum.	E
5	Students get training in the methods of museum administration and documentation.	C

*\*Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C)*

#### Mapping of Course Outcomes to PSOs

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PSO 7
CO 1	✓	✓	✓				
CO 2	✓	✓	✓				
CO 3	✓	✓	✓			✓	
CO 4	✓	✓	✓				
CO 5	✓	✓	✓	✓			✓

### COURSE CONTENTS

#### Module- I

**Credit 4**

Museum – Definition- Origin –Aims and functions – Development – Types of Museums –  
Museum Acts – Heritage Agencies

#### Suggested Readings

Edson, G & David Dean, *Handbook for Museums*, Routledge, London, 1994.

Grace, Moley, *Museums Today*, Baroda University, Baroda, 1981

Nigam, M.L, *Fundamentals of Museology*, Second edition, Deva Publications, Hyderabad, 1985.

Thompson, John, M.A, (ed.), *Manual of Curatorship A Guide to Museum Practice*, Butterworths, London, 1984.

*UNESCO List of World Heritage sites, National Heritage sites, UNESCO Publication 1960.*

## **Module -II**

Educational, Cultural and Research activities of the Museum - Heritage studies – origin of museums in India and Kerala.

### **Suggested Readings**

Banerjee, N.R, *Museum and Cultural Heritage of India*, Agam Kala Prakashan, New Delhi, 1989.

Biswas, T.K, *Museum and Education*, New Age International, New Delhi, 1996.

Hooper, E. and Greenhill (ed.), *Educational Role of the Museum*, Routledge, London, 1994.

Edson, G & David Dean, *Handbook for Museums*, Routledge, London, 1994.

## **Module -III**

Museum Administration – Museum Staff – Management – Documentation – manual and computerized – Digital Registers – Index Cards

### **Suggested Readings**

Baxi, Smita J and V. Dwivedi, *Modern Museum Organization and Practice in India*, Abhinav Publication, New Delhi, 1973.

Kevin, Moore, (ed.), *Museum Management*, Routledge, London, 1994.

Light, R.B. et.al., *Museum Documentation System: Developments and Application*, Butterworths, London, 1986.

*The Organization of Museum: Practical Advice*, UNESCO, Paris, 1960. **Module- IV**

Museum Display Techniques – Collection policies and methods – Museum architecture – Conservation and preservation of Museum objects

### **Suggested Readings**

Fopp, Michael. A, *Managing Museums and Galleries*, Psychology Press, U.K, 1997

Plenderleith, H.J, *Conservation of Antiquities and Works of Arts in India*, Sandeep Prakashan, Delhi, 1971.

Vergo, Peter, *The New Museology*, Reaktion Books, London, 2011.

## **Module- V**

### **Teacher Specific Module**

Museum visit- Documentation- Preparation of reports- Expert talks

### **Recommended Reading:**

Aiyappan, A. & S.T. Satyamurti, *and Handbook of Museum Technique*, Madras: Sup. GovtPress, Madras, 1960.

Bhatnagar, A, *Museum, Museology and New Museology*, Sandeep Prakashan, New Delhi, 1999.

Chaudhari, A.R, *Art Museum Documentation & Practical Handling*, Chaudhary& Chaudhary, Hyderabad 1963.

Dwivedi, V and Smitha J. Baxi, *Modern Museum*, New Horizons, Delhi, 1972.

Green, Eilean Hooper, *Museums and Shaping of Knowledge*, Routledge, London, 1992 Fennely, Lawrence J., *Museum, Archives and Library Security*, Butterworth, Boston, 1983.

Muller, Straten, *Introduction to Museology, the European Approach*, Leicester University Press, London, 1998.

Sivaramamurthi, C, *Directory of Museums in India*, Ministry of Scientific Research & Cultural Affairs, New Delhi, 1959.

Taylor, S. (ed.), *Try it! Improving exhibits through formative evaluation*, Asso. of sc. Tech. Centre, Washington, 1991.

### **Teaching Learning Strategies (Classroom activities/Lab activities/Field Activities)**

Classroom Lecturing, PPT Presentation, Presentation of Educational Videos, and Lecturing with Multimedia Content.

### **Mode of Transaction**

## Offline Classes

### Assessment Rubrics:

Evaluation Type		Marks
End Semester Evaluation		<b>50</b>
Continuous Evaluation		<b>50</b>
a)	Test Paper- 1	5
b)	Test Paper -2	5
c)	Debate//Discussion	5
d)	Assignment	5
e)	Seminar	10
f)	Book/ Article Review	10
g)	Viva-voce	10
<b>Total</b>		<b>100</b>

### Sample Questions to Test Outcome

1. What are the main types of museums?
2. Analyse the nature of the museum administration.
3. Explain the features of the POSTCORB System.
4. Evaluate the methods of preservation in museums.
5. Write a note on the traditional methods of the museum preservation.
6. Explain the relevance of the museum as an educational institution

### KU05DSEHIS302- ENVIRONMENTAL HISTORY: AN INTRODUCTION

Semester	Course Type	Course Level	Course Code		Credits	Total Hours
V	<b>DSE-2</b>	300	<b>KU05DSEHIS302</b>		4	60
Learning Approach (Hours/ Week)			Marks Distribution (%)			Duration of ESE (Hours)
Lecture	Practical	Tutorial	CE	ESE	Total	
4	0	0	50	50	100	2

**Course description:** This course discusses major themes in the history of nature, the environment, and ecology from ancient times to the present. It will examine the changes and continuities in human cultures and their responses to environmental changes. Additionally, the course explores how environmental movements in India were formed and discusses key environmental issues.

**Course Pre-Requisite: Nil**

**Course Outcomes: At the end of the Course, the Student will be able to**

CO No.	Expected Outcome	Learning Domains
1	The students will be able to understand the historical relationship between humans and the environment.	U
2	The students will remember key concepts and terms related to environmental history and ecology.	R
3	The students will be able to evaluate various environmental movements	E
4	Students will be able to develop new critical thinking skills to assess and analyze contemporary environmental challenges.	C

5	Students will be able to apply the learning to contemporary environmental challenges.	A
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\*Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C)

### Mapping of Course Outcomes to PSOs

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PSO 7
CO1	✓	✓	✓				
CO2	✓	✓	✓				
CO3	✓	✓	✓		✓		
CO4	✓	✓	✓			✓	
CO5	✓	✓	✓			✓	

## COURSE CONTENTS

### Module- I

Credits: 4

What is Environment- Science and Nature- Ecology- Topography- Environmental pollution- climate change- water pollution- deforestation- plastic Pollution- Environmental policy and law- Earth summits- Stockholm conference- WSDS

### Suggested Readings

Guha, Ramachandra, *Environmentalism: A Global History*, Longman World History Series.

New York: Longman, 2000.

Habib, Irfan, *Man and Environment: Ecological History of India*, Tulika, 2010.

Hughes, Donald, *What is Environmental History?*, Polity Press, 2006

Maslin, Mark, *Climate Change: A Very Short Introduction*, OUP, 2014

### Module -II

Early humans and the environment- Ancient ecosystems- Biodiversity and habitats- The Neolithic revolution and environment- Indus valley and environment- Pastoralism and climate change in the Indus valley

### **Suggested Readings**

Fisher, Michael H, *An Environmental History Of India: From Earliest Times To The TwentyFirst Century*, Vol 18, Cambridge University Press, 2018.

Goudie, Andrew S, *The Human Impact on the Natural Environment Past, Present and Future*, Willey Blackwell, 2013.

Possehl, L. Gregory, *The Indus Civilization: A Contemporary Perspective*, Altamira Press, 2002.

Rangarajan, Mahesh, “*The Forest and the field in Ancient India*,” In Rangarajan, Mahesh, *Environmental Issues in India: A Reader*, Pearson, Delhi,2008.

### **Module -III**

Colonialism and environment- Green imperialism- The Colombian exchange- exchange- The environmental legacy of colonial infrastructures in India- rail- road- dams- plantations

### **Suggested Readings**

Grove, Richard (H), *Green Imperialism; Colonial Expansion, Tropical Island Edens and the Origins of Environmentalism, 1600-1860*, Cambridge University Press, pp. 16-72

Grove, Richard, *Ecology, Climate and Empire*, Oxford University Press, Delhi, 1997

K. Sivaramakrishanan, eds, *India's Environmental History: A Reader*, Permanent Black, 2014

### **Module -IV**

Environmental Movements in contemporary India – Displacement of tribals and locals– Displacement and protest movements- Chipko, Silent Valley, Narmada Bacchao Andolan and Plachimada –Gadgil report - First World and Third world environmentalism – Eco-feminism.

### **Module -V**

Teacher Specific Module- Local Environmental Impact Project- Nature walk- Site visits

### **Recommended Readings**

Arnold David & Guha Ramachandra, eds., *Nature, Culture, Imperialism; Essays on the Environmental History of South Asia*, Delhi, OUP.

Chakrabarty, Dipesh, *The Climate of History in a Planetary Age*, Chicago, 2021

Gadgil Madhav and Ramachandra Guha, **This Fissured land: an Ecological History of India**, University of California Press, 1993.

Gadgil, Madhav and Ramachandra Guha (2000), *The Use and Abuse of Nature*, Delhi, Oxford University Press

Gadgil, Madhav, “*Towards An Ecological History Of India*”, *Economic and Political Weekly*, 1985, pp. 1909-1918.

Habib, Irfan, *Environmental History of India*, Tulika Publication, New Delhi, 2009.

Nabhi, S.U, *Environmental Movements In India: An Assessment On Their Impact On State And Non-State Actors*, *India Quarterly*, 62(1), 123–145, 2006.

Pravin Sheth, *Environmentalism: Politics, Ecology and Development*, New Delhi: Rawat Publication, 1997.

Rangarajan, Mahesh and Sivaramakrishnan, K, *India’s Environmental History: From Ancient Times to the Colonial Period*, Permanent Black, 2012.

Rangarajan, Mahesh, *Environmental Issues in India*, Pearson, Delhi, 2006

Singh, Satyajit K, “*Evaluating Large Dams in India*,” *Economic and Political Weekly*, Vol. 25, No. 11, pp(1990), 561-574.

Stein, Burton, *The Making of Agrarian Policy in British India, 1770-1900*, Oxford University Press, Delhi

### **Teaching Learning Strategies (Classroom activities/Lab activities/Field Activities)**

Classroom Lecturing, PPT Presentation, Presentation of Educational Videos, direct reading of sources, Group Discussions.

## Mode of Transaction

Offline Classes

### Assessment Rubrics:

Evaluation Type		Marks
End Semester Evaluation		<b>50</b>
Continuous Evaluation		<b>50</b>
a)	Test Paper- 1	10
b)	Test Paper -2	10
c)	Assignment	10
d)	Seminar	10
e)	Book/ Article Review	10
<b>Total</b>		<b>100</b>

### Sample Questions to Test Outcomes

- 1 Evaluate the impact of pollution and deforestation on the environment
- 2 Describe the impact of the Neolithic Revolution and pastoralism on the environment in the Indus Valley
- 3 Outline the concept of Green imperialism and its impact on the environment during colonial rule
- 4 Discuss the environmental impact of colonial infrastructure like rail and roads in India.
5. Examine the role of environmental movements in contemporary India.

### KU05SECHIS302- URBAN HISTORIES

Semester	Course Type	Course Level	Course Code			Credits	Total Hours
V	SEC-2	300	KU05SECHIS302			3	45
Learning Approach ( Hours/ Week)			Marks Distribution (%)			Duration of ESE (Hours)	
Lecture	Practical	Tutorial	CE	ESE	Total		
3	0	0	50	50	100	2	

**Course description:** This new course explores the history and development of cities worldwide, with a special focus on urbanism in India. Students will learn about the growth of cities from ancient civilizations to modern times, also examining key factors like colonialism, migration, and environmental impact. The course also covers the rise of early cities, the impact of colonial rule, and the formation of new cities in India, and the challenges. Through lectures and case studies, students will gain a deeper understanding of how cities both globally and in India have evolved over time.

**Course Prerequisite:** NIL

**Course Outcomes:** At the end of the Course, the Student will be able to

CO No.	Expected Outcome	Learning Domains
1	The students will be able to understand the historical development and growth of cities from ancient civilizations to modern times	U
2	The students will remember key concepts in urban history and Indian urbanism	R
3	The students will be able to evaluate the impact of colonialism and modern challenges on cities	E

4	Students will be able to develop critical skills to analyze urban development	C
5	Students will be able to apply the learning into contemporary urban issues, particularly in India, and propose solutions to urban challenges	A

*\*Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C)*

### Mapping of Course Outcomes to PSOs

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PSO 7
CO1	✓	✓	✓				
CO2	✓	✓	✓				
CO3	✓	✓	✓				
CO4	✓	✓	✓		✓	✓	
CO5	✓	✓	✓				✓

## COURSE CONTENTS

### Module- I

**Credits: 3**

What is urban history- key concepts in urban history-origins of the cities in the world – Ancient cities – Mesopotamia – Ancient Egypt- Indus valley

### Suggested Readings

Clark, Peter, *The Oxford Handbook of Cities in World History*, Paperback, 2016

Gates, Charles, Goldman, Andrew, *Ancient Cities The Archeology of Urban Life in the Ancient Near East and Egypt, Greece, and Rome*, Routledge, 2024.

### Module -II

Medieval urban cities- Characteristics- Florence- Paris- - Castles- Church- Marketplace-

Sanitation- Social and economic life in medieval urban cities

### **Suggested Readings**

Benevolo, L., *The History of the City*, Scolar Press, London, 1980

Beresford, M, *New Towns of the Middle Ages*, London, Lutterworth Press, 1967

Mumford, Lewis, *The City in History: Its Origins, its Transformations, and Its Prospects*, Paperback, 1988.

Reynolds, S, *An Introduction to the History of English Medieval Towns*, Oxford, Clarendon Press, 1977

### **Module- III**

Colonialism and urbanization in India- different urban places- urban forms- forts- cantonments- port towns-British policies and urban planning- major urban cities during the colonial period- Bombay- Madras- Calcutta- urban features

### **Suggested Readings**

Atul Chandra Prodhan, "*Aspects of urbanization in Three Colonial Metropolises*" (Calcutta, Bombay and Madras) in *Urbanization in India: Past and Present*, ed. Chittabrata Palit, (Kolkata: Institute of Historical Studies, 2009), 181.

King, D, Anthony, *Colonial Urban Development: Culture, Social Power and Environment*, Routledge, 1976.

Nair, Janaki, *The Promise of the Metropolis: Bangalore's Twentieth Century*, OUP, 2005

Raj.Bala, *Trends in urbanization in India, 1901-1981*, (Jaipur: Rawat Pub., 1986)

### **Module -IV**

Social structure and Urban society- Urban Migration-Gender and Urban life- Public health- Urban sanitation- Environmental impact of urbanization

**Module -V** Teacher Specific Module – Research a historic Event in urban development, Historic walking tour of the city/local town.

### **Suggested Readings**

Desai Madhavi( eds), *Gender and The Indian City Re visioning Design and Planning*, South Asia Press, Delhi 2022.

Kidambi, Prashant ,*The making of an Indian Metropolis Colonial Government and Public Culture in Bombay*, 1890-1920, Ashgate Publishing Company, USA, 2007.

Lynch, Kevin, *The Image of the City*, MIT Press, 1992.

Srinivas, M.N, *Village, Caste, Gender and Method Essays in Indian Social Anthropology*, Oxford University press, 177.

### **Recommended Readings**

Champakalakshmi R, *Trade, Ideology, and Urbanization: South India 300 BC to AD 1300*, Oxford Univ. Press, New Delhi, 1996.

Gates Charles, *Ancient Cities: The Archaeology of Urban Life in the Ancient Near East and Egypt, Greece, and Rome*, 2003, Routledge New York

Henri Lefebvre, *Writings on Cities*, Trans. and edited by Eleanore Kofman and Elizabeth Lebas, Blackwell Publishers, 1996.

Possehl G. 1997. *The Transformation of The Indus Civilization. Journal of World Pre-History.* 11(4):425– 72, Reprinted in *Man and Environment* 24 (2), 1999

R. Ramachandran, *Urbanization and Urban System in India*, (New Delhi: Oxford University Press, 1989), 59

Ratnagar Shereen, *Understanding Harappa*, Tulika, Chennai, 2001.

Tirthankar Roy, *The Economic History of India 857-1947*, (N. Delhi: Second Edition, Oxford University Press, 2006), 361.

Troedsson, C.B., *The Growth of the Western City During the Middle Ages*, Gumperts Forlag, 1959

### **Teaching Learning Strategies (Classroom activities/Lab activities/Field Activities)**

Classroom Lecturing, PPT Presentation, Presentation of Educational Videos, direct reading of sources, Group Discussions.

## Mode of Transaction

Offline Classes

### Assessment Rubrics:

Evaluation Type		Marks
End Semester Evaluation		50
Continuous Evaluation		50
a)	Test Paper- 1	10
b)	Test Paper -2	10
c)	Assignment	10
d)	Seminar	10
e)	Book/ Article Review	10
<b>Total</b>		<b>100</b>

### Sample Questions to Test Outcomes

- 1 Evaluate the origins of urbanization in Indus Valley
- 2 Describe the key features of medieval urban cities in Europe
- 3 Outline the different urban forms in colonial India
- 4 Discuss the major urban features of cities like Bombay and Madras
5. Examine the impact of urbanization on public health, sanitation, and the environment.

**SEMESTER-VI**

Semester	Category	Course Code	Course Title	Marks		Total Marks	Total Courses	Credits
				CA	ESA			
VI	DSC-A16	KU06DSCHIS305	Understanding Historiography	50	50	100	5	4
	DSC-A17	KU06DSCHIS306	Contemporary India	50	50	100		4
	DSC-A18	KU06DSCHIS307	Using Sources	50	50	100		4
	DSE-3	KU06DSEHIS303	Religion and Society	50	50	100		4
	DSE-4							
	SEC-3	KU06SECHIS303		50	50	100		3
	INTERNSHIP	KU06INTHIS300	INTERNSHIP	50	50	100		4
				<b>300</b>	<b>300</b>	<b>600</b>		<b>23</b>

### KU06DSCHIS305: UNDERSTANDING HISTORIOGRAPHY

Semester	Course Type	Course Level	Course Code			Credits	Total Hours
VI	<b>DSC-A16</b>	300	<b>KU06DSCHIS305</b>			4	60
Learning Approach (Hours/ Week)			Marks Distribution (%)			Duration of ESE (Hours)	
Lecture	Practical	Tutorial	CE	ESE	Total		
4	0	0	50	50	100	2	

**Course Objective:** This course provides advanced-level training in the writing of History. The course introduces the life and careers of major historians throughout the world. It introduces and discusses in detail the history of concepts and ideas relevant to the field of history writing with a chronological approach.

**Course Prerequisite:** NIL

**Course Outcomes:** At the end of the Course, the Student will be able to

CO No.	Expected Outcome	Learning Domains
1	The students will be able to understand the historical development of history writing	<b>U</b>
2	The students will remember key concepts in historiography	<b>R</b>
3	The students will be able to evaluate various historiographical trends	<b>E</b>
4	Students will be able to develop new critical skills to understand history writing	<b>C</b>
5	Students will be able to apply the learning into their own thesis writing	<b>A</b>

*\*Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C)*

**Mapping of Course Outcomes to PSOs**

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PSO 7
CO 1	✓	✓	✓				
CO 2	✓	✓	✓				
CO 3	✓	✓	✓		✓		
CO 4	✓	✓	✓			✓	
CO 5	✓	✓	✓	✓			✓

**COURSE CONTENTS**

**Module -I**

**Credits: 4**

Historiographic Trends – Greco-Roman historiography – Medieval Christian tradition-

Historiography – Arab historiography – Ancient China and Historiographical practices

**Suggested Readings:**

Momigliano, Arnaldo. "Greek historiography." *History and theory* 17, no. 1 (1978): 1-28.

Thucydides. *History of the Peloponnesian War*, books I and II (translated by Charles Forster Smith, first published in 1919). London: William Heinemann, 1956

Brown, Jonathan AC. *"Did The Prophet Say It Or Not? The Literal, Historical, And Effective Truth Of Ḥadīths In Early Sunnism."* *Journal of the American Oriental Society* 129, no. 2 (2009): 259-285.

## **Module -II**

Renaissance Historiography -Enlightenment historiography – Romantic Reaction against Rationalism (Hegel) -Berlin Revolution; Rankean Historiography – Marxist History –Neo-Marxists ( C.Hill, E.P. Thompson and E.H. Hobsbawm)-Annales School

### **Suggested Readings:**

Burke, Peter. *"Individuality and Biography in the Renaissance."* *The European Legacy* 2, no. 8 (1997): 1372-1382.

Pocock, John GA. *"Historiography And Enlightenment: A View Of Their History."* *Modern Intellectual History* 5, no. 1 (2008): 83-96.

## **Module -III**

Theoretical Perspectives – Cartesianism – Positivism – Romanticism and Idealism –Historical Materialism – Structuralism – Postmodernism – New Historicism – Orientalism.

### **Suggested Readings:**

Ankersmit, Frank R. *"Historiography And Postmodernism."* *History and theory* 28, no. 2 (1989): 137-153.

Lorenz, Chris. *"Can Histories Be True? Narrativism, Positivism, and the "Metaphorical Turn"."* *History and theory*,37, no. 3 (1998): 309-329.

## **Module -IV**

Time as a Metaphor for History -Itihasa-Purana tradition of India - Vamsa and Charitha *Rajatarangini* –Medieval Historiography -Sultanate period: Khusrau and Barani, Mughal

Period- Badauni and Abul Fazal – Imperialist historiography – Nationalist historiography – Marxist Historiography – Subaltern Studies

### **Suggested Readings:**

Thapar, Romila. *"History as a Way of Remembering the Past: Early India."* A Companion to Global Historical Thought (2014): 19-33.

Chakrabarty, Dipesh. *"A Small History of Subaltern Studies."* A companion to postcolonial studies (2000): 467-85.

### **Module -V**

Teacher Specific Module- Group discussion and seminar based on autobiographical accounts of Historians.

### **Recommended Readings**

Himmelfarb, Gertrude, *The New History and the Old*, Harvard University Press, Harvard, 1987.

Jacques, Barzun and Graff, Henry F, *The Modern Researcher*, Harcourt, Brace and World, 1970.

Marwick, Arthur, *The New Nature of History*, Mac Millan, London 1998.

Thompson, J.W, *A History of Historical Writings 2 vols*, The Macmillan Company, Canada, 1942.

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

Ladurie, Emmanuel Le Roy, *The Mind and Method of the Historian*, University of Chicago Press, 1981.

Anderson, Perry, *In the Tracks of Historical Materialism*, Verso Books, United Kingdom, 1985.

Breisach, Ernst, *Historiography: Ancient, Medieval, and Modern*, University of Chicago Press, Chicago, 1983.

Drosse, Francois, *A History of the Annales*, University of Minnesota Press, 1998. Isaiah, Berlin, Vico and Herder, *Historical Inevitability*, Auguste Comte Memorial Trust, Lecture No. 1, London, 1959.

- Kelley, Donald, R., *Faces of History: Historical Inquiry from Herodotus to Herder*, Yale University Press, New Haven, 1998.
- Pargiter, F.E, *Ancient Indian Historical Traditions*, Oxford University Press, London, 1922.
- Bloch, Marc, *The Historian's Craft*, Vintage, U.K, 1964.120
- Collingwood, R.G, *The Idea of History*, Oxford University Press, London, 1994.
- Elton, G. R, *Practice of History*, Sydney University Press, London, 1967.
- Guha,Ranjit, *Elementary Aspects of Peasant Insurgency in Colonial India*, Oxford, 1983.
- Jenkins,Keith, (Ed), *The Post Modern History Reader*, Routledge, London, 1997.
- Ladurie, Emmanuel Le Roy, *Territory of the Historian*, Edward Everett Root, Brighton, 2017.
- Said, Edward, *Orientalism*, Pantheon Books, USA, 1978.
- Thapar, Romila. *Ancient Indian Social History: Some Interpretations*. New Delhi: Orient Longman, 1987.
- Thapar, Romila, *The Past as Present: Forging Contemporary Identities Through History*, Aleph Book Company, New Delhi, 2014
- Thompson, J.W and Bernard Holm, *A History of Historical Writing*. Vols. 1 and 2. New York: Macmillan Company, 1942.
- .Pillai, Raghavan. ed. (n.d.). *Atula's Mushikavamsa*. Trivandrum: Oriental Research Institute and MSS Library, University of Kerala.
- Pathak, V.S. 1963. *Ancient Indian Historians*. London: Asia Publishing House.
- Philips, C.H. ed. [196
- 1] 1967. *Historians of India, Pakistan and Ceylon*. London: Oxford University Press. 1977.
- Mukhia, Harbans, *Historians and Historiography during the Reign of Akbar*. New Delhi:

Vikas Publishing House, 1976.

Marwick, Arthur, *What History Is and Why It Is Important*. Buckinghamshire: Open University Press, 1970.

Marwick, Arthur, 1977, *Introduction to History*, Milton Keynes: Open University Press, 1977.

Keith, A.B. [1920] 1993. *A History of Sanskrit Literature*. New Delhi: Motilal Banarsidass.

Arnold, David, and David Hardiman (eds.), *Subaltern Studies VIII: Essays in honor of Guha*,

Ranajit, Oxford University Press India, New Delhi, 1994.121

Horkheimer, Max, *Between Philosophy and Social Science: Selected Early Writings*, MIT Press, Cambridge, 1995.

Fischer, D. A, *Historian's Fallacies, Towards a Logic of Historical Thought*, Harper and Row Publishers, New York, 1970

Gaddis, John, Lewis, *The Landscape of History: How Historians Map the Past*, Oxford University Press, USA, 2004.

Carr, E. H, *What is History*, Macmillan & Co., London, 1969.

Evans, J. Richard, *In Defence of History*, Granta Books, London, 1997.

Jenkins, Keith. ed. *The Postmodern History Reader*. Routledge, 11 New Fetterlane, London, E.C.4 P4EE, 1997.

Gooch, G.P. [1913] , *History and Historians of the Nineteenth Century*. Longmans Green, London, 1952.

Guha, Ranajit, ed., *Subaltern Studies*, Vol. 1-4, Oxford University Press, New Delhi, 1982.

### **Teaching Learning Strategies (Classroom activities/Lab activities/Field Activities)**

Classroom Lecturing, PPT Presentation, Presentation of Educational Videos, direct reading of sources, Group Discussions.

### **Mode of Transaction**

## Offline Classes

### Assessment Rubrics:

Evaluation Type		Marks
End Semester Evaluation		50
Continuous Evaluation		50
a)	Test Paper- 1	10
b)	Test Paper -2	10
c)	Assignment	10
d)	Seminar	10
e)	Book/ Article Review	10
<b>Total</b>		<b>100</b>

### Sample Questions to Test Outcomes

1. Evaluate the key concepts in classical History writing.
2. Describe the major trends in pre-enlightenment historiography.
3. Outline the major traditions of historical methods of pre-colonial Asia.
4. Discuss the traditions of representing past in pre-colonial India
5. Examine the contributions of subaltern studies historiography

### KU06DSCHIS306: CONTEMPORARY INDIA

Semester	Course Type	Course Level	Course Code		Credits	Total Hours
VI	DSC-A17	300	KU06DSCHIS306		4	60
Learning Approach (Hours/ Week)			Marks Distribution (%)			Duration of ESE (Hours)
Lecture	Practical	Tutorial	CE	ESE	Total	
4	0	0	50	50	100	2

**Course Description:** The course provides a historical understanding of the transformation of India since independence. It looks at the historical episodes since the Nehruvian era to the 2000s in order to understand the developments in contemporary History. The major historical events as well as the relations between state and communities, are historically contextualized in this semester.

**Course Pre-Requisite:** Nil

**Course Outcomes:** At the end of the Course, the Student will be able to

CO No.	Expected Outcome	Learning Domains
1	The students will be able to understand the history of India since Independence	U
2	The students will remember key historical events of India's political and social history after independence	R
3	The students will be able to evaluate the changes between colonial and post-colonial societies	E
4	Students will be able to develop a historical understanding of contemporary	C
5	Students will be able to apply historical method into making sense of contemporary events and changes	A

*\*Remember (R), Understand (U), Apply (A), Analyze (An), Evaluate (E), Create (C)*

## Mapping of Course Outcomes to PSOs

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PSO 7
CO 1	✓	✓	✓				
CO 2	✓	✓	✓				
CO 3	✓	✓	✓		✓		
CO 4	✓	✓	✓			✓	
CO 5	✓	✓	✓	✓			✓

## COURSE CONTENTS

### Module -I

Credits: 4

The partition and after, Accession of the Princely States , The economy at the time of independence, The language question, The linguistic reorganization, The first elections, Nehruvian policies

### Suggested Readings:

Patnaik, Prabhat. *"Industrial Development In India Since Independence."* Social Scientist (1979): 3-19.

Sarangi, Asha. "Nehru And The Reorganisation Of States: Making Of Political India." In *Interrogating Reorganisation of States*, pp. 29-47. Routledge India, 2020.

Gokhale, Balkrishna Govind. "Nehru and history." *History and Theory*, 17, no. 3 (1978): 311-322.

## **Module -II**

The socialist party and the opposition to congress, The communist opposition, The Shastri years, Shastri to Indira, The early Indira Years.

### **Suggested Readings**

Sherman, Taylor C. "'A New Type of Revolution': Socialist Thought In India, 1940s–1960s." *Postcolonial Studies*, 21, no. 4 (2018): 485-504.

Kochanek, S.A., 1987. *Briefcase Politics In India: The Congress Party And The Business Elite*. *Asian Survey*, 27(12), Pp.1278-130

Kent-Carrasco, Daniel. "A Battle over Meanings: Jayaprakash Narayan, Rammanohar Lohia and The Trajectories Of Socialism In Early Independent India." *Global Intellectual History* 2, no. 3 (2017): 370-388.

## **Module -III**

The Indira years till 1973, The challenge of Bangladesh, The emergency and testing times for democracy, Janata party in power and Indira's return.

### **Suggested Readings**

Kaviraj, Sudipta. "Indira Gandhi and Indian Politics." *Economic and Political Weekly* (1986): 1697-1708.

Copland, Ian. "History in Flux: Indira Gandhi and the 'Great All-Party Campaign' for the Protection of the Cow, 1966–8." *Journal of Contemporary History* 49, no. 2 (2014): 410-439.

Paul, S., 2017. "When India Was Indira" *Indian Express's Coverage of the Emergency (1975– 77)*. *Journalism History*, 42(4), pp.201-211.

#### **Module-IV**

The turbulent 1980s and the rise of communalism, Political crises in Punjab and Kashmir, The crisis of Economy, Globalization and after.

Panikar, K. N. "*Culture and Communalism.*" *Social Scientist* (1993): 24-31.

Chandra, Bipan. "*Communalism and the State: Some issues in India.*" *Social Scientist* (1990): 38-47.

Hasan, Z., 1990. *Changing Orientation of the State and the Emergence of Majoritarianism in the 1980s.* *Social Scientist*, pp.27-37.

Ananth, V. Krishna. "*Globalization and Communalism: Locating Contemporary Political Discourse in the Context of Liberalization.*" *Religion, Power and Violence: Expression of Politics in Contemporary Times* 44 (2005).

**Module-V** Teacher specific module- Seminars and group discussions will be conducted in this module

#### **Recommended Readings**

Ahmad, Imtiaz. "*Secularism and communalism.*" *Economic and Political Weekly* (1969): 1137–1158.

Brass, Paul R. *The Politics of India Since Independence.* Vol. 1. Cambridge University Press, 1994.

Chandra, Bipan. *Communalism in Modern India.* Har Anand Publications, 2008.

Chandra, Bipan. *India Since Independence.* Penguin UK, 2008.

Brass, Paul R. *Language, Religion and Politics in North India.* iUniverse, 2005.

Tarlo, Emma. *Unsettling Memories: Narratives of India's Emergency.* Orient Blackswan, 2003.

Zachariah, Benjamin. "*The Development of Professor Mahalanobis.*" *International Journal of Human Resource Management* 26, no. 3 (1997): 434–444.

Rangarajan, Mahesh. "*Striving for a Balance: Nature, Power, Science and India's Indira Gandhi, 1917–1984.*" *Conservation and Society* 7, no. 4 (2009): 299–312.

Lakha, Salim. *"The State, Globalisation and Indian Middle-Class Identity."* In *Culture and Privilege in Capitalist Asia*, pp. 268–292. Routledge, 2005.

Shani, Ornit. *"The Politics of Communalism and Caste."* In *A Companion to the Anthropology of India* (2011): 295–312.

V. Krishna Ananth. *India Since Independence: Making Sense of Indian Politics*, Longman (An Imprint of Pearson), 2011.

John, Mary E. *"The Emergency in India: Some Reflections on the Legibility of the Political."* *Inter-Asia Cultural Studies* 15, no. 4 (2014): 625–637.

Ankit, Rakesh. *"Janata Party (1974–77): Creation of an All-India Opposition."* *History and Sociology of South Asia* 11, no. 1 (2017): 39–54.

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

Sarangi, Asha, and Sudha Pai, eds. *Interrogating Reorganisation of States: Culture, Identity and Politics in India*. Taylor & Francis, 2020.

Zachariah, Benjamin. *"The 'Nehruvian' State, Developmental Imagination, Nationalism, and the Government."* In *Political Transition and Development Imperatives in India*, pp. 53–85. Routledge India, 2020.

### **Teaching Learning Strategies (Classroom activities/Lab activities/Field Activities)**

Classroom Lecturing, PPT Presentation, Presentation of Educational Videos, presentation and reading of visual archives.

### **Mode of Transaction**

Offline Classes

### **Assessment Rubrics:**

Evaluation Type	Marks
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End Semester Evaluation		<b>50</b>
Continuous Evaluation		<b>50</b>
a)	Test Paper- 1	10
b)	Test Paper -2	10
c)	Assignment	10
d)	Seminar	10
e)	Book/ Article Review	10
<b>Total</b>		<b>100</b>

#### **Sample Questions to Test Outcomes**

1. Describe the key political events of the 1950s
2. Describe the historical context of the linguistic reorganization
3. Analyse Nehruvian Policies in the Historical Context
4. Evaluate Indira's years in comparison with Nehru
5. Examine the impact of National Emergency in Indian Politics.

### KU06DSCHIS307-USING SOURCES

Semester	Course Type	Course Level	Course Code	Credits	Total Hours
VI	<b>DSC-A18</b>	300	<b>KU06DSCHIS307</b>	4	60
Learning Approach (Hours/Week)			Marks Distribution		Duration of ESE(in hours)
Lecture	Practical	Tutorial	CE	ESE	TOTAL
4	0	1	50	50	100
					2

**Course description:** This course is designed to equip students with the skills necessary to effectively **identify, analyze, and interpret historical sources**. It covers a wide range of source types, including primary documents, oral histories, and digital resources. Students will engage with practical exercises in source analysis, critical thinking, and historiographical writing, preparing them to conduct independent historical research.

**Course prerequisite:** Must be studied along with the course ‘Historiography’

**Course Outcome:** At the end of the Course, the Student will be able to

CO	Expected Outcome	Learning Domains
1	The students will be able to understand the role of sources in historical research.	<b>U</b>
2	The students will possess basic skills to evaluate the veracity of sources.	<b>A</b>
3	The students will be able to assess the reliability, bias, and perspective of various historical sources.	<b>A</b>
4	The students will be able to apply critical methods to interpret and synthesize information from diverse sources.	<b>A and E</b>
5	The students are expected to develop coherent historical arguments supported by evidence from primary sources.	<b>C</b>

**\*Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C)**

**Mapping of Course Outcomes to PSOs**

	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	✓	✓	✓	✓	
CO2	✓	✓	✓	✓	
CO3	✓		✓	✓	✓
CO4	✓	✓	✓		
CO5	✓	✓	✓	✓	✓

**COURSE CONTENTS**

**Module –I**

**Credits:4**

Introduction to Sources- Sources – Nature, Types, and Scope- Primary Sources- Secondary Sources- Oral History Unconventional Sources

**Suggested Readings**

Robert C. Williams, *The Historian’s Toolbox; A Student's Guide to the Theory and Craft of History*, Routledge, 2024.

E Sreedharan, *A Textbook of Historiography, 500 BC to AD 2000*, Orient Blackswan, 2004.

Paul Thompson, *The Voice of the Past: Oral History*, Oxford University Press, 2000.

Richard J Evans, *In Defence of History*, Granta Books, 2018.

**Module –II**

Using Sources - Understanding and using sources- Locating sources in historical contexts- Researching a historical event- Digital sources and their use.

**Suggested Readings**

Robert C. Williams, *The Historian's Toolbox; A Student's Guide to the Theory and Craft of History*, Routledge, 2024.

Gerald Graff and Cathy Birkenstein, *They say/I say*, W.W.Norton and Company, 2014. Booth, Colomb, Williams and Fitzgerald, *The Craft of Research*, The University of Chicago Press, 2016.

Daniel Cohen and Roy Rosen Zweig, *Digital History: A Guide to Gathering, Preserving and Presenting the Past of the Web*, University of Pennsylvania Press, 2005.

### **Module -III**

Hands-on Training with sources - Excerpts from the Bible, the Koran, and Ramayana- Excerpts from old Newspapers-Reading context sheets-Reading early historic Tamil poems

#### **Suggested Readings**

Bloch, Marc, *The Historian's Craft*, Vintage, U.K, 1964.

Elton, G. R, *Practice of History*, Sydney University Press, London, 1967.

Jonathan, Anderson, *Thesis and Assignment: Writing*, John Wiley & Sons, Brisbane, 1994.

### **Module –IV**

Source Criticism - Authorship and context-Corroborative and corollary sources-Contradictory evidence-Ethics and history writing-Other challenges

#### **Suggested readings**

Stephen Kendrick, *Pat Straw and David McCrone, Interpreting the Past, understanding the Present*, Palgrave Macmillan, 1990.

Eric Hobsbawm, *On History*, Orion Publishers, London, 2011.

Eric Hobsbawm, *How to Change the World*, Little Brown Book Group, London, 2011.

David Karr, Thomas Flynn and Rudolf Makkreel, *The Ethics of History*, Northwestern University Press, 2004.

### **Module 5**

## Teacher Specific Module

Exercise based on fieldwork/archival research/textual study

### Recommended Readings

Robert C. Williams, *The Historian's Toolbox; A Student's Guide to the Theory and Craft of History*, Routledge, 2024.

Berry, R., *The Research Project: How to Write It*, Ralph Berry Books, London, 1994.

Eric Hobsbawm, *On History*, Orion Publishers, London, 2011.

Joel Rosenthal, *Understanding Medieval Primary Sources*, Routledge, 2012. (Selected chapters).

Benjamin Ziemann and Miriam Dobson, *Reading primary Sources: The Interpretation of Texts from Nineteenth and Twentieth Century History*, Taylor and Francis, London, 2008.

Kathleen W Craver, *Using Internet Primary Sources to Teach Critical Thinking Skills in History*, Bloomsbury Publishing, 1999.

### Mode of Transaction

Offline Classes, exercises, and tutorials

### Assessment Rubrics:

Evaluation Type		Marks
End Semester Evaluation		50
Continuous Evaluation		50
a)	Test Paper- 1	10
b)	Test Paper -2	10

c)	Assignment	10
d)	Seminar	10
e)	Book/ Article Review	10
<b>Total</b>		<b>100</b>

### Sample Questions to Test Outcomes

1. How do you verify the authenticity of a historical source?
2. Distinguish between primary and secondary sources. Give examples
3. What is plagiarism?
4. Can we trust digital sources? Why or why not?
5. What are some unconventional sources in history? Elucidate the challenges in using them.

### KU06DSEHIS303-RELIGION AND SOCIETY

Semester	Course Type	Course Level	Course Code	Credits	Total Hours
VI	DSE-3	300	KU06DSEHIS303	4	60
Learning Approach (Hours/Week)			Marks Distribution		Duration of ESE (in hours)
Lecture	Practical	Tutorial	CE	ESE	TOTAL
4	0	1	50	50	100
					2

**Course description:** The course will examine how religious beliefs, practices, and institutions have influenced and have, in turn, been shaped by social, political, and economic structures. The course will cover major religious traditions, including Hinduism, Buddhism, and Islam, as well as the ways these faiths have interacted with one another and influenced social developments across different periods of history.

**Course prerequisite:** Nil

**Course Outcome:** At the end of the Course, the Student will be able to

CO	Expected Outcome	Learning Domains
1	Understand how religious ideas and practices evolve in response to social, cultural, and political contexts.	U
2	Identify the role of religion in shaping societies, cultures, and politics throughout history and vice versa.	U
3	Analyse the interactions between different religious traditions and the challenges posed by pluralism.	A/E
4	Apply theoretical and historical frameworks to understand the relationship between religion and society in both past and present contexts.	A a

**\*Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C)**

**Mapping of Course Outcomes to PSOs**

	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	✓	✓	✓	✓	
CO2	✓	✓	✓	✓	✓
CO3	✓	✓	✓	✓	
CO4	✓	✓	✓		

**COURSE CONTENTS**

**Module- I**

**Credits: 4**

Introduction -Understanding Religions: Myths, Traditions, and Religion-Institutionalization and Religions-State and Religion **Suggested Readings**

Mircea Eliade, *The Sacred and the Profane; The Nature of Religion*, Harcourt Brace, 1959.

Claude Levi Strauss, *Myth and Meaning*, Taylor and Francis 2013.

Yuval Noah Harari, *Sapiens: A Brief History of Humankind*, Random House, 2004.

D.D.Kosambi, *An Introduction to the Study of Indian History*, Sage Publications, 2016.

Jonathan Smith, *Imagining Religion; From Babylon to Jonestown*, University of Chicago Press, 1982.

**Module -II**

Sanskrit Traditions- Puranic Hinduism- Saivism- Vaishnavism-Advaita-Dvaita-

Vishishtadvaita

**Suggested Reading**

Doniger, Wendy, 'The Puranic Tradition' in *The Cambridge History of India: Volume II, The Classical Age*, Cambridge University Press, 1992.

Suvira Jaiswal, *The Origin and Development of Vaisnavism: Vaisnavism from 200 BC to AD 500*, Munshiram Manoharlal Publishers, New Delhi, 2016.

Doniger, Wendy, *The Hindus: An Alternative History*, Penguin Books, 2009.

Hocking, William Ernest, *The Philosophy of Advaita Vedanta: A Study of the Development of Non-Dualistic Thought*, Routledge & Kegan Paul, 1932.

### **Module –III**

Buddhism and Jainism -Buddhism – A historical overview- The schisms in Buddhism-Jainism  
– History and precepts- Buddhist/Jaina Art and Architecture

#### **Suggested Readings**

John E. Cort, 'Bhakti in the Early Jain Tradition: Understanding Devotional Religion in South Asia', *History of Religions*, Vol.42, No.1, 2002, pp. 59-86

Rupert Gethin, *The Foundations of Buddhism*, Oxford University Press, 1988.

Jeffery D Long, *Jainism: An introduction*, I.B. Taurus, 2010.

Robert E. Fisher, *Buddhist Art and Architecture*, Thames & Hudson, New York, 1993. M.A.Dhaky. *Jain Art and Architecture*, B R Publishing Corporation, 1996.

### **Module -IV**

Bhakti, Sufi, and other traditions - Islam in India, Sufism in India, Bhakti in South India,  
Bhakti in North India, Indian Christian Traditions

#### **Suggested Readings**

Raziuddin Aquil, *The Muslim Question: Understanding Islam and Indian History*, Random House, New Delhi, 2017.

Raziuddin Aquil, *Lovers of God: Sufism and the Politics of Islam in Medieval India*, Manohar, 2020.

Suvira Jaiswal, 'Change and Continuity in Brahmanical Religion with Particular Reference to Vaisnava Bhakti', *Social Scientist*, Vol.28, No5/6,2000, pp.3-23.

Kesavan Veluthat, 'The Temple-Base Of The Bhakti Movement in South India', Proceedings of the Indian History Congress, Vol.40, 1979, pp.185-194.

## **Module -V**

### **Teacher Specific Module**

Customs, rituals, and caste

### **Suggested Readings**

Doniger, Wendy (ed.), *The Oxford History of Hinduism: Hinduism and the History of Hinduism*, Oxford University Press, 2018.

Radhakrishnan, Sarvepalli, *Indian Philosophy, Volume 1*, George Allen & Unwin, 1923.

Kauffman, David, *Shankara and the Advaita Vedanta Tradition*, Oxford University Press, 1994.

Heinrich Dumoulin, *Buddhism: A History*, Macmillan, 2005.

N. N. Bhattacharyya, *Jainism: An Outline of its Philosophy and History*, Munshiram Manoharlal, 2004

### **Recommended Readings**

Doniger, Wendy, 'Myth and Ritual in the Puranas', in *Myth and Ritual: A Reader*. Edited by Timothy D. Gorrige, Wiley-Blackwell, 2010.

S Jaini, *The Jaina Path of Liberation*, Motilal Banarasidass, 1998.

Miranda Shaw, *Buddhist Goddesses of India*, Princeton University Press, Princeton, 2004

### **Mode of Transaction**

Offline Classes, exercises, and tutorials Assessment

### **Rubrics:**

<b>Evaluation Type</b>		<b>Marks</b>
End Semester Evaluation		<b>50</b>
Continuous Evaluation		<b>50</b>
a)	Test Paper- 1	10
b)	Test Paper -2	10
c)	Assignment	10
d)	Seminar	10
e)	Book/ Article Review	10
<b>Total</b>		<b>100</b>

### **Sample Questions to Test Outcomes**

1. Can Bhakti be referred to as a single movement? Why or why not?
2. What do you know about Christian traditions in India?
3. Distinguish between Dvaita and Advaita
4. What are the significant features of Buddhism?
5. What has been the impact of Jainism on Indian society?

### KU06DSEHIS304 -ART AND ARCHITECTURE IN INDIA

Semester	Course Type	Course Level	Course Code		Credits	Total Hours
VI	<b>DSE-4</b>	300	<b>KU06DSEHIS304</b>		4	60
Learning Approach (Hours/Week)			Marks Distribution			Duration of ESE(in hours)
Lecture	Practical	Tutorial	CE	ESE	TOTAL	
4	0	1	50	50	100	2

**Course Description:** The course will survey the diverse traditions of art and architecture in Kerala, tracing its evolution from early times to the modern period. Students will examine the unique styles, materials, and cultural influences that have shaped Kerala's artistic expressions, including sacred architecture, mural paintings, traditional crafts, and performing art forms. The course will also locate the art traditions in the socio-religious contexts that have influenced their production in the region.

**Course prerequisite:** Nil

**Course Outcome:** At the end of the Course, the Student will be able to

CO	Expected Outcome	Learning Domains
1	Understand the historical development of art and architecture in Kerala.	U
2	Comprehend the distinctive features of Kerala's temple architecture, murals, and traditional crafts.	U
3	Analyse the influence of religious, cultural, and political factors on artistic expressions.	An
4	Evaluate the patterns and pluralistic nature of Kerala's artistic heritage	E

**\*Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C)**

## Mapping of Course Outcomes to PSOs

	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	✓	✓	✓		✓
CO2	✓	✓	✓		
CO3	✓			✓	✓
CO4	✓	✓	✓		

## COURSE CONTENTS

### Module –I

**Credits: 4**

Introduction - Art – Definitions -Key Approaches to the Study of Architecture – Scope and Significance- Architecture – Types and Modes of Evolution- From Art History to History of Art

#### Suggested Readings

E.H. Gombrich, *The Story of Art*, London, Phaidon; 16th edition 2007, (Preface & Chapter 1) Marilyn Stokstad and Micheal W Cothrenm, *Art: A Brief History*, Pearson College, 2009.

R Mahalakshmi, *Art and History: Texts, Contexts and Visual Representations*, Bloomsbury Academic, 2019.

Partha Mitter, *Much Maligned Monsters: A History of European Reactions to Indian Art*, Oxford University Press, 2013.

### Module -II

Indian Art - Brief introduction to early Indian ideas of art- Indian Architectural Traditions – Manasara and Mayamata-Indian sculpture

#### Suggested Readings

Stella Kramrisch, *Indian Art through Ages: Traditions of Indian Painting, Sculpture and Architecture*, Motilal Banarsidass Publishing House; First Edition, 2024.

G.H. Tillotson, ed., *Paradigms of Indian Architecture: Space and Time in Representation and Design*, Curzon Press, 1998.

### **Module -III**

Indo-Sarcenic architecture and art-Sultanate Period-Regional Art and Architecture-

#### **Suggested Readings**

Stella Kramrisch, *Indian Art through Ages: Traditions of Indian Painting, Sculpture and Architecture*, Motilal Banarsidass Publishing House; First Edition, 2024.

G.H. Tillotson, ed., *Paradigms of Indian Architecture: Space and Time in Representation and Design*, Curzon Press, 1998.

### **Module-IV**

Understanding architecture – Mughal Art and Architecture -A case study of Taj Mahal-Mughal Painting-Calligraphy-Regional Art and Architecture

#### **Suggested Readings**

Ebba Koch, *Mughal Architecture: An Outline of its History and Development, 1526-1858*, Primus Books, 2014.

BBC documentary on the Taj Mahal, <https://www.youtube.com/watch?v=1YHVHt3KjRw>

### **Module 5 – Teacher Specific Module**

#### **Recommended Readings**

Agarwal, V.S, *Indian Art Vol.I*, PruthiPrakashan, Varanasi,1984.

Balaji, P.D, *Rock Cut Temples of Early Pandyas of Tamilnadu*, New Bharatiya Book Corporation, Madras, 2012.

Hardie, C. James, *Temple Gateways in South India*, OUP, Oxford, 1961.

Deva, Krishna, *Temples of North India*, National Book Trust, New Delhi, 2002.

Dhaky, M.A. *The Indian Temple Forms in Karnataka Inscriptions and Architecture*. Abhinav, New Delhi, 1977.

Donaldson, T.E, *Hindu Temple Art of Orissa, 3 Vols*, E.J Brill, Leiden, 1985.

Duberuil, Jouveau, *Dravidian Architecture*, Educational Service Society, New Delhi, 1967.

Fergusson, J, *History of Indian and Eastern Architecture*, J.Murray, Harvard University, 1876.

Ghosh, D.P, *Medieval Indian Painting Eastern School*, Sundeep Prakashan, Delhi, 1982.

Gupta, R.S, *The Art and Architecture of Aihole*, Taraporevala Publication, Bombay, 1967. Hardy, A *Indian Temple Architecture Form and Transformation*, Asia Publishing House, Bombay, 1966.

Hariharan and Kuppaswami, *Music in Indian Art*, Sundeep Prakashan, Delhi, 1985 Kramrisch, Stella, *A Survey of Painting in Deccan*, MLBD, London, 1983.

### **Mode of Transaction**

Offline Classes, exercises, and tutorials

### **Assessment Rubrics:**

### **Assessment Rubrics:**

<b>Evaluation Type</b>		<b>Marks</b>
End Semester Evaluation		<b>50</b>
Continuous Evaluation		<b>50</b>
a)	Test Paper- 1	10
b)	Test Paper -2	10
c)	Assignment	10

d)	Seminar	10
e)	Book/ Article Review	10
<b>Total</b>		<b>100</b>

### Sample Questions to Test Outcomes

1. What do you know about sacred Muslim architecture in India?
2. What is Kalaripayattu? What do you know about its history?
3. What do you mean by 'art for art's sake'? Elucidate.
4. Explore the interlinkages between art and history in India.
5. What are the salient features of temple architecture in Kerala?

### KU06SECHIS303- HISTORY AND CINEMA

Semester	Course Type	Course Level	Course Code		Credits	Total Hours
V1	SEC -3	300	KU06SECHIS303		3	45
Learning Approach (Hours/ Week)			Marks Distribution (%)			Duration of ESE (Hours)
Lecture	Practical	Tutorial	CE	ESE	Total	
3	0	0	50	50	100	2

**Course Description:** This course provides an introductory survey of film history from the early period to the modern era, the origin and development of Hollywood, Bollywood, and Molly wood film industries, and Indian film Diaspora.

**Course Prerequisite:** NIL

**Course Outcomes:** At the end of the Course, the Student will be able to

CO No.	Expected Outcome	Learning Domains
1	Students identified various film genres of different historical periods.	R
2	Understand significant movements, innovations, and figures in film history.	U
3	Students demonstrate a basic knowledge of cinema and can place a film in its historical context.	U

4	Enable the students to critically analyse a film in ways that are necessary to a film practitioner /film critic.	E
5	Students acquired the critical, technical, and aesthetic vocabulary related to cinematic practices and structures.	C

**\*Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C)**

***Mapping of Course Outcomes to PSOs***

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PSO 7
<b>CO 1</b>	✓	✓	✓				
<b>CO 2</b>	✓	✓	✓				
<b>CO 3</b>	✓	✓	✓			✓	
<b>CO 4</b>	✓	✓	✓				
<b>CO 5</b>	✓	✓	✓	✓			✓

**COURSE CONTENTS**

**Module- I**

**Credit 3**

Earl History of Cinema-Theatre- Greece-Amphi Thetre-Rome-Roman Arena - The Invention and Early Years of the Cinema-1880s-1904-Cinema and Society-Hollywood Screenings: short films by Edison, the Lumière brothers

**Suggested Readings**

Katherine E.Welch, *The Roman Amphi Theater*, Cambridge University Press, 2009

Robert A. Rosentone, *Visions of the Past: The Challenge of Film to Our Idea of History*, Cambridge, Harvard University Press, 1995

Hayden White, *Historiography and Historiophoty*, *The American Historical Review*, 93 (October 1988):1193

## **Module- II**

History of Indian Cinema- Pioneers of Indian Cinema- Silent Films- Age of Sound- Post Independent Era- Golden International Laurels

### **Suggested Readings**

Dwyer, Rachel, *Cinema India: The Visual Culture of Hindi Film*, Rutgers University, New Jersey, 2012

Saran, Renu. *History of Indian Cinema*, Diamond Pocket Books, New Delhi, 2012

Gokuling, K. Moti & Dissanayake, Wimal, *Rutledge Hand Book of Indian Cinema*, Rutledge Tylor and Francis Group, London,2013

Bhowmik, S.*Indian Cinema, Colonial Contours*, Papyrus, Culcutta, 1995

## **Module- III**

Major Film Industries- Hindi-Bengali-Marathi-Tamil-Telugu-Malayalam-Kannada-Regional Cinema- Assam-Punjab-Oriya-Awards-Film Festivals –Bollywood -Molly Wood

### **Suggested Readings**

Bhaskaran S.T.*The Eye of the Serpent: An Introduction to Tamil Cinema*, East-West Books, Madras, 1996

Rajini Mazumdar, *Bombay Cinema*, University of Minnesota, Minnesota,2007

## **Module -IV**

Legends in Indian Cinema –Indian Film Themes- Depiction of Class-Caste-GenderEnvironment- Mythology

### **Suggested Readings**

Biswas, Moinak,(ed.), *Apu and After: Re-Visiting Ray's Cinema*, Seagull, London,2006

Rajadhyaksha, Ashish & Willemsen, Paul, *Encyclopaedia of Indian Cinema*, Oxford University Press, New Delhi, 1998

Vijay Mishra, *Bollywood Cinema*, Chapter 3, The Texts of Mother India, 61-87, BBLEARN

## **Module V**

### **Teacher Specific Module**

Film Screening- Preparation of short films/documentaries on movies on socially relevant themes

Debates/Expert Talks

### **Recommended Reading:**

Burke, Peter, *Eyewitnessing. The Use of Images as Historical Evidence*, Reaktion Books, London, 2019

Carlsten, Jennie M. & McGarry, Fearghal. (eds.) *Film, History and Memory*, Palgrave Macmillan, New York, 2015

Chapman, James, *Film and History*, Palgrave Macmillan, New York, 2013

Deshpande, Anirudh, *Film as Historical Sources or Alternative History*, Economic and Political Weekly, Vol. 39, No. 40 (Oct. 2-8, 2004), pp. 4455-4459

Elley, Derek, *The Epic Film: Myth and History*, Routledge, London & New York, 2014

Ferro, Marc, *Cinema and History*, Wayne State University Press, 1988

### **Teaching Learning Strategies (Classroom activities/Lab activities/Field Activities)**

Classroom Lecturing, PPT Presentation, Presentation of Educational Videos, and Lecturing with Multimedia Content.

### **Mode of Transaction**

Offline Classes

### Assessment Rubrics:

Evaluation Type		Marks
End Semester Evaluation		50
Continuous Evaluation		50
a)	Test Paper- 1	5
b)	Test Paper -2	5
c)	Debate//Discussion	5
d)	Assignment	5
e)	Seminar	10
f)	Book/ Article Review	10
g)	Viva-voce	10
<b>Total</b>		<b>100</b>

### Sample Questions to Test Outcomes

1. Explain the relevance of Amphi Theatre.
2. What are the main features of the Cinema of the 1880s?
3. Analyse the concepts of *Silent Film*.
4. Who are the pioneers of Indian Cinema?
5. Analyse the features of Hollywood.
6. Write a note on South Indian film industries.

**SEMESTER-VII**

	Category	Code	Course Title	Marks		Total Marks	Total Courses	Credits
				CA	ESA			
<b>VII</b>	DSE-A19	KU07DSCHIS401	Historical Methods	50	50	100	<b>5</b>	4
	DSE-A20	KU07DSCHIS402	Research in Social Sciences	50	50	100		4
	DSC-A21	KU07DSCHIS403	Local History: Methods and Approaches	50	50	100		4
	DSC-A22	KU07DSCHIS404	Folklore Studies	50	50	100		4
	DSC-A23	KU07DSCHIS405	Research and Ethics		50	100		4
		MOOC/ Online 1	MOOC / Online 1 (4C)	50	50	100		4
					<b>300</b>	<b>600</b>		<b>24</b>

### KU07DSCHIS401-HISTORICAL METHODS

Semester	Course Type	Course Level	Course Code		Credits	Total Hours
VII	<b>DSC-A19</b>	400	<b>KU07DSCHIS401</b>		4	60
Learning Approach (Hours/Week)			Marks Distribution			Duration of ESE(in hours)
Lecture	Practical	Tutorial	CE	ESE	TOTAL	
4	0	0	50	50	100	2

**Course description:**

The course aims to impart to the students essential techniques and methods of research in history. A preliminary knowledge of historical method, theory, and techniques of research is crucial for preparing a research monograph or a thesis. The course enables the students to undertake research leading to the preparation of a project, research monograph, or research paper. It is of particular significance to students who will be opting for thesis submission.

**Course prerequisite:** Knowledge in Historiography

**Course Outcome: At the end of the Course, the Student will be able to**

CO	Expected Outcome	Learning Domains
1	Students become familiar with the key aspects of a distinct historical method.	U
2	They also get theoretical knowledge and practical training in research methodology.	U, A, and E
3	They will be able to analyse historical sources after the course.	An

4	Evaluate the patterns and methods of historical reconstruction.	E
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**\*Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C)**

### Mapping of Course Outcomes to PSOs

	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	✓	✓	✓	✓	✓
CO2	✓	✓	✓	✓	
CO3	✓	✓	✓	✓	✓
CO4	✓	✓	✓	✓	

## COURSE CONTENTS

### Module I.

**Credits: 4**

Introduction - What is historical research? - The Process of Research- Selection of a research problem-Research Plan -Periodization

### Suggested Readings

Black, Jeremy and Donald M. Macrauld, *Studying History*, Macmillan, Basingstoke, 1997.

Bloch, Marc, *The Historian's Craft*, Vintage, U.K., 1964.

Carr, E. H, *What is History*, Macmillan& Co., London, 1969.

Cannon, John, ed.. *The Historian at Work*, George Allen and Unwin, London, 1980.

Gaddis, John, Lewis, *The Landscape of History: How Historians Map the Past*, Oxford University Press, USA, 2004.

Marwick, Arthur. *What History Is and Why It Is Important*. Buckinghamshire: Open University Press, 1970.

Marwick, Arthur, 1977, *Introduction to History*, Milton Keynes: Open University Press, 1977.

## **Module II**

Historical thinking in research - Historical imagination and research- Heuristics and Hermeneutics- Textual analysis-Quantitative and Qualitative Methods -Distinction between Primary and Secondary Sources-Interdisciplinary and multidisciplinary approaches

### **Suggested Readings**

Black, Jeremy and Donald M. Macrailld, *Studying History*, Macmillan, Basingstoke, 1997.

Horkheimer, Max, *Between Philosophy and Social Science: Selected Early Writings*, MIT Press, Cambridge, 1995.

Fischer, D. A. *Historian's Fallacies, Towards a Logic of Historical Thought*, Harper and Row Publishers, New York, 1970

Gaddis, John, Lewis, *The Landscape of History: How Historians Map the Past*, Oxford University Press, USA, 2004.

Evans, J. Richard, *In Defence of History*, Granta Books, London, 1997.

## **Module III**

Sources and research - Collection of data-Different kinds of resources and repositories-Web resources- Objectivity and bias-Citations and style guides-Using sources from the journal-The significance of the footnotes-Bibliography-Glossary-Index

### **Suggested Readings**

Braudel, Fernand. "History and the social sciences." In Peter Burke, ed., *Economy and Society in EarlyModernEurope*,pp.11-42.Routledge,2013.

Cicourel, Aron. V. (ed), *Advances in Social Theory and Methodology*, Routledge, London, 2017.

Ginzburg, Carlo. *Clues, myths, and the historical method*. JHU Press, 2013.

Gaddis, John, Lewis, *The Landscape of History: How Historians Map the Past*, Oxford University Press, USA, 2004.

Black, Jeremy and Donald M. Macrauld, *Studying History*, Macmillan, Basingstoke, 1997.

Jonathan, Anderson, *Thesis and Assignment: Writing*, John Wiley & Sons, Brisbane, 1994.

## **Module IV**

Interpreting Sources - Reading Inscriptions-Numismatics and its possibilities-Interpreting the archives-Reading spaces as texts-Visual culture as sources-Newspapers and historical research-Private correspondence/journals/personal memoirs-Oral traditions and oral histories-Travel writing and history-Cinema and History

### **Suggested Readings**

Cicourel, Aron. V. (ed), *Advances in Social Theory and Methodology*, Routledge, London, 2017.

Gaddis, John, Lewis, *The Landscape of History: How Historians Map the Past*, Oxford University Press, USA, 2004.

Barnes, H. E., *A History of Historical Writing*, Norman, Oklahoma, 1937.

Black, Jeremy and Donald M. Macrauld, *Studying History*, Macmillan, Basingstoke, 1997.

Berry, R., *The Research Project: How to Write It*, Ralph Berry Books, London, 1994.

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

## **Module 5**

### **Teacher Specific Module**

Writing Marginalised Histories – Gender and History

### **Recommended Readings**

Braudel, Fernand. "History and the social sciences." In Peter Burke, ed., *Economy and Society in Early Modern Europe*, pp.11-42. Routledge, 2013.

Cicourel, Aron. V. (ed), *Advances in Social Theory and Methodology*, Routledge, London, 2017.

Ginzburg, Carlo. *Clues, myths, and the historical method*. JHU Press, 2013.

Gaddis, John, Lewis, *The Landscape of History: How Historians Map the Past*, Oxford University Press, USA, 2004.

Black, Jeremy and Donald M. Macrauld, *Studying History*, Macmillan, Basingstoke, 1997.

Jonathan, Anderson, *Thesis and Assignment: Writing*, John Wiley & Sons, Brisbane, 1994.

### Mode of Transaction

Offline Classes, exercises, and tutorials

### Assessment Rubrics:

Evaluation Type		Marks
End Semester Evaluation		50
Continuous Evaluation		50
a)	Test Paper- 1	5
b)	Test Paper -2	5
c)	Debate//Discussion	5
d)	Assignment	5
e)	Seminar	10
f)	Book/ Article Review	10
g)	Viva-voce	10
<b>Total</b>		<b>100</b>

### Sample Questions to Test Outcomes

1. What do you know about plagiarism?
2. Distinguish between qualitative and quantitative methods.

3. What is a research plan? Elucidate.
4. What are the challenges and possibilities of using numismatics as sources?
5. Can you use the cinema as a source of history? Explain.

### KU07DSCHIS402 -RESEARCH IN SOCIAL SCIENCES

Semester	Course Type	Course Level	Course Code		Credits	Total Hours
VII	<b>DSC-A20</b>	400	<b>KU07DSCHIS402</b>		4	60
Learning Approach (Hours/ Week)			Marks Distribution (%)			Duration of ESE (Hours)
Lecture	Practical	Tutorial	CE	ESE	Total	
4	0	0	50	50	100	2

**Course Description:** This course provides an introduction to various methods employed in social science research outside the discipline of History. The course would help students to develop an interdisciplinary approach while preparing for the final year dissertation.

**Course prerequisite:** Knowledge of Historiography

**Course Outcome:** At the end of the Course, the Student will be able to

CO No.	Expected Outcome	Learning Domains
1	The students will be able to remember key methods in Social Science research	R
2	The students will understand the interdisciplinary methods of research	U
3	The students will be able to evaluate different modes of social science research	E
4	Students will be able to develop interdisciplinary methodological approach	C
5	Students will be able to apply the learning into their own research projects	A

*\*Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C)*

## Mapping of Course Outcomes to PSOs

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PSO 7
CO 1	✓	✓	✓				
CO 2	✓	✓	✓				
CO 3	✓	✓	✓		✓		✓
CO 4	✓	✓	✓			✓	
CO 5	✓	✓	✓	✓			✓

## COURSE CONTENTS

### Module I

**Credits:4**

Field Work and Data Analysis- Ethnographic Research- Thick Description- Measuring Economic Change in Research- Interview Method in Ethnography- Oral Accounts in Field work.

#### Suggested Readings:

Ortner SB. Resistance and the Problem of Ethnographic Refusal. *Comparative Studies in Society and History*. 1995;37(1):173-193.

Clark, Stuart. "Thick Description, Thin History: Did Historians Always Understand Clifford Geertz?." In *Interpreting Clifford Geertz: Cultural Investigation in the Social Sciences*, pp. 105-119. New York: Palgrave Macmillan US, 2011.

### Module II

Working with Quantitative Data - Deductive and Inductive logic-Recording and Organizing Data- The Process of Data Analysis- Statistical Tools in Social Sciences- Types of Surveys.

**Suggested Readings:**

Franzosi, Roberto. "Narrative as data: linguistic and statistical tools for the quantitative study of historical events." *International Review of social history* 43, no. S6 (1998): 81-104.

Bulmer, Martin, Kevin Bales, and Kathryn Kish Sklar, eds. *The social survey in historical perspective, 1880-1940*. Cambridge University Press, 1991.

**Module III**

Survey Design and Questionnaires- Discourse and Textual Analysis- Text as Data- Narrative Analysis- Content Analysis- Dealing with Speeches- Interpreting Media and Policies.

**Suggested Readings:**

Brinton, Laurel J. "Historical discourse analysis." *The handbook of discourse analysis* (2015): 222-243.

Holt, Jennifer, and Alisa Perren, eds. *Media industries: History, theory, and method*. John Wiley & Sons, 2011.

**Module 4:** Case Study and Comparative Method- Case Study in Political and Anthropological Research- Feminist Method in Social Science- Computational Method and analysis of Digital Data- Mixed Method Approaches.

**Suggested Readings:**

Harding, Sandra. "Is there a feminist method?" *Social research methods: A reader* 1, no. 45 (1987): 456-464.

Hampshire, Edward, and Valerie Johnson. "The digital world and the future of historical research." *Twentieth Century British History* 20, no. 3 (2009): 396-414.

**Module 5:**

Teacher Specific Module

**Recommended Readings:**

Becker, Howard S. *Tricks of the Trade: How to Think About Your Research While You're Doing It*. Chicago: University of Chicago Press, 1998.

Bourdieu, Pierre, and Loïc J.D. Wacquant. *An Invitation to Reflexive Sociology*. Chicago: University of Chicago Press, 1992.

Bryman, Alan. *Social Research Methods*. 5th ed. Oxford: Oxford University Press, 2016.

- Creswell, John W. *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches*. 4th ed. Thousand Oaks, CA: Sage, 2014.
- Desai, Vandana, and Robert B. Potter, eds. *Doing Development Research*. London: Sage, 2006.
- Durkheim, Emile. *The Rules of Sociological Method*. Translated by W.D. Halls. New York: Free Press, 1982.
- Flyvbjerg, Bent. *Making Social Science Matter: Why Social Inquiry Fails and How It Can Succeed Again*. Cambridge: Cambridge University Press, 2001.
- Foucault, Michel. *Power/Knowledge: Selected Interviews and Other Writings, 1972–1977*. Edited by Colin Gordon. New York: Pantheon Books, 1980.
- Gerring, John. *Case Study Research: Principles and Practices*. 2nd ed. Cambridge: Cambridge University Press, 2017.
- Geertz, Clifford. *The Interpretation of Cultures: Selected Essays*. New York: Basic Books, 1973.
- Guba, Egon G., and Yvonna S. Lincoln. *Fourth Generation Evaluation*. Newbury Park, CA: Sage, 1989.
- Hammersley, Martyn, and Paul Atkinson. *Ethnography: Principles in Practice*. 4th ed. London: Routledge, 2019.
- Harding, Sandra. *The Science Question in Feminism*. Ithaca, NY: Cornell University Press, 1986.
- Kumar, Ranjit. *Research Methodology: A Step-by-Step Guide for Beginners*. 5th ed. London: Sage, 2022.
- Luker, Kristin. *Salsa Dancing into the Social Sciences: Research in an Age of Info-Glut*. Cambridge, MA: Harvard University Press, 2008.
- Mason, Jennifer. *Qualitative Researching*. 3rd ed. London: Sage, 2018.
- Maxwell, Joseph A. *Qualitative Research Design: An Interactive Approach*. 3rd ed. Thousand Oaks, CA: Sage, 2013.
- May, Tim. *Social Research: Issues, Methods and Process*. 5th ed. Maidenhead: McGraw-Hill Education, 2011.
- Patton, Michael Quinn. *Qualitative Research & Evaluation Methods*. 4th ed. Thousand Oaks, CA: Sage, 2015.
- Ragin, Charles C. *The Comparative Method: Moving Beyond Qualitative and Quantitative Strategies*. Berkeley: University of California Press, 1987.
- Sayer, Andrew. *Method in Social Science: A Realist Approach*. Revised 2nd ed. London: Routledge, 1992.
- Small, Mario Luis. *How to Conduct a Mixed Methods Study: Recent Trends in a Rapidly Growing Literature*. *Annual Review of Sociology* 37: 57–86, 2011.

### Teaching Learning Strategies (Classroom activities/Lab activities/Field Activities)

Classroom Lecturing, PPT Presentation, Presentation of Educational Videos, direct reading of sources.

### Mode of Transaction

Offline Classes

### Assessment Rubrics:

Evaluation Type		Marks
End Semester Evaluation		50
Continuous Evaluation		50
a)	Test Paper- 1	10
b)	Test Paper -2	10
c)	Assignment	10
d)	Seminar	10
e)	Book/ Article Review	10
<b>Total</b>		<b>100</b>

### Sample Questions:

1. Describe the importance of interviews in conducting research
2. Prepare a sample survey questionnaire for a historical research
3. Evaluate the significance of quantitative method in social science research
4. Examine the changes brought by digital age into research data

### KU07DSCHIS403-LOCAL HISTORY: METHODS AND APPROACHES

Semester	Course Type	Course Level	Course Code		Credits	Total Hours
VII	<b>DSC-A21</b>	400	<b>KU07DSCHIS403</b>		4	60
Learning Approach (Hours/ Week)			Marks Distribution (%)			Duration of
Lecture	Practical	Tutorial	CE	ESE	Total	ESE (Hours)
4	0	0	50	50	100	2

**Course Description:** As an emerging area of study and research, students should equip themselves with the basic ideas and methods in conducting studies on Local History. The course aims at preparing students with the necessary skills in undertaking local history research.

**Course Prerequisite:** NIL

**Course Outcomes:** At the end of the Course, the Student will be able to

CO No.	Expected Outcome	Learning Domains
1	Students get acquainted with a new branch of history and research	R
2	Students are trained in the basic concepts and techniques of writing local history	U
3	Realize the importance of local history in the context of globalization/cultural resistance	U
4	Develop skills related to local history research such as fieldwork	E

5	Gained expertise in micro-level data collection, oral history research	C
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**\*Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create**

***Mapping of Course Outcomes to PSOs***

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PSO 7
CO 1	✓	✓	✓				
CO 2	✓	✓	✓				
CO 3	✓	✓	✓			✓	
CO 4	✓	✓	✓				
CO 5	✓	✓	✓	✓			✓

**COURSE CONTENTS**

**Module- I**

**Credits :4**

Origin-Definition-Concept-School of Thought-Total History-Micro History-Globalization-Cultural Identity

**Suggested Readings**

Becket,John, *Writing Local History*, Manchester University Press, Manchester, 2007.

Brooks, James, F, Christopher De Corse and John Walton (eds.), *Small Worlds: Meaning and Narrative in Microhistory*, School for Advanced Research Press, Santa Fe, 2008.

Burke, Peter,*The French Historical Revolution: The Annales School 1929-2014*, Polity Press, Cambridge, 2015.

Ladurie,Immanuel Le Roy, *The Territory of the Historian*, Edward Everett Root, UK, 2017.

Magnusson,Sigurour, and IstvanM. Szijarto,*What is Microhistory? Theory and Practice*, Routledge, London, 2013.

**Module- II**

Kinds of Local History – Topographic studies – County history – Parish history – Town history – Family history – Urban history – Landscape history – Regional History and Heritage studies.

### **Suggested Readings**

Becket, John, *Writing Local History*, Manchester University Press, Manchester, 2007.

Cammen, Karol, *On Doing Local History*, Rowman & Littlefield, Maryland, 2014.

Burke, Peter (ed.), *New Perspective on Historical Writing*, Polity Press, Cambridge, 1991.

### **Module- III**

Source and Method – Archives and Archaeology – Architecture – Literature – Panchayath and village records – Family records – Letters, diaries, pamphlets, photographs – Place names – Alternate evidences – Oral sources – Myths, legends and proverbs – Individual and collective memory – Culture as embedded history – Methods of data collection – Fieldwork and interview – Participant observation.

### **Suggested Readings**

Burke, Peter, *History and Social Theory*, Cornell University Press, 2005.

Carson, Diana, C, *Publish a Local History: A Step-by-Step Guide from Finding the Right Project to Finished Book*, Iron Gate Publishing, 2015.

Panikkar, K.N, “Pradesam, Rastram, Lokam: Pradesika Charitra Rachanku Oru Amukham”, in *Kadathanadinte Sahitya Parambaryam* (Malayalam), Current Books, Kottayam, 2007.

### **Module -IV**

Local history research in Kerala – *Vaniyamkulam Panchayath Vijnaneeyam* by N.M. Nambutiri – *Tirurangadi Gramacharithram* by K.N. Ganesh – *Kasargod:*

*Charithravum Samuhavum* by C. Balan – Preparation of a project.

### **Suggested Readings**

Balan, C, *Kasargod: Charithravum Samuhavum*, Kasargod district Panchayat, Kasargod, 2001.

Carson, Diana C, *Publish a Local History: A Step-by-Step Guide from Finding the Right Project to Finished Book*, Iron Gate Publishing, 2015.

Ganesh, K.N, *Locality and Culture in Kerala history: the Case of Tirurangadi*, University of Calicut, Publication Division, 2010.

Nambutiri, N.M, *Vaniyamkulam Panchayath Vijnaneeyam*, Part.1, Kerala Council for Historical Research, Thiruvananthapuram, 2001

## **Module V**

### **Teacher Specific Module**

Preparation of documentaries-Organization of field visits and documentation

### **Recommended Reading:**

Adorno, Theodore, *The Culture Industry, Selected Essays on Mass Culture*, Routledge, London, 1991.

Barthes, Ronald, *Image, Music, Text*, Fontana Press, London, 1997.

Braudel, F., *Mediterranean, The Mediterranean World in the age of Philip II*, Harper & Row, New York, 1972.

Ganesh, K.N, *Pradhesika Charithra Rachana*, Kerala Sashtira Sahithya Parishat, Kollam, 1996.

Hey, David, *Local Family History*, Oxford University Press, London, 1996.

Ludden, David, *Early Capitalism and Local History in South India*, Oxford University Press, Delhi, 2006.

Vincent P.J. and A.M. Shinas (eds.), *Local History: Explorations in Theory and Method*, Kozhikode, 2009.

Rahman, Mujeebu, M.P., (ed.), *The Locale Speak: Papers in Local History*, University of Calicut Publication Division, Calicut, 2009.

Thompson, Paul, *Voice of the Past* in Robert Perks & Alistair Thomson (eds.), *The Oral History Reader*, Routledge, London, 1998.

Tiller, Kate, *English Local History: An Introduction*, Alan Sutton, USA, 1992.

**Teaching Learning Strategies (Classroom activities/Lab activities/Field Activities)** Classroom Lecturing, PPT Presentation, Preparation and Presentation of Videos, field visit and preparation of field notes

### **Mode of Transaction**

Offline Classes

### Assessment Rubrics:

Evaluation Type		Marks
End Semester Evaluation		50
Continuous Evaluation		50
a)	Test Paper- 1	5
b)	Test Paper -2	5
c)	Debate//Discussion	5
d)	Assignment	5
e)	Seminar	10
f)	Book/ Article Review	10
g)	Viva-voce	10
<b>Total</b>		<b>100</b>

### Sample Questions to Test Outcomes

1. Explain the relevance of the local history
2. What are the main types of local history?
3. Analyse the concepts of *Annals School*
4. Who are the pioneers of local historical writing in Kerala?
5. Analyse the features of Regional history
6. Write a note on *Vaniyamkulam Panchayath Vijnaneeyam*

### KU07DSCHIS404 –FOLKLORE STUDIES

Semester	Course Type	Course Level	Course Code		Credits	Total Hours
VII	<b>DSC-A22</b>	400	<b>KU07DSCHIS404</b>		4	60
Learning Approach (Hours/ Week)			Marks Distribution (%)			Duration of ESE (Hours)
Lecture	Practical	Tutorial	CE	ESE	Total	
4	0	0	50	50	100	2

**Course Description:** The purpose of the course is to familiarize the student with folklore and folklore tradition of our society. It helps the students to understand the different facets of folklore, folk traditions and how folklore helps to reconstruct the history of a society

**Course Prerequisite:** NIL

**Course Outcomes:** At the end of the Course, the Student will be able to

CO No.	Expected Outcome	Learning Domains
1	Students remember and Identify the concept and features of the folklore studies	R
2	Students understand the different folk tradition and their historical relevance.	U
3	Students identify the cultural and social evolution of folk tradition	U
4	Able to evaluate the differences between traditional knowledge and modern scientific knowledge	E

5	Create awareness among the students to conserve / preserve of folklore of their locality/region/districts/state/country	C
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**\*Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create**  
**Mapping of Course Outcomes to PSOs**

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PSO 7
CO 1	✓	✓	✓				
CO 2	✓	✓	✓				
CO 3	✓	✓	✓			✓	
CO 4	✓	✓	✓				
CO 5	✓	✓	✓	✓			✓

**COURSE CONTENTS**

**Module- I**

**Credits: 4**

Definition-Concept-Data-Folklore as artefact, mentifact and socio-fact -Concept of Genre

**Suggested Readings**

Adams, Robert J, Introduction to Folklore, Best Books Publications, New York, 1975

Bauman Richard, *Folklore as Trans disciplinary Dialogue*. Journal of Folklore Research 33.1 (1996): 15-20.

Ben Amos, Dan, *Towards a Definition of Folklore* in Folklore in Context, South Asian Publishers, New Delhi, 1982

Ben Amos, Dan, (Ed.) *Folklore Genres*, University of Texas Press, Austin, 1976

Bendix, Regina, *In Search of Authenticity: The Formation of Folklore Studies*, University of Wisconsin Press, Madison, 1997

**Module- II**

Different School of thought-British School - The German School - Finnish School - The American School - Indian School

### **Suggested Readings**

Brunvand, Jan Harold, *The Study of American Folklore*, Norton Press, New York, 1969

Claus Peter J. Frank J. Korom, *Folkloristic and Indian Folklore*, RRC Udupi. Cochiara, 1991

Giuseppe, *The history of Folklore in Europe*, Institute of the study of Human Issues, Philadelphia, 1971

Dorson, Richard M, *Folklore and Folk life*, Chicago University Press, Chicago, 1972

### **Module- III**

Classification of Folklore - Genre and Classificatory System – Genres and subgenres – Definition of each Genre – Myth, Legend, Folk tales, Ballard, proverb, riddle, anecdote, ritual, folk art, folk performance, material culture, festival, etc. Genre theory in folklore – Academic category and native category -Functions of Folklore –Andrew Lang - Emile Durkheim - Malinowski - Radcliffe – Brown - William R. Bascom

### **Suggested Readings**

Ben Amos, Dan, (Ed.), *Folklore Genres*, University of Texas Press, Austin, 1976

Payyanad, Raghavan, (Ed.), *Ideology, Politics and Folklore*, FFM Publication,

Payyannur, 1999

Payyanad, Raghavan, *Methodology for Folkloristics*, Department of English, Farook College, Feroke, 2013

Pardes, A & Dan Ben – Amos (Ed) *Towards a New Perspective in Folklore*, University Texas Press, Austin, 1972

Propp, Vladimir, *Theory and History of Folklore*. Translated by Ariadna Y. Martin and Richard P. Martin. Edited with Introduction and Notes by Anatoly Liberman, Minneapolis, University of Minnesota Press, (Series: Theory and History of Literature, 5), 1984.

### **Module -IV**

Kerala Folklore and Folkloristic-Introduction to Kerala Folklore - Kerala Folkloristic through ages - Folkloristic.

### **Suggested Readings**

Payyanad, Raghavan, *Kerala Folklore*, FFM Publications, Kannur, 1997

Pinault, David, *Material Culture in South Asian Folklore* Edited by Margeret A Mills. Peter J. Clause & Sarah diamond, Routeledge, 2003

Vishnu Namboodiri, M.V, *Nadodi Vinjaneeyam*, Kottayam, DC Books, 2007

## **Module V**

Participation in folk performances of North Malabar-Documentation of folk art forms-preparation of folk dictionary

### **Teacher Specific Module**

Preparation of documentaries-Organization of field visits and documentation

### **Recommended Reading:**

Clarke, Kenneth & Mary Clarke W, *Introducing Folklore*, Rine heart & Winston, New York, 1963

Dorson, Richard M, *Folklore and Folk life*, Chicago University Press, Chicago,1972

Dorson, Richard M, *Folklore Research Around the world*, Kennikat Press, New York, 1973

Dorson, Richard M, *African and Afro-American Folklore - Reply to Bascom and Other Misguided Critics*, *Journal of American Folklore* 88.348 pp. 151-64,1975

Dundes, Alan (Ed.), 1965: *The Study of Folklore*: Prentice Hall.

Dundes, Alan 1978: *Essays in Folkloristics*, Meerut: Folklore Institute.

Dundes, Alan, *International Folkloristic*. Rowman and Littlefield, 1999, New York

Handoo Jawaharlal, *Folklore – An Introduction*, Central Institute of Indian Languages, Mysore, 1989

### **Teaching Learning Strategies (Classroom activities/Lab activities/Field Activities)**

Classroom Lecturing, PPT Presentation, Presentation of Educational Videos, and Lecturing with Multimedia Content.

### **Mode of Transaction**

Offline Classes

### **Assessment Rubrics:**

Evaluation Type		Marks
End Semester Evaluation		50
Continuous Evaluation		50
a)	Test Paper- 1	5
b)	Test Paper -2	5
c)	Debate//Discussion	5
d)	Assignment	5
e)	Seminar	10
f)	Book/ Article Review	10
g)	Viva-voce	10
<b>Total</b>		<b>100</b>

### Sample Questions to Test Outcomes

1. Explain the relevance of the folklore for historical reconstruction
2. What are the main genre of folklore?
3. Analyse the concepts of *American School* of Folklore
4. Assess the nature of Kerala folklore
5. Points out the functions of Folklore
6. Write a note on *any* folk form of Kerala

### KU07DSCHIS405-RESEARCH AND ETHICS

Semester	Course Type	Course Level	Course Code		Credits	Total Hours
VII	<b>DSC-A23</b>	400	<b>KU07DSCHIS405</b>		4	60
Learning Approach (Hours/ Week)			Marks Distribution (%)			Duration of ESE (Hours)
Lecture	Practical	Tutorial	CE	ESE	Total	
4	0	0	50	50	100	2

**Course Description:** This course provides an introduction to various methods employed in social science research outside the discipline of History. The course would help students to develop an interdisciplinary approach while preparing for the final year dissertation.

**Course Prerequisite:** NIL

**Outcomes:** At the end of the Course, the Student will be able to

CO No.	Expected Outcome	Learning Domains
1	The students will be able to remember key methods in Social Science research	R
2	The students will understand the interdisciplinary methods of research	U
3	The students will be able to evaluate different modes of social science research	E
4	Students will be able to develop interdisciplinary methodological approach	C
5	Students will be able to apply the learning into their own research projects	A

**\*Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C)**

## Mapping of Course Outcomes to PSOs

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PSO 7
CO 1	✓	✓	✓				
CO 2	✓	✓	✓				
CO 3	✓	✓	✓		✓		✓
CO 4	✓	✓	✓			✓	
CO 5	✓	✓	✓	✓			✓

## COURSE CONTENTS

**Credits: 4**

### Module I

Field Work and Data Analysis- Ethnographic Research- Thick Description-Measuring Economic Change in Research- Interview Method in Ethnography- Oral Accounts in Field work.

#### Suggested Readings:

Ortner SB. Resistance and the Problem of Ethnographic Refusal. *Comparative Studies in Society and History*. 1995;37(1):173-193.

Clark, Stuart. "Thick Description, Thin History: Did Historians Always Understand Clifford Geertz?." In *Interpreting Clifford Geertz: Cultural Investigation in the Social Sciences*, pp. 105-119. New York: Palgrave Macmillan US, 2011.

### Module II

Working with Quantitative Data - Deductive and Inductive logic-Recording and Organizing Data- The Process of Data Analysis- Statistical Tools in Social Sciences- Types of Surveys.

### **Suggested Readings:**

Franzosi, Roberto. "Narrative as data: linguistic and statistical tools for the quantitative study of historical events." *International review of social history* 43, no. S6 (1998): 81-104.

Bulmer, Martin, Kevin Bales, and Kathryn Kish Sklar, eds. *The social survey in historical perspective, 1880-1940*. Cambridge University Press, 1991.

### **Module III**

Survey Design and Questionnaires- Discourse and Textual Analysis- Text as Data- Narrative Analysis- Content Analysis- Dealing with Speeches- Interpreting Media and Policies.

#### **Suggested Readings:**

Brinton, Laurel J. "Historical discourse analysis." *The handbook of discourse analysis* (2015): 222-243.

Holt, Jennifer, and Alisa Perren, eds. *Media industries: History, theory, and method*. John Wiley & Sons, 2011.

**Module 4:** Case Study and Comparative Method- Case Study in Political and Anthropological Research- Feminist Method in Social Science- Computational Method and analysis of Digital Data- Mixed Method Approaches.

#### **Suggested Readings:**

Harding, Sandra. "Is there a feminist method." *Social research methods: A reader* 1, no. 45 (1987): 456-464.

Hampshire, Edward, and Valerie Johnson. "The digital world and the future of historical research." *Twentieth Century British History* 20, no. 3 (2009): 396-414.

### **Module V**

Teacher Specific Module

#### **Recommended Readings:**

Becker, Howard S. *Tricks of the Trade: How to Think About Your Research While You're Doing It*. Chicago: University of Chicago Press, 1998.

Bourdieu, Pierre, and Loïc J.D. Wacquant. *An Invitation to Reflexive Sociology*. Chicago: University of Chicago Press, 1992.

Bryman, Alan. *Social Research Methods*. 5th ed. Oxford: Oxford University Press, 2016.

Creswell, John W. *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches*. 4th ed. Thousand Oaks, CA: Sage, 2014.

Desai, Vandana, and Robert B. Potter, eds. *Doing Development Research*. London: Sage, 2006.

- Durkheim, Emile. *The Rules of Sociological Method*. Translated by W.D. Halls. New York: Free Press, 1982.
- Flyvbjerg, Bent. *Making Social Science Matter: Why Social Inquiry Fails and How It Can Succeed Again*. Cambridge: Cambridge University Press, 2001.
- Foucault, Michel. *Power/Knowledge: Selected Interviews and Other Writings, 1972–1977*. Edited by Colin Gordon. New York: Pantheon Books, 1980.
- Gerring, John. *Case Study Research: Principles and Practices*. 2nd ed. Cambridge: Cambridge University Press, 2017.
- Geertz, Clifford. *The Interpretation of Cultures: Selected Essays*. New York: Basic Books, 1973.
- Guba, Egon G., and Yvonna S. Lincoln. *Fourth Generation Evaluation*. Newbury Park, CA: Sage, 1989.
- Hammersley, Martyn, and Paul Atkinson. *Ethnography: Principles in Practice*. 4th ed. London: Routledge, 2019.
- Harding, Sandra. *The Science Question in Feminism*. Ithaca, NY: Cornell University Press, 1986.
- Kumar, Ranjit. *Research Methodology: A Step-by-Step Guide for Beginners*. 5th ed. London: Sage, 2022.
- Luker, Kristin. *Salsa Dancing into the Social Sciences: Research in an Age of Info-Glut*. Cambridge, MA: Harvard University Press, 2008.
- Mason, Jennifer. *Qualitative Researching*. 3rd ed. London: Sage, 2018.
- Maxwell, Joseph A. *Qualitative Research Design: An Interactive Approach*. 3rd ed. Thousand Oaks, CA: Sage, 2013.
- May, Tim. *Social Research: Issues, Methods and Process*. 5th ed. Maidenhead: McGraw-Hill Education, 2011.
- Patton, Michael Quinn. *Qualitative Research & Evaluation Methods*. 4th ed. Thousand Oaks, CA: Sage, 2015.
- Ragin, Charles C. *The Comparative Method: Moving Beyond Qualitative and Quantitative Strategies*. Berkeley: University of California Press, 1987.
- Sayer, Andrew. *Method in Social Science: A Realist Approach*. Revised 2nd ed. London: Routledge, 1992.
- Small, Mario Luis. How to Conduct a Mixed Methods Study: Recent Trends in a Rapidly Growing Literature. *Annual Review of Sociology* 37: 57–86, 2011.

### **Teaching Learning Strategies (Classroom activities/Lab activities/Field Activities)**

Classroom Lecturing, PPT Presentation, Presentation of Educational Videos, and direct reading of sources.

## Mode of Transaction

Offline Classes

### Assessment Rubrics:

Evaluation Type		Marks
End Semester Evaluation		50
Continuous Evaluation		50
a)	Test Paper- 1	10
b)	Test Paper -2	10
c)	Assignment	10
d)	Seminar	10
e)	Book/ Article Review	10
<b>Total</b>		<b>100</b>

### Sample Questions to test Outcomes

1. Describe the importance of interviews in conducting research
2. Prepare a sample survey questionnaire for a historical research
3. Evaluate the significance of quantitative method in social science research
4. Examine the changes brought by digital age into research data

### SEMESTER-VIII

	Category	Code	Course Title	Marks		Total Marks	Total Courses	Credits	
				CA	ESA				
<b>VIII</b>	DSC-A24	KU08DSCHIS406	Archaeology: Theory and Practice	50	50	100	<b>5</b>	4	
	MOOC/ Online 2	MOOC/Online 2	MOOC/ Online 2 (4C)	50	50	100		4	
	Project Dissertation	KU08PROHIS400 <b>OR</b> KU08DISHIS400	History-Project or Dissertation in History	50	50	100		12	
				<b>150</b>		<b>300</b>		<b>20</b>	
	ADDITIONAL COURSES  DSC	ADDITIONAL COURSES	Project /Dissertation - 12C (Honours with Research) For Honours – additional 3 4C Courses in DSC or DSE					<b>3</b> DSC	
	DSC -25	KU08DSCHIS407	History and Theory	50		100	4		
	DSC -26	KU08DSCHIS408	Decolonisation and History	50		100	4		
	DSC -27	KU08DSCHIS409	Themes in History of Science and Medicine in India	50		100	4		
	<b>STUDENT EXIT 4 YEAR DEGREE (HONS/HONS WITH RESEARCH) WITH MAJOR IN HISTORICAL STUDIES</b>								

## KU08DSCHIS406-ARCHAEOLOGY: THEORY AND PRACTICE

Semester	Course Type	Course Level	Course Code		Credits	Total Hours
VIII	<b>DSC-A24</b>	400	<b>KU08DSCHIS406</b>		4	60
Learning Approach (Hours/ Week)			Marks Distribution (%)			Duration of ESE (Hours)
Lecture	Practical	Tutorial	CE	ESE	Total	
4	0	0	50	50	100	2

**Course Description:** The course introduces key concepts in Archaeology as well as the basic methods of exploration/excavation and explains their applications in interpreting the human past. The course also examines the history of archaeology, methods and techniques involved, from the identification of sites to their excavation/discovery, and analyses the recovered archaeological evidences. It also provides an opportunity for the students to get familiarized with field methods including exploration and excavation techniques.

**Course Prerequisite:** NIL

**Course Outcomes:** At the end of the Course, the Student will be able to

CO No.	Expected Outcome	Learning Domains
1	Students understand the role of archaeology in the study of history	R
2	Learn how to identify archaeological sites/ artefacts/structures	U
3	Study the basic techniques of exploration and excavation.	U

4	Develop interest in local history by identifying ancient relics of the locality.	E
5	Students acquire skill in the essentials of field archaeology, learn to associate with a team of excavation	C

**\*Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create  
Mapping of Course Outcomes to PSOs**

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PSO 7
CO 1	✓	✓	✓				
CO 2	✓	✓	✓				
CO 3	✓	✓	✓			✓	
CO 4	✓	✓	✓				
CO 5	✓	✓	✓	✓			✓

### COURSE CONTENTS

#### Module- I

**Credits: 4**

Definition – Aims and Scope – Methods – Types of Archaeology – Pre/Proto/Historic – Classical Archaeology – Ethno-archaeology – Experimental Archaeology – Salvage Archaeology – Geo-archaeology – Underwater Archaeology) – Archaeology and other sciences (Social and Natural) – Conservation – Ethnography – Relationship between Archaeology, History and Anthropology – Differences and similarities – Key terminologies used.

#### Suggested Readings

Bahn, Paul, *Dictionary of Archaeology*, Harper Collins, Glasgow 1992.

Fagan, Brain, *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.

Renfrew, Colin and Paul Bahan, *Archaeology: Theories, Methods and Practice*, Thames & Hudson, New York, 1991.

Trigger, Bruce. G, *A History of Archaeological Thought*, Cambridge University, Cambridge, 1989.

### **Module- II**

Theoretical Foundations and developments in Archaeology – History of Archaeology in Global Context – Antiquarianism to Traditional Archaeology – New Archaeology/ Processual Archaeology – Post-Processual Archaeology – Contemporary approaches to Archaeological Theory – Social Relevance of Archaeology – Heritage Management.

### **Suggested 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.

Sankalia, H.D, *Pre-History and Proto-History of India and Pakistan*, University of Bombay, Bombay, 1962.

### **Module- III**

Exploration methods and Techniques- Exploration Methods (Village to Village Survey, Sampling Methods, Scientific Methods, Remote Sensing, GIS) and Techniques – Methods of site survey – Documentation and Analysis – Excavation methods and Techniques – Excavation techniques for Burials, Structures and Stupas – Documentation and Analysis – Material Culture Studies – Lithic Studies and Ceramic Studies – Preparation of Excavation Reports –Development of Field Archaeology in India--Problem-oriented Research – Regional Surveys – Important Excavations in India – Selected Sites – Attirampakkam, Dholavira, Inamgaon – History of Archaeology in Kerala – Important Excavations – Porkkalam, Cheraman Parambu, Feroke, Mangad, Perambra, Naduvil, Chitrari, Umichipoyil, Pattanam, Anakkara – Archaeology of Rock Art – Edakkal, Thovari, Thenmala, Angode, Marayur, Ettukudukka

### **Suggested Readings**

Thapar, B.K, “Porkalam 1948: Excavation of an Urn Burial”, *Ancient India*, No.8, 1952.

Agarwal, D.P, and M.G. Yadava, *Dating the Human Past*, Indian Society for Prehistoric, Pune, 1995.

Agarwal, D.P, *Archaeology of India*, Curzon Press, London, 1982.

Chakrabarti, Dilip K., *A History of Indian Archaeology: from the beginning to 1947*, MunshiramManoharlal, Delhi, 1988.

Chakrabarti, Dilip. K, *Archaeology in the Third World. A History of Indian Archaeology since 1947*, D.K Print World, New Delhi 2003.

Kurup, K.K.N. (ed.), *New Dimensions in South Indian History*, Association for Peasant Studies,

Calicut, 1996.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.

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.

#### **Module –IV**

Scientific Applications in Archaeological Research – Dating Techniques – Relative and Absolute Dating Techniques and their applications – Stratigraphy, Typology and other relative methods – Radio Carbon Dating, Thermo Luminescence, Potassium Argon & Dendro-Chronology – Archaeo-Magnetism – XRD Analysis – Provenance studies – Paleo environmental Studies – Archaeo-Zoology, Palaeo-Botany – Pollen Analysis – Phytoliths – Paleodiet – DNA Studies – Isotope Studies.

#### **Suggested Readings**

Michel, Joseph.W, *Dating Methods in Archaeology*, Seminar Press New York 1973.

#### **Module V**

#### **Teacher Specific Module**

Preparation of documentaries-Organization of field visits and documentation-Participation in Archaeological Exploration/Excavation-Historical/Archaeological Site Visit

**Recommended Reading:**

Atkinson, R.J. C, *Field Archaeology*, Methunen London, 1953.

Banerjee, N.R, *Iron Age in India*, Ram Manohar Lal, Delhi, 1965.

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.

Childe, V. Gordon, *Piecing Together the Past*, Rutledge and Kegan Paul, London, 1956

Clark, J.G.D, *Archaeology and Society Deconstructing the Pre historic Past*, Mathum, London, 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.

Glyn, E.Daniel, *A Hundred and Fifty Years of Archaeology*, Duckworth, London, 1975.

Granet, Marcel, *Chinese Civilization*, Trench Tubner&Co., London,1930.

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.

Hurcombe, Linda, *Archaeological Artefacts as a Material Culture*, Routledge, New York, 2007.

Jain, V.V, *Prehistory and Protohistory of India: An Appraisal - Paleolithic, Non-Harappan, Chalcolithic Cultures* (Perspectives in Indian Art & Archaeology S,D.K. Print World Ltd, New Delhi, 2006.

Lie, Li and Xingcan Chen, *The Archaeology of China*, Cambridge University Press, Cambridge, 2000.

- Loyd, Stean L, *Archaeology of Mesopotamia from Old Stone Age to Persian Conquest*, Thames and Hudson , London,1984.
- Ruse, M, and J. Travis (eds.), *Human Evolution in Evolution: The First Four Billion Years*, Cambridge University Press, Cambridge, 2009.
- Marshall, John, *Mohenjo-Daro and the Indus Valley Civilization - 3 Vols*,Asian Educational Services, New Delhi,2004.
- McIntosh, Jane. R., *Ancient Indus Valley: New Perspectives*, Abe Clio, California, 2008.
- Mishra, *Researches in Archaeology and Conservation*, Sundeep Prakashan, Delhi, 1999.
- Murry, Margaret A., *Splendour that was Egypt General Survey of Egyptian Culture and Civilization*, Sidewick and Jackson Ltd, London,1949.
- Paddayya,K, *Archaeology*, Aryan Book International, New Delhi, 2014.
- Pearce, S.M (ed.), *Interpreting Objects and Collections*, Routledge, London, 1994.
- Pearce, S.M, *Archaeological Curatorship*, Leicester University Press, London, 1990.
- Peter, Drewett L, *Field Archaeology - An Introduction*, UCL Press, London, 1999.
- Piggott, Stuart, *Pre historic India*, Forgotten Books, rpt, London, 2018
- Rajan, K, *Archaeology: Principles and Methods*, Manoo Pathippakkam, Thanjavur, 2000.
- Rajan, K. *Churning the Ocean, Maritime Trade of Early Historic Peninsular India*, Manoo Pathippakkam, Thanjavur, 2019.
- Rajan, K, *Understanding Archaeology*, Manoo Pathippakkam, 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, *New Archaeology, Its Scope and Application in India, Ethnographic and Folk*, Culture Society, Lucknow, 1977.

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

Singh, Upinder, *A History of Ancient and Early Medieval India: From Stone Age to the 12<sup>th</sup> Century*, Pearson Education, New Delhi, 2008.

### **Teaching Learning Strategies (Classroom activities/Lab activities/Field Activities)**

Classroom Lecturing, PPT Presentation, Presentation of Educational Videos, and Lecturing with Multimedia Content.

### **Mode of Transaction**

Offline Classes

### **Assessment Rubrics:**

<b>Evaluation Type</b>		<b>Marks</b>
End Semester Evaluation		<b>50</b>
Continuous Evaluation		<b>50</b>
a)	Test Paper- 1	5
b)	Test Paper -2	5
c)	Debate//Discussion	5
d)	Assignment	5
e)	Seminar	10
f)	Book/ Article Review	10
g)	Viva-voce	10
<b>Total</b>		<b>100</b>

### **Sample Questions to Test Outcomes**

1. Explain the nature of Ethno-Archaeology
2. Why archaeology is called a science
3. Analyse the concepts of Culture
4. What are the main types of Megaliths in Kerala?
5. Analyse the features of Pattanam Excavation
6. Write a note on Exploration

### KU08DSCHIS407-HISTORY AND THEORY

Semester	Course Type	Course Level	Course Code		Credits	Total Hours
VIII	DSC-A25	400	KU08DSCHIS407		4	60
Learning Approach (Hours/ Week)			Marks Distribution (%)			Duration of
Lecture	Practical	Tutorial	CE	ESE	Total	ESE (Hours)
4	0	0	50	50	100	2

**Course Description:** The course intends to provide a deeper discussion of historical theory since the nineteenth century to the present. The course covers the ideas, key concepts and important thinkers in historical philosophy and theory from Europe and outside. The course also introduces the classical and modern texts on Historical theory to the students.

**Course Prerequisite:** NIL

**Course Outcomes:** At the end of the Course, the Student will be able to

CO No.	Expected Outcome	Learning Domains
1	The students will be able to remember key concepts of historical theory	R
2	The students will understand the evolution of historical theory	U
3	The students will be able to theoretically evaluate the contemporary historical texts	E
4	Students will be able to develop a critical sense of the modern historical texts	C
5	Students will be able to apply the learning into their own research projects	A

**\*Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C)**

## Mapping of Course Outcomes to PSOs

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PSO 7
CO 1	✓	✓	✓				
CO 2	✓	✓	✓				
CO 3	✓	✓	✓		✓		✓
CO 4	✓	✓	✓			✓	
CO 5	✓	✓	✓	✓			✓

## COURSE CONTENTS

**Credits: 4**

### Module I

Philosophy of History- Positivism and the Writing of History,- Hegel ,Ranke ,Nietzsche and the theories of Historical Change- Marx and Materialist Philosophy of History- Benjamin and Thesis on History- E.H. Carr, Collingwood.

#### Suggested Readings:

Lorenz, Chris. "Can Histories Be True? Narrativism, Positivism, and the "Metaphorical Turn"." *History and theory* 37, no. 3 (1998): 309-329.

Bahti, T., 1979. History as Rhetorical Enactment: Walter Benjamin's Theses" On the Concept of History". *diacritics*, 9(3), p.2.

### Module II

Linguistic Turn- Hayden White and Meta History-History as Literature- Foucault and the Critique of History- Power, knowledge and Truth in Historical practice- Narrative, Discourse and representative modes in History.

#### Suggested Readings:

Clark, Elizabeth A. "History, theory, text: historians and the linguistic turn." In *History, Theory, Text*. Harvard University Press, 2004.

Ankersmit, Frank R. "The linguistic turn, literary theory and historical theory." *Historia* 45, no. 2 (2000): 271-310.

### **Module III**

The History of Meanings- New Historicism- Marxist Structuralism- Neo-Marxist Social Historians- Resurgence of Class and Labour,-*The Poverty of Theory*- Relativism and empiricism.

#### **Suggested Readings:**

Blackledge, Paul. "Reflections on the Marxist theory of history." In *Reflections on the Marxist theory of history*. Manchester University Press, 2013.

Price, Richard. "Rethinking labour history: the importance of work." In *Social conflict and the political order in modern Britain*, pp. 179-214. Routledge, 1982.

### **Module IV**

Post-Colonial Readings- Orientalism and Literary Theory in History- Subaltern Studies and thinking of agency in History- Gayatri Spivak - Deconstruction and post-colonialism, Feminist critiques- Minority Histories- Provincializing Historical Knowledge.

#### **Suggested Readings:**

Spivak, Gayatri Chakravorty. "A Literary Representation of the Subaltern: A Woman's Text from the Third World 1." In *In Other Worlds*, pp. 332-370. Routledge, 2012.

Chakrabarty, Dipesh. "A small history of subaltern studies." *A companion to postcolonial studies* (2000): 467-85.

### **Module V**

Teacher specific module. Seminars and group discussions will be conducted on the practices of historical theory by Indian Historians.

#### **Core Readings:**

Appleby, Joyce, Lynn Hunt, and Margaret Jacob. *Telling the Truth About History*. New York: W.W. Norton, 1994.

Bhabra, Gurminder K. *Colonialism and Modern Social Theory*. Cambridge: Polity Press, 2022.

Bloch, Marc. *The Historian's Craft*. Translated by Peter Putnam. New York: Alfred A. Knopf, 1953.

Burke, Peter. *The French Historical Revolution: The Annales School, 1929–1989*. Stanford, CA: Stanford University Press, 1990.

Carr, E.H. *What Is History?* London: Macmillan, 1961.

Chakrabarty, Dipesh. *Provincializing Europe: Postcolonial Thought and Historical Difference*. Princeton, NJ: Princeton University Press, 2000.

Chatterjee, Partha. *Nationalist Thought and the Colonial World: A Derivative Discourse?* London: Zed Books, 1986.

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

Foucault, Michel. *The Archaeology of Knowledge*. Translated by A.M. Sheridan Smith. New York: Pantheon, 1972.

Guha, Ranajit, ed. *Subaltern Studies I: Writings on South Asian History and Society*. Delhi: Oxford University Press, 1982.

Hobsbawm, Eric. *On History*. London: Abacus, 1997.

Iggers, Georg G. *Historiography in the Twentieth Century: From Scientific Objectivity to the Postmodern Challenge*. Middletown, CT: Wesleyan University Press, 2005.

Jordanova, Ludmilla. *History in Practice*. 3rd ed. London: Bloomsbury Academic, 2019.

Koselleck, Reinhart. *Futures Past: On the Semantics of Historical Time*. Translated by Keith Tribe. New York: Columbia University Press, 2004.

LaCapra, Dominick. *History and Criticism*. Ithaca, NY: Cornell University Press, 1985.

Scott, Joan W. *Gender and the Politics of History*. New York: Columbia University Press, 1988.

Scott, Joan W. "The Evidence of Experience." *Critical Inquiry* 17 (4): 773–797, 1991.

Stoler, Ann Laura. *Along the Archival Grain: Epistemic Anxieties and Colonial Common Sense*. Princeton, NJ: Princeton University Press, 2009.

Thapar, Romila. *Past as Present: Forging Contemporary Identities through History*. New Delhi: Aleph Book Company, 2014.

Tosh, John. *The Pursuit of History: Aims, Methods and New Directions in the Study of Modern History*. 6th ed. London: Routledge, 2015.

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

White, Hayden. *Metahistory: The Historical Imagination in Nineteenth-Century Europe*. Baltimore, MD: Johns Hopkins University Press, 1973.

### **Teaching Learning Strategies (Classroom activities/Lab activities/Field Activities)**

Classroom Lecturing, PPT Presentation, Presentation of Educational Videos, direct reading of sources.

### **Mode of Transaction**

Offline Classes

**Assessment Rubrics:**

<b>Evaluation Type</b>		<b>Marks</b>
End Semester Evaluation		<b>50</b>
Continuous Evaluation		<b>50</b>
a)	Test Paper- 1	10
b)	Test Paper -2	10
c)	Assignment	10
d)	Seminar	10
e)	Book/ Article Review	10
<b>Total</b>		<b>100</b>

**Sample Questions:**

1. Describe Walter Benjamin's philosophy of History
2. Prepare a critique of economic determinism in historiography
3. Examine the influence of Marxist theory in Indian History writing
4. Evaluate the significance of agency in post-colonial History writing

## KU08DSCHIS408-DECOLONISATION AND HISTORY

Semester	Course Type	Course Level	Course Code		Credits	Total Hours
VIII	<b>DSC-A26</b>	400	<b>KU08DSCHIS408</b>		4	60
Learning Approach (Hours/ Week)			Marks Distribution (%)			Duration of
Lecture	Practical	Tutorial	CE	ESE	Total	ESE (Hours)
4	0	0	50	50	100	2

**Course Prerequisite: NIL**

**Course Description:** This course provides an introduction into the world of decolonial intellectual histories to the students. It deals with the colonial background of the contemporary world as well as the role of resistance movements in shaping the present. The course focuses on the non-european world and provides details of the movements, and thinkers of the Global South in resisting the empire after colonialism.

**Course Outcomes: At the end of the Course, the Student will be able to**

CO No.	Expected Outcome	Learning Domains
1	The students will be able to remember key aspects of decolonial theory	R
2	The students will understand the colonial experience of Global south	U
3	The students will be able to critically evaluate the contributions of decolonial thinkers	E
4	Students will be able to develop a critical decolonial thinking	C
5	Students will be able to apply the learning into their own research projects	A

*Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C)*

**Mapping of Course Outcomes to PSOs**

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PSO 7
CO 1	✓	✓	✓				
CO 2	✓	✓	✓				
CO 3	✓	✓	✓		✓		✓
CO 4	✓	✓	✓			✓	
CO 5	✓	✓	✓	✓			✓

**COURSE CONTENTS**

**Module I**

**Credits: 4**

Background and the phases of Imperial expansion- Empire and Historical Practices of Power in North Africa and Latin America-Key thinkers of decolonial knowledge- Frantz Fanon, Ngũgĩ wa Thiong'o, Walter Mignolo

**Suggested Readings:**

Rabaka, Reiland. "Revolutionary Fanonism: On Frantz Fanon's modification of Marxism and decolonization of democratic socialism." *Socialism and Democracy* 25, no. 1 (2011): 126-145.

Rao, D. Venkat, and Ngũgĩ wa Thiong'o. "A Conversation with Ngũgĩ wa Thiong'o." *Research in African Literatures* (1999): 162-168.

**Module II**

The Post-second world war scenario- Legacies of Nationalist movement- Afro- Asian Solidarity and Non-Alignment- League of Nations to United States- South Asia and SouthEast Asia after colonisation-The Bandung Conference.

**Suggested Readings:**

Jost, Dülffer. "The impact of World War II on decolonization." In *The Transformation of Southeast Asia*, pp. 23-34. Routledge, 2015.

Chakrabarty, Dipesh. "Legacies of Bandung: decolonization and the politics of culture." In *Enchantments of Modernity*, pp. 264-287. Routledge India, 2020.

### **Module III**

Decolonization in the Arab World- Fertile Crescent to North Africa- The Iranian Revolution -Arab-Israeli conflicts- Algerian Liberation movement- Anti-apartheid movement in South Africa.

#### **Suggested Reading:**

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

Jost, Dülffer. "The impact of World War II on decolonization." In *The Transformation of Southeast Asia*, pp. 23-34. Routledge, 2015.

Chakrabarty, Dipesh. "Legacies of Bandung: decolonization and the politics of culture." In *Enchantments of Modernity*, pp. 264-287. Routledge India, 2020.

### **Module III**

Decolonization in the Arab World- Fertile Crescent to North Africa- The Iranian Revolution - ArabIsraeli conflicts- Algerian Liberation movement- Anti-apartheid movement in South Africa.

#### **Suggested Reading:**

Salem, Sara. "'Stretching' Marxism in the Postcolonial World: Egyptian Decolonisation and the Contradictions of National Sovereignty." *Historical Materialism* 27, no. 4 (2019): 3-28.

Davari, Arash. "Paradox as Decolonization: Ali Shariati's Islamic Lawgiver." *Political Theory* 49, no. 5 (2021): 743-773.

Saunders, Christopher C. "The Transitions for Apartheid to Democracy in Namibia and South Africa in the Context of Decolonization." *Journal of Colonialism and Colonial History* 1, no. 1 (2000).

### **Module IV**

Production of Decolonial Knowledge - Subaltern Studies and post-colonial studies- Decolonial Feminisms- Critical Race Theory, Neo-colonialism and the de-colonial theories.

#### **Suggested Reading:**

Prakash, Gyan. "Subaltern studies as postcolonial criticism." *The American Historical Review* 99, no. 5 (1994): 1475-1490.

Mahmood, Saba. "Retooling Democracy and Feminism in the Service of the New Empire." *Qui parle* 16, no. 1 (2006): 117-143.

### **Module V**

Teacher specific module, seminar on contemporary conflicts and wars.

**Recommended Readings:**

Achebe, Chinua. *Things Fall Apart*. New York: Anchor Books, 1994.

Alatas, Syed Hussein. *The Myth of the Lazy Native: A Study of the Image of the Malays, Filipinos and Javanese*. London: Frank Cass, 1977.

Bhambra, Gurminder K. *Connected Sociologies*. London: Bloomsbury Academic, 2014.

Bhambra, Gurminder K. *Colonialism and Modern Social Theory*. Cambridge: Polity Press, 2022.

Chakrabarty, Dipesh. *Provincializing Europe: Postcolonial Thought and Historical Difference*. Princeton, NJ: Princeton University Press, 2000.

Chatterjee, Partha. *The Nation and Its Fragments: Colonial and Postcolonial Histories*. Princeton, NJ: Princeton University Press, 1993.

Césaire, Aimé. *Discourse on Colonialism*. Translated by Joan Pinkham. New York: Monthly Review Press, 2000.

Cooper, Frederick. *Colonialism in Question: Theory, Knowledge, History*. Berkeley: University of California Press, 2005.

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

Fanon, Frantz. *Black Skin, White Masks*. Translated by Richard Philcox. New York: Grove Press, 2008.

Fanon, Frantz. *The Wretched of the Earth*. Translated by Richard Philcox. New York: Grove Press, 2004.

Gandhi, Leela. *Postcolonial Theory: A Critical Introduction*. New York: Columbia University Press, 1998.

Go, Julian. *Postcolonial Thought and Social Theory*. Oxford: Oxford University Press, 2016.

Guha, Ranajit, ed. *Subaltern Studies I: Writings on South Asian History and Society*. Delhi: Oxford University Press, 1982.

Loomba, Ania. *Colonialism/Postcolonialism*. 3rd ed. London: Routledge, 2015.

Mamdani, Mahmood. *Define and Rule: Native as Political Identity*. Cambridge, MA: Harvard University Press, 2012.

Mbembe, Achille. *On the Postcolony*. Berkeley: University of California Press, 2001.

Mignolo, Walter D. *The Darker Side of Western Modernity: Global Futures, Decolonial Options*. Durham, NC: Duke University Press, 2011.

Nandy, Ashis. *The Intimate Enemy: Loss and Recovery of Self Under Colonialism*. Delhi: Oxford University Press, 1983.

Said, Edward W. *Orientalism*. New York: Vintage Books, 1978.

Spivak, Gayatri Chakravorty. *A Critique of Postcolonial Reason: Toward a History of the Vanishing Present*. Cambridge, MA: Harvard University Press, 1999.

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

### **Teaching Learning Strategies (Classroom activities/Lab activities/Field Activities)**

Classroom Lecturing, PPT Presentation, Presentation of Educational Videos, direct reading of sources.

### **Mode of Transaction**

Offline Classes

### **Assessment Rubrics:**

<b>Evaluation Type</b>		<b>Marks</b>
End Semester Evaluation		<b>50</b>
Continuous Evaluation		<b>50</b>
a)	Test Paper- 1	10
b)	Test Paper -2	10
c)	Assignment	10
d)	Seminar	10
e)	Book/ Article Review	10
<b>Total</b>		<b>100</b>

Sample Questions:

1. Describe the importance of colonial past to the understanding of the present
2. Make a report on the condition of global south on the eve of decolonisation
3. Outline the contributions of key thinkers of de-colonisation
4. Evaluate the significance of non-euro centric political revolutions
5. Critically analyse the relation between western feminism and Imperialism

**KU08DSCHIS409: THEMES IN HISTORY OF SCIENCE AND MEDICINE IN INDIA**

Semester	Course Type	Course Level	Course Code	Credits	Total Hours
VIII	DSC	400	KU08DSCHIS409	4	60

Learning Approach (Hours/Week)			Marks Distribution			Duration of ESE (in hours)
Lecture	Practical	Tutorial	CE	ESE	TOTAL	
4	0	1	50	50	100	2

**Course description:** This course explores the diverse scientific and technological developments in premodern India. Students will delve into the diverse realms of mathematics, astronomy, medicine, metallurgy, architecture, and other fields, examining the contributions of Indian scholars and the cultural, historical, and philosophical contexts that shaped these advancements. The course aims to provide a comprehensive understanding of the scientific achievements and technological innovations that characterized premodern India, fostering an appreciation for the depth of knowledge in various domains.

**Course prerequisite:** Nil

**Course Outcome:** At the end of the Course, the Student will be able to

CO	Expected Outcome	Learning Domains
1	Students will comprehend the historical and cultural contexts of knowledge production in India	U
2	They also get theoretical knowledge about the intersection of science and culture	U
3	They will be able to analyse historical sources on science from pre-modern India	An

4	The students will be equipped to evaluate the patterns and pluralistic nature of the development of science and technology on the Indian subcontinent	E
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**\*Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C)**

### Mapping of Course Outcomes to PSOs

	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	✓		✓	✓	✓
CO2	✓	✓			
CO3	✓	✓	✓		✓
CO4	✓		✓	✓	

## COURSE CONTENTS

**Credits:4**

### Module 1

Science in Early India-Harappan craft and technology- Philosophical and Religious influence – science and Metallurgy in early India-Science and the empire – Mauryan period-Science and technology in the Gupta period

### Suggested Readings

Francfort, H.-P., ‘Evidence for Harappan irrigation system in Haryana and Rajasthan’, *Eastern Anthropologist*, 45,pp.87-103, 1992

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

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

Singh, Upinder, *A History of Ancient and Early Medieval India: From Stone Age to the 12<sup>th</sup> Century*, Pearson Education, New Delhi, 2008.

Sharma, K.V., 'A survey of source materials', *Indian Journal of History of Science*, 20, pp. 1-20, 1985.

Filliozat, J., 'The expansion of Indian medicine abroad', In Lokesh Chandra (ed.) *India's Contributions to World Thought and Culture*, Vivekananda Memorial Committee, Madras, 67-70, 1970.

Jha, Arunkumar and Seema Sahay, *Aspects of Science and Technology in Ancient India*, Routledge, Taylor and Francis, London and New York, 2023.

Settar, S. and Ravi Kori Settar (ed.) *Archaeology and Historiography, History, Theory and Method, (IV- Vol)*, ICHR New Delhi, 2002.

## **Module 2**

Science and technology in early medieval and medieval India - Mathematical traditions in India-  
Development of the decimal system -concept of zero-Aryabhata, Ramanuja and Brahmagupta-Kerala  
School of Mathematics-Astronomy in premodern India-

Developments in agriculture – Araghata, *Krishiparashara, Vrikshayurveda*

## **Suggested Readings**

Plofker, Kim, *Mathematics in India*, Princeton University Press, Princeton and Oxford, 2009.

Gheverghese Joseph, George, *The Crest of the Peacock: Non-European Roots of Mathematics*, Princeton University Press, Princeton and Oxford, 2000.

Jha, Arunkumar and Seema Sahay, *Aspects of Science and Technology in Ancient India*, Routledge, Taylor and Francis, London and New York, 2023.

Barrow, J., *Pi in the Sky*, Oxford University Press, London, 1992.

Sarasvati Amma, T.A., *Geometry in Ancient and Medieval India*, Motilal Banarasidass Publishers, New Delhi, 1999.

Ghosh, Amitabha, *Descriptive Archaeoastronomy and Ancient Indian Chronology*, Springer Nature, Singapore, 2020.

### **Module 3**

Medicine in Pre-modern India-.Ayurveda: concepts and principles-Ayurveda: A brief history. Tibb medicine- Medicine and medical traditions in medieval India-Physician and the ethics of medicine

#### **Suggested Readings**

Varier, Raghava, *A Brief History of Ayurveda*, Oxford University Press, 2020.

Wujastyk, Dominik, *The Roots of Ayurveda: Selections from the Ayurvedic Classics*, Penguin Books, 2001.

Projit Bihari Mukharji, *Doctoring Traditions: Ayurveda, Small Technologies and Braided Sciences*, University of Chicago Press, 2016.

Zysk, Kenneth.G, *Asceticism and Healing in Ancient India*, Motilal Banarasidass, 1998.

Alavi, Seema, *Islam and Healing: Loss and Recovery of an Indo-Muslim Medical Tradition*, Palgrave Macmillan, 2008.

### **Module 4**

Science, Empire and Modernity - Colonial knowledge production- Bio prospecting- Science and empire -making – colonial medicine-Science and Nationalism-A social history of science in modern India

#### **Suggested Readings**

Arnold, David, *Colonizing the Body: State ,Medicine and Epidemic Disease in Nineteenth Century India*, Oxford University Press, 1993.

Raj, Kapil, *Relocating Modern Science : Circulation and the Construction of Knowledge in South Asia and Europe, 1650-1900*, Palgrave Macmillan, 2007.

Raina Dhruv, Habib Irfan S.(eds.), *Domesticating Modern Science- A Social history of Science and Culture in Colonial India*, Tulika, 2004.

Prakash, Gyan, *Another Reason: Science and Imagination of Modern India*, Princeton University Press, 1999.

Joseph, Sebastian, *Cochin Forests and the British Techno-Ecological Imperialism in India*, Primus Books, New Delhi, 2015.

Baber Zaheer, Raina Dhruv, Habib Irfan S.(eds.), *Social History of Science in Colonial India*, Oxford University Press, 2007.

Kumar Deepak, *Science and Society in Modern India*, Cambridge University Press, 2023.

Sur, Abha, *Dispersed Radiance: Caste, Gender and Modern Science in India*, Navayana, 2011.

### **Module 5 – Teacher Specific Module**

Hortus Malabaricus and Bioprospecting in Kerala

#### **Suggested Readings**

Grove, Richard, *Green Imperialism: Colonial Expansion, Tropical Island Edens and the Origins of Environmentalism, 1600-1860*, Cambridge University Press, 1995.

Manilal, K.S., *Hortus Malabaricus and the Socio-cultural Heritage of India*, Indian Association for Angiosperm Taxonomy, 2012.

Manilal, K.S., *Botany and History of Hortus Malabaricus*, Balkema Publishers, 1980.

#### **Mode of Transaction**

Offline Classes, exercises, and tutorials

### Assessment Rubrics:

Evaluation Type Marks

End Semester Evaluation: 50

Continuous Evaluation: 50

1	Exercise	20
2	Assignment	10
3	Seminar	10
4	Book/Article Review/Tutorial/Activity	10
	TOTAL	50

### Sample Questions

1. How do you explain the presence of rationalist thought in early India along with polytheism?
2. What is your opinion about metallurgy in early India? Elucidate.
3. Explore the golden age debate with regard to science and technology in early India.
4. What are the salient features of Ayurveda as a school of medicine?
5. Critically comment on the Kerala school of Mathematics.

## KU09DSCHIS501-PUBLIC HISTORIES

Semester	Course Type	Course Level	Course Code		Credits	Total Hours
IX	<b>DSC-A25</b>	500	<b>KU09DSCHIS501-</b>		4	60
Learning Approach (Hours/Week)			Marks Distribution			Duration of ESE(in hours)
Lecture	Practical	Tutorial	CE	ESE	TOTAL	
4	0	0	50	50	100	2

**Course Description:** This course provides an introduction to the origin and development of Public History in the contemporary world. The course aims to outline the differences in experiences of practicing public history in different parts of the world.

**Course prerequisite:** Nil

**Course Outcome:** At the end of the Course, the Student will be able to

CO No.	Expected Outcome	Learning Domains
1	The students will be able to remember the origins of Public History	R
2	The students will understand the differences among difference of among practices of Public History	U
3	The students will be able to critically evaluate the problems of Public History projects	E
4	Students will be able to develop a historical understanding of the modern public	C
5	Students will be able to apply the learning into their own research projects	A

**Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C)**

**Mapping of Course Outcomes to PSOs**

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PSO 7
CO 1	✓	✓	✓				
CO 2	✓	✓	✓				
CO 3	✓	✓	✓		✓		✓
CO 4	✓	✓	✓			✓	
CO 5	✓	✓	✓	✓			✓

## COURSE CONTENTS

### Module I

**Credits:4**

Definition of public history- Origin and Evolution- Differences from Academic history- Culture and Public in post-Industrial societies- The experience of public history in United States, Australia- Culture and Public in Post- Industrial Societies- Institutions and Public Histories in the United States Australia and the Europe.

#### Suggested Readings:

Kean, Hilda, and Paul Ashton. "Introduction: people and their pasts and public history today." In *People and their pasts: Public history today*, pp. 1-20. London: Palgrave Macmillan UK, 2009.

Conard, Rebecca. "Complicating Origin Stories: The Making of Public History into an Academic Field in the United States." *A Companion to Public History* (2018): 17-32.

### Module II

Public History and the Archive- Public History and Museums- Digital Public History- Graphic Novels and Public History- Film and Public Histories

#### Suggested Readings:

Hoyle, Victoria. "Archives and public history." *Archives and Records* 38, no. 1 (2017): 1-4.

Erens, Patricia. "Feminism, film, and public History." In *Issues in Feminist Film Criticism*, pp. 238-249. Indiana University Press, 1990.

### Module III

Oral History and Public Culture- Forms of Storytelling and the public- Genealogy and Family Histories- Public History and Nation Building

**Suggested Readings:**

Evans, Tanya. "Genealogy and Family History." *A Companion to Public History* (2018): 175-185.

Klaebe, Helen. "The problems and possibilities of using digital storytelling in public history projects." In *14th International Oral History Conference*, pp. 1-10. IOHA Council, 2006.

**Module IV**

Public History and the colonial experience-Public History and the post- colonial Societies- Heritage and Past in Post- colonial Societies- Tourism and the colonial legacies- Preserving Public History.

**Suggested Readings:**

Belgrave, Michael. "Colonialism revisited: Public history and New Zealand's Waitangi Tribunal." *A companion to public history* (2018): 215-230.

Hayden, Dolores. *The power of place: Urban landscapes as public history*. MIT press, 1997.

**Module V**

Teacher Specific Module- visit to Public Libraries in the neighbourhood

**Recommended Readings:**

Ashton, Paul, and Hilda Kean, eds. *People and Their Pasts: Public History Today*. London: Palgrave Macmillan, 2009.

Assmann, Aleida. *Cultural Memory and Western Civilization: Functions, Media, Archives*. Cambridge: Cambridge University Press, 2011.

Berger, Stefan, and Chris Lorenz, eds. *The Contested Nation: Ethnicity, Class, Religion and Gender in National Histories*. Basingstoke: Palgrave Macmillan, 2008.

Counce, Stephen. *Oral History and the Local Historian*. London: Longman, 1994.

Clark, Anna. *History's Children: History Wars in the Classroom*. Sydney: University of New South Wales Press, 2008.

Cohen, David William. *The Combing of History*. Chicago: University of Chicago Press, 1994.

Corbett, Katherine. *Exploring Public History: A Practical Guide*. Boston: Pearson, 2011.

Crane, Susan A. *Collecting and Historical Consciousness in Early 19th Century Germany*. Ithaca, NY: Cornell University Press, 2000.

Davison, Graeme. *The Use and Abuse of Australian History*. Sydney: Allen & Unwin, 2000.

Glassberg, David. *Sense of History: The Place of the Past in American Life*. Amherst: University of Massachusetts Press, 2001.

Green, Anna, and Kathleen Troup, eds. *The Houses of History: A Critical Reader in Twentieth-Century History and Theory*. 2nd ed. Manchester: Manchester University Press, 2016.

Hamilton, Carolyn, Verne Harris, Jane Taylor, Michele Pickover, Graeme Reid, and Razia Saleh, eds. *Refiguring the Archive*. Cape Town: David Philip, 2002.

Handler, Richard, and Eric Gable. *The New History in an Old Museum: Creating the Past at Colonial Williamsburg*. Durham, NC: Duke University Press, 1997.

Hirsch, Marianne, and Valerie Smith. "Feminism and Cultural Memory: An Introduction." *Signs* 28 (1): 1–19, 2002.

Jordanova, Ludmilla. *History in Practice*. 3rd ed. London: Bloomsbury Academic, 2019.

Lowenthal, David. *The Past is a Foreign Country – Revisited*. Cambridge: Cambridge University Press, 2015.

Merriman, Nick. *Public Archaeology*. London: Routledge, 2004.

Nora, Pierre. *Realms of Memory: Rethinking the French Past*. 3 vols. New York: Columbia University Press, 1996–1998.

Portelli, Alessandro. *The Death of Luigi Trastulli and Other Stories: Form and Meaning in Oral History*. Albany: SUNY Press, 1991.

Rosenzweig, Roy, and David Thelen. *The Presence of the Past: Popular Uses of History in American Life*. New York: Columbia University Press, 1998.

Samuel, Raphael. *Theatres of Memory: Past and Present in Contemporary Culture*. London: Verso, 1994.

### **Teaching Learning Strategies (Classroom activities/Lab activities/Field Activities)**

Classroom Lecturing, PPT Presentation, Presentation of Educational Videos, direct reading of sources.

### **Mode of Transaction**

Offline Classes

### **Assessment Rubrics:**

<b>Evaluation Type</b>	<b>Marks</b>
End Semester Evaluation	<b>50</b>
Continuous Evaluation	<b>50</b>

a)	Test Paper- 1	10
b)	Test Paper -2	10
c)	Assignment	10
d)	Seminar	10
e)	Book/ Article Review	10
<b>Total</b>		<b>100</b>

### Sample Questions to test Outcomes

1. Describe the origins of public history
2. Make a report on public history engagements in your language
3. Do you think expertise and training in specialized historical fields is necessary for practicing public history? Elaborate
4. Critically comment on the problems with popular history.

## KU09DSCHIS502-DIGITAL HUMANITIES

Semester	Course Type	Course Level	Course Code		Credits	Total Hours
IX	DSC-A27	500	KU09DSCHIS502		4	60
Learning Approach (Hours/Week)			Marks Distribution			Duration of ESE (in hours)
Lecture	Practical	Tutorial	CE	ESE	TOTAL	
4	0	0	50	50	100	2

**Course description:** The course aims to impart theoretical and application-level knowledge in digital humanities and help to build skills in applying, using, evaluating, and developing projects based on the use of digital tools.

**Course prerequisite:** Nil

**Course Outcome:** At the end of the Course, the Student will be able to

CO	Expected Outcome	Learning Domains
1	Students become familiar with digital tools for historical knowledge	U
2	The students will acquire basic skills in using online repositories and archives.	A
3	The students will develop skills to use software that will aid in historical research.	An
4	The students will learn about the prospects and challenges of using AI in research.	E

**\*Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C)**

### Mapping of Course Outcomes to PSOs

	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	✓	✓	✓		✓
CO2	✓	✓	✓		
CO3	✓			✓	✓
CO4	✓	✓	✓		

### COURSE CONTENTS

**Credits:4**

#### Module I

Introduction - Digital Humanities – Meaning and Fundamentals approaches and Taxonomy-  
Research and ethics in DH-Humanities and DH-Social sciences and DH

#### Suggested Readings

Gold, Matthew K (ed.), *Debates in the Digital Humanities*, University of Minnesota Press, 2012.

Drucker, Johanna, *The Digital Humanities Coursebook: An Introduction to Digital Methods for Research and Scholarship*, Routledge, 2021

Alan, Liu, (2009), *Digital Humanities and Academic Change*, pp. 17–35, 2009.

Burdick, Drucker, Johanna Lunenfeld, Peter Presner and Jeffrey Schnapp, “Humanities to Digital Humanities” in *Digital Humanities*, MIT Press, 2012, pp. 121–136.

#### Module II

Digital History - DH and Other disciplines- Digital History – an introduction- Digital Humanities and Cultural Heritage and academic changes- DH communities and teaching

### **Suggested Readings**

Tso, Anna Wing-bo, *Digital Humanities and New Ways of Teaching*, Springer Nature Singapore, 2019.

Hirsch, Brett D., *Digital Humanities Pedagogy: Practices, Principles and Politics*, Open Book Publishers, 2012.

Gold, Matthew K (ed.), *Debates in the Digital Humanities*, University of Minnesota Press, 2012.

Schreibman, Susan, Ray Siemens, and John Unsworth (eds.), *A Companion to Digital Humanities*, Blackwell, London, 2004.

Taxonomy of Digital Humanities Research Activities (TaDiRAH)  
<https://github.com/dhtaxonomy/TaDiRAH/blob/master/reading/activities.md>

### **Module III**

DH Databases and online repositories- Digital Archives Libraries-Wikipedia and Global Culture-DH -key websites and blogs-DH citation-GIS mapping -uses for Historical research-Vlogs, podcasts, and other sources

### **Suggested Readings**

Fridlund, Mats, Mila Oiva, and Petri Paju, *Digital Histories: Emergent Approaches within the New Digital History*, Helsinki University Press, 2020.

Schuster, Kristen, and Stuart Dunn, *Routledge International Handbook of Research Methods in Digital Humanities*, Taylor and Francis, 2020.

Kadushin, *Understanding Social Networks: Theories, Concepts, Findings*, Oxford University Press, Oxford, 2011.

Kretzschmar, William A., Jr, *GIS for Language and Literary Study in Literary Studies in the Digital Age*, MLA, 2014.

### **Module IV**

DH and historical methods- DH and Text mining- DH and visualisation- DH and research ethics- DH, social media and everyday histories

### **Suggested Readings**

Crymble, Adam, *Technology and the Historian: Transformations in the Digital Age*, University of Illinois Press, 2021.

Laursen, Ditte and Niels Brugger, *The Historical Web and Digital Humanities*, Taylor and Francis, 2019

Roy, Rosenzweig, and Clio Wired, *The Future of the Past in the Digital Age*, Columbia University Press, Columbia, 2011.

Koh, Adeline, and Dorothy Kim, *Alternative Historiographies of the Digital Humanities*, Punctum Books, 2021.

### **Module V**

#### **Teacher Specific Module**

#### **AI and Historical Research**

### **Suggested Readings**

Frankish, Keith, and William M Ramsey, *The Cambridge Handbook of Artificial Intelligence*, Cambridge University Press, 2014.

Woolridge, Michael, *A Brief History of Artificial Intelligence: What it is, Where we are and Where we are going*, Flatiron Books, 2022.

### **Recommended Reading**

Crymble, Adam, *Technology and the Historian: Transformations in the Digital Age*, University of Illinois Press, 2021.

Laursen, Ditte and Niels Brugger, *The Historical Web and Digital Humanities*, Taylor and Francis, 2019

Roy, Rosenzweig, and Clio Wired, *The Future of the Past in the Digital Age*, Columbia University Press, Columbia, 2011.

Koh, Adeline, and Dorothy Kim, *Alternative Historiographies of the Digital Humanities*, Punctum Books, 2021

### Mode of Transaction

Offline Classes, exercises, and tutorials

### Assessment Rubrics:

Evaluation Type		Marks
End Semester Evaluation		50
Continuous Evaluation		50
a)	Test Paper- 1	5
b)	Test Paper -2	5
c)	Debate//Discussion	5
d)	Assignment	5
e)	Seminar	10
f)	Book/ Article Review	10
g)	Viva-voce	10
<b>Total</b>		<b>100</b>

### Sample Questions to Test Outcomes

1. Is it possible to define DH?
2. What are some of the ethical issues in using DH?
3. Evaluate the different kinds of DH archival practices.
4. Explore the possibilities of using GIS mapping for History.
5. What is data mining? Elucidate.

### KUO9DSCHIS503-GLOBAL HISTORIES

Semester	Course Type	Course Level	Course Code		Credits	Total Hours
IX	<b>DSC-A26</b>	500	<b>KU09DSCHIS503</b>		4	60
Learning Approach (Hours/Week)			Marks Distribution			Duration of ESE(in hours)
Lecture	Practical	Tutorial	CE	ESE	TOTAL	
4	0	0	50	50	100	2

**Course description:** The course intends to introduce the learners to new trends in history and would attempt to enable them to identify linkages, patterns, and shifts across regions and chronological periods.

**Course prerequisite:** Nil

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

CO	Expected Outcome	Learning Domains
1	The course intends to sharpen the analytical skills of students by introducing them to a relatively new field of historical inquiry.	U
2	The students would be able to identify and analyse basic sources with regard to global histories.	U and A
3	The students would also be introduced to unconventional historical and diverse sources.	U and An

4	The students would be able to use sources like visual culture, maps, and other unconventional sources	An

**\*Remember (R), Understand (U), Apply (A), Analyze (An), Evaluate (E), Create (C)**

### Mapping of Course Outcomes to PSOs

	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	✓		✓	✓	
CO2	✓		✓		✓
CO3	✓	✓	✓		
CO4	✓	✓	✓	✓	

### COURSE CONTENTS

**Credits: 4**

#### Module I

Introduction-Global histories: key themes-Connected histories-Integrative Histories-Indian Ocean Histories

#### Suggested Readings

Subrahmanyam, Sanjay, *Explorations in Connected History; From the Tagus to the Ganges*, Oxford University Press, 2005.

Conrad, Sebastian, *What is Global History?*, Princeton University Press, Princeton, 2010.

Cohen, Bernard S, *Colonialism and Its Forms of Knowledge: The British in India*, Princeton University Press, 1996.

Fletcher, Joseph, "Integrative History: Parallels and Interconnections in the Early Modern Period, 1500– 1800," *Journal of Turkish Studies* 9 (1985): 37–58.

Turk, Diana B., et.al., *Teaching Recent Global History: Dialogues among Historians, Social Studies Teachers and Students*, Taylor and Francis, 2014

**Module II** in *South Asia and Europe, 1650-1900*.

Space, Time and Travel- Early explorers and travellers- Travel, religion and knowledge- Maps, globes and telescopes- Enlightenment and the broadening of Reason- Revisiting the Empire ( the Mings and the Mughals)

### **Suggested Readings**

Cañizares- Esguerra, Jorge, *Nature, Empire, and Nation: Explorations of the History of Science in the Iberian World*, Stanford University Press, 2006.

Subrahmanyam, Sanjay, *Europe's India; Words, People, Empires, 1500-1800*, Harvard University Press, 2017.

Lach, Donald F., *Asia in the Making of Europe, Volume I: The Century of Discovery, Book 1*, University of Chicago Press, 2008.

Cook, Harold, *Matters of Exchange, Commerce, Medicine and Science in the Dutch Golden Age*, Yale University Press, 2007.

### **Module III**

From Imperial Histories to Global Histories -Orientalism and the Writing of History-Imagining the 'Other'-Early modernity-Ports, merchants and trade routes-Courts and markets

### **Suggested Readings**

Said, Edward, *Orientalism; Western Conceptions of the Orient*, Penguin, 2006.

Subrahmanyam, Sanjay, *Europe's India; Words, People, Empires, 1500-1800*, Harvard University Press, 2017.

Grove, Richard, *Green Imperialism: Colonial Expansion, Tropical Island Edens and the Origins of Environmentalism, 1600-1860*, Cambridge University Press, 1996.

#### **Module IV**

The Early Modern World - Medicine, Botany and the Empire-Slavery-Asia and the Making of a modern Europe- Representing the margins-A case of thugs and anti-socials-Morality and the empire- Nature and the empire

#### **Suggested Readings**

Gunder Frank, Andre, *Reorient; Global Economy in the Asian Age*, University of California Press, 1998.

Damodaran, Vinita, Winterbottom, Anna, and Lester, Alan (eds.), *The East India Company and the natural world*, Palgrave Studies in World Environmental History, Palgrave Macmillan, London, 2014.

Schwartz, Stuart B., (ed.), *Implicit Understandings: Observing, Reporting and Reflecting on the Encounters between Europeans and Other Peoples in the Early Modern Era* (Studies in Comparative Early Modern History), Cambridge, 1994

Lach, Donald F., *Asia in the Making of Europe, Volume I: The Century of Discovery. Book 1*, University of Chicago Press, 2008.

Grove, Richard, *Green Imperialism: Colonial Expansion, Tropical Island Edens and the Origins of Environmentalism, 1600-1860*, Cambridge University Press, 1996.

#### **Module V**

Teacher Specific Module

Gender and the empire

Suggested Readings

Levine, Phillipa, *Gender and Empire*, Oxford University Press, 2007.

Perry, Adele. *On the Edge of the Empire*, University of Toronto Press, 2001.

### **Recommended Reading**

Said, Edward, *Orientalism; Western Conceptions of the Orient*, Penguin, 2006.

Subrahmanyam, Sanjay, *Europe's India; Words, People, Empires, 1500-1800*, Harvard University Press, 2017.

Raj, Kapil, *Relocating Modern Science: Circulation and the Construction of Knowledge in South Asia and Europe, 1650-1900*.

Lach, Donald, *Asia in the Making of Europe, Volume I: The Century of Discovery, Book 1*, University of Chicago Press, 2008.

Grove, Richard, *Green Imperialism: Colonial Expansion, Tropical Island Edens and the Origins of Environmentalism, 1600-1860*, Cambridge University Press, 1996.

### **Mode of Transaction**

Offline Classes, exercises, and tutorials

### **Assessment Rubrics:**

<b>Evaluation Type</b>		<b>Marks</b>
End Semester Evaluation		<b>50</b>
Continuous Evaluation		<b>50</b>
a)	Test Paper- 1	5
b)	Test Paper -2	5
c)	Debate//Discussion	5
d)	Assignment	5
e)	Seminar	10

f)	Book/ Article Review	10
g)	Viva-voce	10
<b>Total</b>		<b>100</b>

### Sample Questions to Test Outcomes

1. What do you know about integrative histories?
2. What are the historiographical changes which were introduced in the discipline of history after the emergence of global histories?
3. Define Orientalism. Is it relevant in the study of history?
4. Give a brief accounts of 'thugs and *thugi*' during the Raj in India.
5. What do you know about colonial knowledge production? Elucidate.

**KU09DSCHIS504: HERITAGE OF NORTH MALABAR**

Semester	Course Type	Course Level	Course Code	Credits	Total Hours	
IX	<b>DSC-A28</b>	400	<b>KU09DSCHIS504</b>	4	60	
Learning Approach (Hours/ Week)			Marks Distribution (%)			Duration of ESE (Hours)
Lecture	Practical	Tutorial	CE	ESE	Total	
4	0	0	50	50	100	2

**Course Description:** The course aims to familiarize the students with the great heritage of North Malabar and to create awareness among them to document and conserve them.

**Course Prerequisite:** NIL

**Course Outcomes:** At the end of the Course, the Student will be able to

CO No.	Expected Outcome	Learning Domains
1	Students identify important historical sites of North Malabar	R
2	Understand the different types of cultural vestiges of North Malabar	U
3	Learn how to protect the heritage monuments of North Malabar	U

4	They also realize how cultural heritage can be utilized as cultural capital.	E
5	Students learn about Kerala's pre-historic heritage and discuss the measures to conserve them for posterity.	C

**\*Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create**

### Mapping of Course Outcomes to PSOs

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PSO 7
CO 1	✓	✓	✓				
CO 2	✓	✓	✓				
CO 3	✓	✓	✓			✓	
CO 4	✓	✓	✓				
CO 5	✓	✓	✓	✓			✓

## COURSE CONTENTS

### Module- I

**Credits: 4**

Pre-Historic sites– Rock Art sites – Wayanad-Kannur-Kasargod–Megalithic Monuments and sites

### Suggested Readings

Gurukkal,Rajan&Varier, Ragava,*Cultural History of Kerala, Vol.1*, Dept of Cultural Publications, Kerala, Thiruvananthapuram, 1999.

Manmathan, M.R (ed.), *Archaeology in Kerala: Past and Present*, Publications Division, Farook College, Kozhikode, 2007.

Mathpal, Y, *Rock Art in Kerala*, Indira Gandhi National Centre for the Arts, New Delhi 1998.

Menon, A.Sreedhara, *Cultural Heritage of Kerala*, DC Books, Kottayam, 2019.

Narayanan, M.G.S, *Cultural Symbiosis in Kerala*, Kerala Historical Society, Trivandrum, 1972.

Nihildas, N, *Rock Art and Megaliths: Marayur, Kerala*, BP Publishing Corporation, Chandigarh, 2018.

## **Module- II**

Monuments – Structural Temples –Forts, Palaces, Mosquesand Churches Nalukettu and domestic architecture – Kerala style of Architecture and sculpture– Mural paintings

### **Suggested Readings**

Desai, Miki, *Wooden Architecture of Kerala*, Mapin Pub, Ahmedabad, 2019.

George, Fr. Thomas, *Theology in the Architecture of Ancient Churches in Kerala*, Christian World Imprints, New Delhi, 2018.

Sarkar. H, *Monuments of Kerala*, Archaeological Survey of India, New Delhi, 1978.

Katakam, Ramu, *Glimpses of Architecture in Kerala: Temples and Palaces*, Rupa Publishers, New Delhi, 2006.

Kumar, Ajit, *Forts of Kerala*, New Bharatheeya Book Corporation, Bombay, 2016.

Kuruvila, Chacko, *Spectacular Homes of Kerala*, Dee Bee Info Publications, Kottayam, 2014.

NambirajanandSuresh.S., *Kerala Murals*, Archaeological Survey of India, New Delhi, 2015.

Jayashankar. S, *Temples of Kerala*, Directorate of Census Operations, Kerala, 2017.

Sashibooshan, M.G, *Murals of Kerala*, Department of Public Relations, Government of Kerala, 1987.

Schildt, Henri, *The Traditional Kerala Manor: Architecture of a South Indian Catuhsala House*, Institute Francais De Pondicherry, 2012.

Sharma, Preeti, *Rock -Cut Temples of South India: Architectural Dimensions*, Aryan Book International, New Delhi, 2015.

Shokoohy, Mehرداد, *Muslim Architecture of South India*, Routledge, London, 2003.

Kramrich, Stella, *The Hindu Temple ,Vol.1&2*, Motilal Banarsidass Publication, Delhi, 2015.

## **Module- III**

Cultural Expressions – Temple-centered Arts – Folk Arts – Poorakkali, Yakshagana, Theyyam, Kolkali, Saliyan Porattu, Kambalam & Cock Fight – Martial art Forms – Kalaripayattu – Muslim traditions – Oppana.

### **Suggested Readings**

Balan.C, (ed.), *Oru Thulunadan Perumaadhava Ajanurinte Grama Charitram*, Ajanur Grama Panchayat, Kasargod, 2005.

Balan, C (ed.), *Kasargod, Charithravum Samoohavum*, Kasargod District Panchayat, Kasargod, 2001.

Cherian, P.J. (ed.), *Essayson the Cultural Formation of Kerala: Literature, Art, Architecture, Music, Theatre and Cinema*, Kerala State Gazetteers Dept, Thiruvananthapuram, 1999.

Cherian, P.J. (ed.), *Perspectives on Kerala History: The Second Millennium*, Kerala Gazetteers Dept., Trivandrum, 1999.

Choondal, Chummar, *Christian Folklore, Vol. I*, Kerala Folklore Academy, Kannur, 1988.

Choondal, Chummar, *Studies in Folklore of Kerala*, College Book House, Thiruvananthapuram, 1978.

Kurup, K.K.N, *The Cult of Theyyam and Hero Worship in Kerala*, Centre for folklore Studies, Kozhikode, 1973.

Miller, Roland.E, *Mappila Muslims of Kerala: A Study in Islamic Trends*, Orient Longman, Hyderabad, 1992.

Payyanad, Raghavan, *Folklore*, State Institute of Languages, Kerala, Thiruvananthapuram, 1986.

Valsyayan, Kapila, *The Arts of Kerala Kshetram: Manifestation, Process, Experience*, Gyan Publishing House, New Delhi, 2016.

### **Module –IV**

Dalit and Tribal Culture – Tribal traditions – Gaddhika, Kambra Nritham, Chattu Pattu, Ucchar, Kadar Kali – Tribal Funeral rituals – Kakkappula, Nikalattam, Arts and crafts – Tribal Medicine.

### **Suggested Readings**

Ayyappan & Mahdevan (eds), *Ecology, Economy, Matriliney and Fertility of Kurichiyas*, B.R. Publishing Co., Delhi, 1990.

Ehrenfels, U.R, *Kadar of Cochin*, Madras University Publication, 1952.

Luiz, A.A.D, *Tribes of Kerala*, The Bharatiya Adimajati Sevak Sangh, New Delhi, 1962.

Nair, N. Viswanathan, *Tribal Health and Medicine in Kerala*, DC Books, Kottayam, 1969.

Poyil, Manjula, *Homage to the Departed: A Study of Funeral Customs among the Tribes in Malabar, Kerala*, Other Books, Calicut, 2012.

Saradhamoni, K., *Emergence of a Slave Caste: The Pulayas of Kerala*, People's Publishing House, Bombay, 1979.

Thurston, Edgar & Rangachari, *Castes and Tribes of Southern India, 7 Vols*, Cosmo Publications, New Delhi, 1975.

## **Module V**

### **Teacher Specific Module**

Heritage Site Visit –Documentation and Report Submission-Heritage Walk

#### **Recommended Reading:**

Althusser, Louis, *Essays on Ideology*, Verso, London, 1984.

Bai, Princess, Aswathi Tirunal Gauri Lakshmi, *Glimpses of Kerala Culture*, Konark Publishers, New Delhi, 2010.

Barthes, Ronald, *Image, Music, Text*, Fontana press, London, 1997.

Chandera, C.M.S., *Kaliyattam*, NBS, Kottayam, 1978.

Chandran, T. V., *Rituals as Ideology Text and Context in Theyyam*, D.K Print World, New Delhi, 2006.

Chawla, Rupika, *Raja Ravi Varma: Painter of Colonial India*, Mapin Publishing, Ahmedabad, March 2010.

Choondal, Chummar, *Studies in Folklore of Kerala*, College Book House, Thiruvananthapuram, 1978.

Dundes, Alan, *The Meaning of Folklore: Analytical Essays*, Utah State University Press, USA, 2007.

Fels, Patricia Tusa, *Mosques of Cochin*, Grantha Corporation, 2009.

Ganesh, K.N., *Keralathinte Innelakal*, Kerala Bhasha Institute, Thiruvananthapuram, 2015.

Logan, William, *Malabar Manual*, Asian Education Services, New Delhi, 2004.

Nair, Chirakkal T. Balakrishnan, *The Ranjedutha Prabhanthangal*, Kerala Sahithya Akademi, Thrissur, 1978.

Nair, P. Somasekharan, *Paniyabhasha*, Kerala Sahithya Academy, Thrissur, 1997.

Panickar, C. Gopala, *Malabar and its Folk*, Asian Educational Services, New Delhi, 1983.

Sreelekha, K.G., *Studies in South Indian Architecture (With Special reference to Kerala and Tamil Nadu)*, Dev Publishers, New Delhi, 2015.

Vayaleri, Kumaran, *Kurichiyarute Jeevithavum Samskaravum*, Current Books, Kottayam, 2007

### **Teaching Learning Strategies (Classroom activities/Lab activities/Field Activities)**

Classroom Lecturing, PPT Presentation, Presentation of Educational Videos, and Lecturing with Multimedia Content.

### **Mode of Transaction**

Offline Classes

### **Assessment Rubrics:**

<b>Evaluation Type</b>		<b>Marks</b>
End Semester Evaluation		<b>50</b>
Continuous Evaluation		<b>50</b>
a)	Test Paper- 1	5
b)	Test Paper -2	5
c)	Debate//Discussion	5
d)	Assignment	5
e)	Seminar	10
f)	Book/ Article Review	10
g)	Viva-voce	10
<b>Total</b>		<b>100</b>

### **Sample Questions to Test Outcomes**

1. Explain the features of the rock art in North Malabar
2. Why is North Malabar called the land of folklore?
3. Analyse the nature of Tribal medical practices

4. What are the main types of Megaliths in North Malabar?
5. Analyse the features of Poorakali
6. Write a note on Kambalam

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## KU09DSCHIS505-HISTORY OF INDIAN PHILOSOPHY

Semester	Course Type	Course Level	Course Code	Credits	Total Hours
IX	DSC-A29	500	KU09DSCHIS505	4	60
Learning Approach (Hours/ Week)			Marks Distribution (%)		
Lecture	Practical	Tutorial	CE	ESE	Total
4	0	0	50	50	100
					Duration of ESE (Hours)
					2

**Course Description:** India has one of the oldest and longest traditions of philosophical thinking in the world. The course enables the students to judge and decide for themselves on religion, moral, social, and political problems and also to act meaningfully in different situations.

**Course Prerequisite:** NIL

**Course Outcomes:** At the end of the Course, the Student will be able to

CO No.	Expected Outcome	Learning Domains
1	Students remember different Indian philosophic literature which helps to reconstruct nature of early Indian knowledge system	R
2	Students understand the nature of Indian Philosophy	U
3	Students identify the systems of Indian Philosophy	U
4	Students analyse the holistic nature of Indian Philosophy	E

5	Enable students to compare and contrast Indian philosophic knowledge system and Western philosophic knowledge system	C
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**\*Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create**  
**Mapping of Course Outcomes to PSOs**

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PSO 7
CO 1	✓	✓	✓				
CO 2	✓	✓	✓				
CO 3	✓	✓	✓			✓	
CO 4	✓	✓	✓				
CO 5	✓	✓	✓	✓			✓

## COURSE CONTENTS

### Module- I

Credit 4

Meaning and Scope-Concepts-Pillars of Indian Philosophy- Features-Different Schools of Indian Philosophy

#### Suggested Readings

Hiriyanna, M. *Outline of Indian Philosophy*, London: Unwin Publishers, 1973.

Datta and Chatterjee, *An Introduction to Indian Philosophy*, University of Calcutta, Calcutta

Sharma C.D., *A Critical Survey of Indian Philosophy*, Motilal Banarsidas, Delhi, 1998

### Module- II

Vedic Literature- Features-Types-Brahmanas-Upanishads-Aryanyakas –Sutras-Smritis-Bhagavad Gita-Vedic Religion

#### Suggested Readings

Chattopadhyaya, Debiprasad. *Indian Philosophy: A Popular Introduction*. New Delhi: Peoples Publishing House, 1964.

Daya Krishna. *Indian Philosophy: A Counter Perspective*. New Delhi: Oxford University Press, 1991.

Daya Krishna. *Contrary Thinking (Collected Essays of Daya Krishna)*. Edited by Nalini Bhushan, J L Garfield & Others. New York: Oxford University Press, 2011.

### **Module- III**

Periods of Indian Philosophy-Pre-Mauryan and Mauryan Period-Kushana and Gupta Periods-Period of Harsha-Modern Indian Philosophers

Kane, P.V. *History of Dharma Śāstra*. Vols I & II. Poona: Bhandarkar Oriental Research Institute, 1999.

Pandey, Rajabali. *Hindu Saṃskāras*. Delhi: Motilal Banarasidas, 2002.

Pollock, Sheldon. "The Theory of Practice and the Practice of Theory in Indian Intellectual History." *Journal of the American Oriental Society*, 105/3(1985).

Ranadey, Ramchandra Dattatreya. *A Constructive Survey of Upanishadic Philosophy*. New Delhi: Bhartiya Vidyā Bhavan, 1926.

BK Lal, *Contemporary Indian Philosophers*, Motilal Banarasidass Publishing House, New Delhi, 1973

### **Module –IV**

Kerala Philosophy-Features-Prominent philosophers-Sree Sankara and Advaita Philosophy - Chattampi Swamikal-Sreenarayana Guru-Vagbhatananda

### **Suggested Readings**

K. Sreenivasan. *Sree Narayana Guru*, Jayasree Publications, Thiruvananthapuram, 1989.

Deutsch, Eliot, *Advaita Vedanta: A Philosophical Reconstruction*, University of Hawai'i, 1980

S Omana, *The Philosophy of Sree Narayana Guru*, Narayana Gurukula, Thiruvananthapuram, 2018.

Chattampi Swamikal, *Advaita Cinta Paddhati*, Panmana Ashramam publications, Kollam, 2010.

### **Module V**

#### **Teacher Specific Module**

#### **Recommended Reading:**

Chattopadhyaya, Debiprasad. *Indian Philosophy: A Popular Introduction*, Peoples Publishing House, New Delhi, 1964.

Daya Krishna. *Indian Philosophy: A Counter Perspective*. Oxford University Press, New Delhi, 1991.

Mishra, G. "Scope and Limits of Sruti as Pramana: Perspectives from PūrvaMīmāṃsā and Advaita Vedānta, in *Sabdapramana in Indian Philosophy*. Edited by Manjulika Ghosh and Bhaswati Bhattacharya Chakraborti, 108-117. Delhi, Northern Book Centre, 2006.

Natarajan, Kanchana. "Primordial Waters: Some Remarks on Rig Vedic Creation Hymns". JICPR, 17/2(2001): 147-168.27

Pappau, S S Rāma Rao & R. Puligandla (Ed.). *Indian Philosophy: Past and Future*. Delhi: Motilal Banarsidass, 1982.

Radhakrishnan, S. *Indian Philosophy*. Vol. 1. New Delhi: Oxford University, Press, 1977.

Ramaujan, A K. "Is There an Indian Way of Thinking? An informal essay." *Contributions of Indian Sociology*, 23/1(1989): 41-58.

Thachil, J. *An Initiation to Indian Philosophy*. Alwaye: Pontifical Institute of Philosophy and Theology, 2000.

### **Teaching Learning Strategies (Classroom activities/Lab activities/Field Activities)**

Classroom Lecturing, PPT Presentation, Presentation of Educational Videos, and Lecturing with Multimedia Content.

### **Mode of Transaction**

Offline Classes

### **Assessment Rubrics:**

<b>Evaluation Type</b>		<b>Marks</b>
End Semester Evaluation		<b>50</b>
Continuous Evaluation		<b>50</b>
a)	Test Paper- 1	5
b)	Test Paper -2	5
c)	Debate//Discussion	5
d)	Assignment	5
e)	Seminar	10
f)	Book/ Article Review	10
g)	Viva-voce	10
<b>Total</b>		<b>100</b>

### **Sample Questions to Test Outcomes**

1. Explain the features of the Vedic Philosophy
2. What are the Six Systems of the School of Indian Philosophy?
3. Analyse the nature of Buddhist Philosophy
4. Assess the features of the Upanishads
5. Points out the features of Advaita Philosophy
6. Write a note on Sreenarayana Guru

**SEMESTER-X**

	Category	Code	Course Title	Marks		Total Marks	Total Credits
				CA	ESA		
<b>X</b>	Research or 5 DSC	KU10RADHIS500	Research and Dissertation	<b>250</b>	<b>250</b>	<b>500</b>	<b>20</b>
	DSC-A30	KU10DSCHIS506	Advanced Research Methods in History	50	50	100	4
	DSC-A31	KU10DSCHIS507	Review of Literature (Practical)	50	50	100	4
	DSC-A32	KU10DSCHIS508	Power and Authority in Pre-colonial India	50	50	100	4
	DSC-A33	KU10DSCHIS509	Social History of Modern India	50	50	100	4
	DSC-A34	KU10DSCHIS510	Oral History: Method and Practice	50	50	100	4
				<b>250</b>	<b>250</b>	<b>500</b>	<b>20</b>

### KU10DSCHIS506-ADVANCED RESEARCH METHODS IN HISTORY

Semester	Course type	Course Level	Course Code		Credits	Total Hours
X	<b>DSC-A30</b>	500	<b>KU10DSCHIS506</b>		4	60
Learning Approach (Hours/Week)			Marks Distribution			Duration of ESE(in hours)
Lecture	Practical	Tutorial	CE	ESE	TOTAL	
4	0	0	50	50	100	2

**Course Description:** The Course aims to provide an advanced level of training in Historical Research. It integrates the reading of primary texts with that of secondary literature in advanced historiography. The course emphasizes diverse traditions of historical research within and outside Europe.

**Course Prerequisite:** NIL

**Course Outcomes:** At the end of the Course, the Student will be able to

CO No.	Expected Outcome	Learning Domains
1	The students will be able to remember key methods in Historical Research	R
2	The students will understand the differences among different historiographical traditions.	U
3	The students will be able to critically evaluate various Eurocentric methods of History with historical research of the global south.	E
4	Students will be able to develop a critical/historical sense of their present.	C
5	Students will be able to apply the learning to their research projects	A

**\*Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C)**

**Mapping of Course Outcomes to PSOs**

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PSO 7
CO 1	✓	✓	✓				
CO 2	✓	✓	✓				
CO 3	✓	✓	✓		✓		✓
CO 4	✓	✓	✓			✓	
CO 5	✓	✓	✓	✓			✓

**COURSE CONTENTS**

**Credits: 4**

**Module I**

The foundations of Modern Historical Research- Locating the primary texts of Ranke and Positivist Historians- Reading Marc Bloch and Historian's Craft- Reading the Original texts of Annales Historians- Objectivity, Narrative and Theory in Historical Research.

**Suggested Readings:**

Boldt, Andreas. "Ranke: Objectivity and history." *Rethinking History* 18, no. 4 (2014): 457-474.

Kinzel, K., 2020. Method and meaning: Ranke and Droysen on the historian's disciplinary ethos. *History and Theory*, 59(1), pp.22-41.

Hill, Alette Olin, and Boyd H. Hill Jr. "Marc Bloch and comparative history." *The American Historical Review* (1980): 828-846

**Module II**

Finding a Historical Research Question- How Annales Reframed the Research Problem- Research Problem in Marxist method, Primary Sources- in Ancient, Medieval and modern Histories- Analysing sources of Early Modern Histories- Locating the Sanskrit Sources of Early Medieval Era- Reading Travelogues and Literature in History.

**Suggested Readings:**

Bailyn, Bernard. "French Historical Method: The Annales Paradigm." (1977): 1028-1034.

Foster, J., 2014. Eric Hobsbawm, Marxism and Social History. *Social History*, 39(2), pp.160-171.

Grigg, Susan. "Archival practice and the foundations of historical method." *The Journal of American History* 78, no. 1 (1991): 228-239.

**Module III**

Quantitative Methods in Historical Research- Secondary Sources in Historical Research- Problem with Colonial Archive- Archival Ethics and Absences- Census Reports and Gazetteers in Historical Research- Autobiographies, and Diaries as sources of History- Newspaper Archive in Historical Research.

**Suggested Readings:**

Floud, Roderick. *An introduction to quantitative methods for historians*. Routledge, 2013.

Steckel, Richard H. "The quality of census data for historical inquiry: A research agenda." *Social Science History* 15, no. 4 (1991): 579-599.

**Module IV**

Interdisciplinary Approaches in Historical Research-Visual Sources and Objects for Historical Research- Historical Anthropology- Historical Geography- The Question of Space in Historical Research- Using Ethnographic Method in Historical Research- Historian as the Participant Observer, Historian among the Anthropologists.

**Suggested Readings:**

Wulf, Christoph. "On historical anthropology: An introduction." *The Senses and Society* 11, no. 1 (2016): 7-23.

Harris, Cole. "Power, modernity, and historical geography." *Annals of the Association of American Geographers* 81, no. 4 (1991): 671-683.

**Module V**

Teacher-specific module- Seminars and Reading sessions of primary historical texts in the vernacular language.

**Recommended Readings:**

Bloch, Marc. *The Historian's Craft*. Translated by Peter Putnam. New York: Alfred A. Knopf, 1953

Burton, Antoinette, ed. *Archive Stories: Facts, Fictions, and the Writing of History*. Durham, NC: Duke University Press, 2005

Carr, E.H. *What Is History?* London: Macmillan, 1961

Chattopadhyaya, Brajadulal. *Representing the other? Sanskrit sources and the Muslims (eighth to fourteenth century)*. Manohar Publishers & Distributors, 1998.

Davis, Natalie Zemon. *Fiction in the Archives: Pardon Tales and Their Tellers in Sixteenth-Century France*. Stanford, CA: Stanford University Press, 1987.

Farge, Arlette. *The Allure of the Archives*. Translated by Thomas Scott-Railton. New Haven, CT: Yale University Press, 2013.

Ginzburg, Carlo, *Clues, Myths, and the Historical Method*. Translated by John Tedeschi and Anne C. Tedeschi. Baltimore, MD: Johns Hopkins University Press, 1989.

Howell, Martha, and Walter Prevenier, *From Reliable Sources: An Introduction to Historical Methods*. Ithaca, NY: Cornell University Press, 2001

Jordanova, Ludmilla, *History in Practice*. 3rd ed. London: Bloomsbury Academic, 2019.

LaCapra, Dominick. *Rethinking Intellectual History: Texts, Contexts, Language*. Ithaca, NY: Cornell University Press, 1983.

Scott, Joan W. "The Evidence of Experience." *Critical Inquiry* 17 (4): 773–797, 1991.

Tosh, John. *The Pursuit of History: Aims, Methods and New Directions in the Study of Modern History*. 6th ed. London: Routledge, 2015.

### **Teaching Learning Strategies (Classroom activities/Lab activities/Field Activities)**

Classroom Lecturing, PPT Presentation, Presentation of Educational Videos, and direct reading of sources.

### **Mode of Transaction**

Offline Classes

### **Assessment Rubrics:**

<b>Evaluation Type</b>	<b>Marks</b>
End Semester Evaluation	<b>50</b>

Continuous Evaluation		<b>50</b>
a)	Test Paper- 1	10
b)	Test Paper -2	10
c)	Assignment	10
d)	Seminar	10
e)	Book/ Article Review	10
<b>Total</b>		<b>100</b>

#### Sample Questions to Test Outcomes

1. Elare is based on the foundations of modern Historical Research in the nineteenth century.
2. Analyse the contributions of the Positivist historical method concerning primary sources.
3. Critically evaluate the Sanskrit sources of the early medieval era.
4. Examine the importance of interdisciplinary methods in researching history.

### KU10DSCHIS508 -POWER AND AUTHORITY IN PRE-COLONIAL INDIA

Semester	Course type	Course Level	Course Code		Credits	Total Hours
X	<b>DSC-A32</b>	500	<b>KU10DSCHIS508</b>		4	60
Learning Approach (Hours/Week)			Marks Distribution			Duration of ESE (in hours)
Lecture	Practical	Tutorial	CE	ESE	TOTAL	
4	0	0	50	50	100	2

**Course Prerequisite: NIL**

**Course Description:** This course looks at the forms of authority in pre-colonial India. The course provides a historical understanding of state and non-state authorities that existed in pre-colonial India. It helps to develop a historical sense of the evolution of authority and identify the ruptures in historical time.

**Course Outcomes: At the end of the Course, the Student will be able to**

CO No.	Expected Outcome	Learning Domains
1	The students will be able to remember forms of state systems that existed in pre-colonial India.	R
2	The students will understand the differences among different state formations.	U.
3	The students will be able to critically evaluate the claims of empire and power in pre-colonial India.	E
4	Students will be able to develop a historical understanding of their political present.	C
5	Students will be able to apply the learning to their research projects	A

**\*Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C)**

## Mapping of Course Outcomes to PSOs

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PSO 7
CO 1	✓	✓	✓				
CO 2	✓	✓	✓				
CO 3	✓	✓	✓		✓		✓
CO 4	✓	✓	✓			✓	
CO 5	✓	✓	✓	✓			✓

## COURSE CONTENTS

### Module I

**Credits: 4**

Definitions of Power and Authority in social sciences- Western and non-western ideas of authority and power- Emergence of Social Stratification- Pre-Vedic authorities- Vedic practices of authorities- Power and ritual in post-Vedic societies.

#### Suggested Readings:

Thapar, Romila. "State formation in early India." *International Social Science Journal* 32, no. 4, 1980.

Kulke, Hermann. "The rājasūya: a paradigm of early state formation?" In *Ritual, State and History in South Asia*, pp. 188-198. Brill, 1992.

### Module II

State formations in the Mauryan Era- Post Mauryan polities- Oligarchies- Heterodoxies and new ideas of power.

#### Suggested Readings:

Thapar, Romila. "The Mauryan empire in early India." *Historical Research* 79, no. 205 (2006): 287-305.

Allchin, F. R. "City and state formation in early historic South Asia." *South Asian Studies* 5, no. 1 (1989): 1-16.

### **Module III**

Sangham polity- Feudal political system- early medieval political systems- regional polities in early medieval India- Language and power- South Indian polities.

#### **Suggested Readings:**

Sahu, Bhairabi Prasad. "From Regional Histories to Histories of the Regions and Beyond." *Social Scientist* 43, no. 3/4 (2015): 33-47.

Chattopadhyaya, Braja Dulal. 'Political Processes and Structure of Polity in Early Medieval India: Problems of Perspective' in Proceedings of the Indian History Congress, vol. 44, pp. 25-63. Indian History Congress, 1983.

### **Module IV**

Sultanate political formations- Ritual authority and Literature- Mughal Ideas on Kingship- Rajput State formations- Maratha state formations- 18th century states.

#### **Suggested Readings**

Arjomand, Saïd Amir. "Evolution of the Persianate Polity and its Transmission to India." *Journal of Persianate Studies* 2, no. 2 (2009): 115-136.

Marshall, P. J. "Marathas, Marauders, and State Formation in Eighteenth-Century India." *The English Historical Review* 111, no. 444 (1996): 1296-1298.

#### Module V:

Teacher Specific module

#### **Recommended Readings:**

Ali, Daud. *Courtly Culture and Political Life in Early Medieval India*. Cambridge: Cambridge University Press, 2004.

Bakhtin, Mikhail. *Rabelais and His World*. Translated by Hélène Iswolsky. Bloomington: Indiana University Press, 1984.

(Useful for theoretical framing of authority, symbolism, and popular culture)

Bayly, C.A. *Rulers, Townsmen and Bazaars: North Indian Society in the Age of British Expansion 1770–1870*. Cambridge: Cambridge University Press, 1983.

Burton, Stein. *Peasant State and Society in Medieval South India*. Delhi: Oxford University Press, 1980.

Chakrabarti, Kunal. *Religious Process: The Puranas and the Making of a Regional Tradition*. New Delhi: Oxford University Press, 2001.

Chakravarti, Ranabir. *Exploring Early India up to c. AD 1300*. 2nd ed. New Delhi: Primus Books, 2013.

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

Chatterjee, Kumkum. *The Cultures of History in Early Modern India: Persianization and Mughal Culture in Bengal*. New Delhi: Oxford University Press, 2009.

Chattopadhyaya, B.D. *The Making of Early Medieval India*. 2nd ed. New Delhi: Oxford University Press, 2012.

Dirks, Nicholas B. *The Hollow Crown: Ethnohistory of an Indian Kingdom*. Cambridge: Cambridge University Press, 1987.

Guha, Sumit. *The Agrarian Economy of the Bombay Deccan 1818–1941*. Delhi: Oxford University Press, 1985.

Habib, Irfan. *The Agrarian System of Mughal India 1556–1707*. Revised ed. New Delhi: Oxford University Press, 1999.

Jha, D.N. *Ancient India: In Historical Outline*. Revised ed. New Delhi: Manohar, 2009.

Kolff, Dirk H.A. *Naukar, Rajput and Sepoy: The Ethnohistory of the Military Labour Market in Hindustan, 1450–1850*. Cambridge: Cambridge University Press, 1990.

Lorenzen, David N. *Who Invented Hinduism? Essays on Religion in History*. New Delhi: Yoda Press, 2006.

Mukhia, Harbans. *The Mughals of India*. Oxford: Blackwell Publishing, 2004.

Pollock, Sheldon. *The Language of the Gods in the World of Men: Sanskrit, Culture, and Power in Premodern India*. Berkeley: University of California Press, 2006.

Sarkar, Jadunath. *Mughal Administration*. Calcutta: M.C. Sarkar & Sons, 1920.

Sharma, R.S. *Aspects of Political Ideas and Institutions in Ancient India*. Delhi: Motilal Banarsidass, 1991.

Thapar, Romila. *From Lineage to State: Social Formations of the Mid-First Millennium BC in the Ganga Valley*. Delhi: Oxford University Press, 1984.

### **Teaching Learning Strategies (Classroom activities/Lab activities/Field Activities)**

Classroom Lecturing, PPT Presentation, Presentation of Educational Videos, and direct reading of sources.

### **Mode of Transaction**

Offline Classes

**Assessment Rubrics:**

<b>Evaluation Type</b>		<b>Marks</b>
End Semester Evaluation		<b>50</b>
Continuous Evaluation		<b>50</b>
a)	Test Paper- 1	10
b)	Test Paper -2	10
c)	Assignment	10
d)	Seminar	10
e)	Book/ Article Review	10
<b>Total</b>		<b>100</b>

**Sample Questions to test Outcomes**

1. Outline the forms of power that existed in pre-colonial India.
2. Describe the features of early Indian State formations
3. Critically evaluate the formation of authority in ancient India
4. Discuss the historiography of state formations in Medieval India

### KU10DSCHIS509-SOCIAL HISTORY OF MODERN INDIA

Semester	Course type	Course Level	Course Code		Credits	Total Hours
X	<b>DSC-A33</b>	500	<b>KU10DSCHIS509</b>		4	60
Learning Approach (Hours/Week)			Marks Distribution			Duration of ESE(in hours)
Lecture	Practical	Tutorial	CE	ESE	TOTAL	
4	0	0	50	50	100	2

**Course description:** The course is intended to help students understand the fundamental social structures and cultural practices in colonial India, recognizing the region's diversity and complexity over time. It also explores the formation and evolution of social hierarchies and institutions in colonial India, including caste, class, gender, and kinship systems, and their interaction with economic and social factors. The course would also help students critically assess the major historiographical debates and perspectives that have shaped the understanding of India's social and economic history before colonial rule.

**Course prerequisite:** NIL

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

CO	Expected Outcome	Learning Domains
1	Students will be able to analyze the history of the social dynamics of India with a special focus on class, caste, gender and the roles of various classes and communities within the social framework of modern India	U and A
2	They will be able to evaluate the impact of cultural and social interactions on the economic practices and social structures of modern India	U and An

3	They will be able to analyse historical sources on the theme at the completion of the course.	An
4	Students will comprehend and will be able to evaluate the role of socio-religious networks, ritual patterns, gender ideologies and intellectual exchanges in the making of modern India	An and E

**\*Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create**

### Mapping of Course Outcomes to PSOs

	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	✓	✓	✓		✓
CO2	✓	✓	✓		
CO3	✓			✓	✓
CO4	✓	✓	✓		

## COURSE CONTENTS

**Credits: 4**

### Module I

Introduction - Social Histories of modern India-Nationalism and the Self-Ideology and the empire

#### Suggested Readings

Sarkar, Sumit, *Writing Social History*, Oxford University Press, Delhi, 1998.

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

Guha Ranajit (ed.), *Subaltern Studies Readers, 1986-1995*, University of Minnesota Press, Minneapolis, 1997.

Hanlon, Rosalind O' and David Washbrook (eds.) *Religious Cultures in Early Modern India: New Perspectives*, London, Routledge, 2011.

Nandy, Ashis, *The Intimate Enemy, the loss of Self under Colonialism*, Oxford India, Delhi, 1983.

## **Module II**

Colonial Perceptions of India - Concepts and stereotypes - Muller, Mill and Kipling- Despotism India- Oriental Despotism- Asiatic Mode of Production-Colonial understanding of religion and caste - Missionary imaginations and India

### **Suggested Readings**

Kulke, Hermanne, *The State in India*, OUP, New Delhi, 1997.

Panikkar, K.N, *Culture, Ideology, Hegemony*, Tulika, New Delhi, 1995.

Pathak, Abijith, *Indian Modernity*, Gyan Publishing House, New Delhi, 1998.

Telschler, Kate, *India Inscribed: European and British Writing on India*, OUP, New Delhi, 1997.

Thapar, Romila, *Past and Prejudice*, NBT, New Delhi, 1994.

Thapar, Romila, Harbans Mukhia and Bipan Chandra, *Communalism and the Writing of Indian History*, Peoples Publishing House, Bombay, 1967.

## **Module III**

Education in colonial India- Social Reforms in India -new perspectives- Growth of the Press-Rise of the Middle Class- Colonial Modernity

### **Suggested Readings**

Pathak, Abijith, *Indian Modernity*, Gyan Publishing House, New Delhi, 1998.

Sarkar, Sumit and Tanika Sarkar, *Women and Social Reform in Modern India – A Reader*, Permanent Black, 2007.

Sen, Amiya P, *Social and Religious Reform: The Hindus of British India*, OUP, 2005. Chandra, Bipan, *Rise and Growth of Communalism in Modern India*, Har Anand Publishers, 2009.

Dube, Saurabh and Ishita Banerjee, *Unbecoming Modern: Colonialism, Modernity, Colonial Modernities*, Taylor and Francis, 2019.

Jones, Kenneth. W, *Socio Religious Reform Movements in British India*, Cambridge, New Delhi, 1998.

Desai, A.R, *Social Background of Indian Nationalism*, Sage, New Delhi, 2019.

#### **Module IV**

‘Indian Renaissance’ - Social and religious reform movements in Bengal and Maharashtra]

Ambedkar and the Annihilation of Caste- Gender and Modernity in India - Socio-religious movements in Kerala – Sree Narayana Guru, Ayyankali and Poikayil Appachan- Minorities in Modern India

#### **Suggested Readings**

Ambedkar, B.R., *Annihilation of Caste*, Navayana Publishers, 1936, 2020 Edition.

Rodrigues, Valerian, *The Essential Writings of BR Ambedkar*, OUP India, 2004,

#### **Recommended Readings**

Chandramohan, P, *Development Modernity in Kerala: SNDP Yogam and Social Reform*, Balaji Books, New Delhi, 2019.

Sarkar, Sumit, *Beyond Nationalist Frames: Relocating Postmodernism, Hindutva, History*, Permanent Black, New Delhi, 2002

Sarkar, Sumit, *Writing Social History*, OUP, New Delhi, 1997.

Chakravarti, Uma, *Conceptualizing Brahmanical Patriarchy*, Critical Quest, New Delhi, 2013

Forbes, Geraldine, *Women in Modern India*, Cambridge University Press, Cambridge, 2008

Omvedt, Gail, *Dalits and Democratic Revolution: Dr.Ambedkar and Dalit Movement in India*, Sage Publications, New Delhi, 1994.

Robb, Peter, *Dalit Movements and the Labour in India*, Oxford University Press, Delhi, 1993.

## Module V– Teacher Specific Module

### Mode of Transaction

Offline Classes, exercises and tutorials

### Assessment Rubrics:

Evaluation Type		Marks
End Semester Evaluation		50
Continuous Evaluation		50
a)	Test Paper- 1	5
b)	Test Paper -2	5
c)	Debate//Discussion	5
d)	Assignment	5
e)	Seminar	10
f)	Book/ Article Review	10
g)	Viva-voce	10
<b>Total</b>		<b>100</b>

### Sample Questions to Test Outcomes

1. What is colonial modernity?
2. Explicate Partha Chatterjee's ideas on the Women's Question during the Indian National Movement.
3. What was the role played by B. R. Ambedkar in modern India?
4. What Were Dr. B.R. Ambedkar's ideas about caste in India?
5. What is Brahmanical patriarchy? Elucidate.

Semester	Course Type	Course Level	Course Code	Credits	Total Hours	
X	<b>DSC-A34</b>	500	<b>KU10DSCHIS510</b>	4	60	
Learning Approach (Hours/ Week)			Marks Distribution (%)			Duration of ESE (Hours)
Lecture	Practical	Tutorial	CE	ESE	Total	
4	0	0	50	50	100	2

### Course Description

Oral History is recording, preserving and interpreting historical information based on data collected from folklore, folktales, myths, legends and folksongs. It helps students to understand how society makes use of history and memory for different actions in everyday life.

**Course Prerequisite: NIL**

**Course Outcomes: At the end of the Course, the Student will be able to**

CO No.	Expected Outcome	Learning Domains
1	Students understand what oral history is?	U
2	Students remember the nature of the different types of oral history sources	R
3	Students analyses various sources for writing oral history	A
4	Students acquire knowledge in doing oral history research and develop critical thinking, reading, and writing skills.	E
5	Understand oral history interface with digital media and apply it to the process of social change	C

**\*Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create Mapping of Course Outcomes to PSOs**

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PSO 7
CO 1	✓	✓	✓				
CO 2	✓	✓	✓				
CO 3	✓	✓	✓	✓		✓	
CO 4	✓	✓	✓				
CO 5	✓	✓	✓	✓			✓

**COURSE CONTENTS**

**Module- I**

**Credits: 4**

Discovering oral history-Understanding Oral History- History of Oral History – Oral History-Local History- the Second World War and Oral History –Oral History Associations

**Suggested Readings**

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

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

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

**Module- II**

Historical information – Data Collection- Identification of historical theme - Individual and collective memories- Start locally and connect globally

**Suggested Readings**

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

**Module- III**

Oral History Sources-Oral Traditions-Interviews-Folktales-Family Stories-Life Histories

**Suggested Readings**

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

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

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

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

#### **Module –IV**

Oral History Research- Methods of Data Collection - Field Methods-Interviews-Collecting Archival Sources-Oral History in Digital Age-Oral Historical Researches in Kerala-Regional Records Survey Committee - The Encyclopaedia of Freedom Fighters in Kerala - The Project of KCHR - Family histories - People's Planning Programme - Efforts by academic non-academic groups in Kerala

#### **Suggested Readings**

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

*Vikasana Rekha*, Govt. of Kerala.

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

#### **Module V**

#### **Teacher Specific Module**

Field Visit and collection of oral history Sources-Documentation-Preparation of Reports

#### **Recommended Reading:**

AltaMira Press, 2006. Reprinted in two parts, *History of Oral History* (2007) and *Thinking about Oral History* (2008).

Charlton, Thomas L., Lois E. Myers, and Rebecca Sharpless, eds. *Handbook of Oral History*.

D. Antonio Cantu and Wilson J. Warren, *Teaching History in the Digital Class Room*, M E

DeBlasio, Donna M., Charles F. Ganzert, David H. Mould, Stephen H. Paschen, and Howard L.

Sacks. *Catching Stories: A Practical Guide to Oral History*. Swallow Press, Ohio University Press, 2009.

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

Devika, J. "Land, politics, work and home-life in a city slum: reconstructing history from oral narratives." *History and Sociology of South Asia* 9.1 (2015): 53-79.

Frantz Fanon, *The Wretched of the Earth*, Grove Press, New York, 2011.

H. Aram Veesser, ed., *The New Historicism*, Routledge, New York, 1989.

Jacques Le Goff, *History and Memory*, Columbia University Press, New York, 1992.

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

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

Lanham, Barry A., and Laura M. Wendling. *Preparing the Next Generation of Oral Historians: An Anthology of Oral History Education*. AltaMira Press, 2006.

Linda S. Levstik and Keith C Barton, *Doing History*, Lawrence Erlbaum Associates: London,

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

MacKay, Nancy, Mary Kay Quinlan, and Barbara W. Sommer. *Community Oral History Toolkit*. 5 vols. Left Coast Press, 2013.

Mahajan, Sucheta. "Beyond the archives: doing oral history in contemporary India." *Studies in History* 27.2 (2011): 281-298.

Neuenschwander, John A. *A Guide to Oral History and the Law*. 2d ed. Oxford University Press, 2014.

Rebecca P. Scales, *Radio and the Politics of Sound in Interwar France, 1921-1939*, Cambridge

Ritchie, Donald A. *Doing Oral History*. 3d ed. Oxford University Press, 2014.

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

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

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

**Teaching Learning Strategies (Classroom activities/Lab activities/Field Activities)**

Classroom Lecturing, PPT Presentation, Presentation of Educational Videos, and Lecturing with Multimedia Content.

**Mode of Transaction**

Offline Classes

**Assessment Rubrics:**

Evaluation Type		Marks
End Semester Evaluation		50
Continuous Evaluation		50
a)	Test Paper- 1	5
b)	Test Paper -2	5
c)	Debate//Discussion	5

d)	Assignment	5
e)	Seminar	10
f)	Book/ Article Review	10
g)	Viva-voce	10
<b>Total</b>		<b>100</b>

### Sample Questions to Test Outcomes

1. Explain the nature of oral history
2. What are the main oral history sources?
3. Points out the main methods of the oral history data collection
4. Assess the contributions of the KCHR for collection and documentation of the oral history resources
5. What is the differences between oral history and local history
6. Examine the activities of the Regional Records Survey Committee of Kerala