



Maharaja's  
College  
Ernakulam



Re-Accredited by NAAC with 'A Grade'  
Affiliated to Mahatma Gandhi University  
Centre of Excellence under Govt. of Kerala  
Identified by UGC as College with Potential for Excellence

# POST GRADUATE AND RESEARCH DEPARTMENT OF HISTORY



Estd. 1875

**Post Graduate Curriculum and Syllabus**  
(Credit Semester System)

**M.A. HISTORY**

**For 2022 Admission Onwards**



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## ***Preface***

The revised syllabus appended herewith is a product of a Department meeting and a subsequent workshop of the Board of Studies conducted for the postgraduate programme in History, Maharaja's College, Ernakulam. Post graduate programme in history is designed with a view to equip the students with adequate conceptual and theoretical base to understand and assess the developments around them. The program is devised in such a way that the student is introduced to key national and international issues which have their roots in the past and imparts the modern scientific concepts on history in a comprehensive manner. Promoting a positive understanding of India's shared cultural heritage and fostering secular, humane and progressive outlook are among the major objectives of teaching history. The syllabus will provide ample opportunities to the students to enrich their perceptions of the world around and it will develop ideas and attitudes which are necessary for acquiring a thorough historical knowledge in a critical and analytical manner.

The Board of Studies examined thoroughly the running syllabus and decided to incorporate recent developments and trends in historical research. It also decided to co-opt some of the existing courses with adequate modifications by considering the availability of time and cognitive aspects of the learners. It has given due importance to latest debates, theories and discussions related to the broad areas of Indian history with a view to combine both analytical and interpretative aspects. Wide variety of courses related with Indian history will naturally enable the learner to master and acquire a deeper knowledge in it. Introduction of a course related with historiography of Kerala will enable the student to identify the strength and weakness of historical studies related with Kerala's past and will equip them to concentrate on needy areas and problems while pursuing higher studies. Papers related with world history are revised to make it more inclusive and global in perspective. The board has attempted to make a fine tuning of some existing courses while revising others to make syllabus of PG programme more challenging, to sharpen student's minds and capable of enhancing their cognitive faculty, intellectual competence and academic originality in the respective discipline. The papers designed are relevant and useful for the student in the context of the academic enhancement and career building at the national and international levels.

Transforming the study of history more attractive and meaningful without losing its spirit is one of the most challenging tasks that the academicians in this domain face today. In this mission the views of expert academics, teachers and young scholars have been solicited and included in the fresh syllabus. It was done with a broader intention of making students aware of the new avenues of the discipline of History

The main objective is to provide a global outlook and a secular orientation to the students in the changing world. It shall offer unlimited opportunities to students in future for instance in higher studies, and research. Above all, these learning outcomes will create desired attitudinal change and necessary qualitative ingredients to build up a responsible citizenship.

I would like to express my sincere gratitude to all the members of Board of Studies and the Department Faculty. Many thanks to Dr. Vinodkumar Kallolickal, the coordinator of the Syllabus Revision Workshop and subject experts who have co operated and helped us in this endeavour in various ways.

**SHINAS. A.M**  
**Chairman**  
**Board of Studies in History**

**M A HISTORY SYLLABUS**  
**(With effect from 2019 admission onwards)**

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**Maharaja's College Ernakulam**  
**(A Government Autonomous College)**  
**Board of Studies in History**

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**MAHARAJA'S COLLEGE, ERNAKULAM  
(A GOVERNMENT AUTONOMOUS COLLEGE)**

**REGULATIONS FOR POST GRADUATE PROGRAMMES  
UNDER CHOICE BASED CREDIT SYSTEM**

**(2019 Admission onwards)**

**1. SHORT TITLE**

- 1.1. These Regulations shall be called as Post Graduate Regulations (2019) of Maharaja's College (Autonomous) under the Choice Based Credit System.
- 1.2. These Regulations shall come into force from the Academic Year 2019-2020 onwards

**2. SCOPE**

- 2.1. The regulation provided herein shall apply to all regular post-graduate programmes, MA/MSc / MCom, conducted by Maharaja's College (Autonomous) with effect from the academic year 2019-2020 admission onwards.

**3. DEFINITIONS**

- 3.1. Programme' means the entire course of study and Examinations.
- 3.2. Duration of Programme' means the period of time required for the conduct of the programme. The duration of post-graduate programme shall be of 4 semesters.
- 3.3. Semester' means a term consisting of a minimum of 90 working days, inclusive of examination, distributed over a minimum of 18 weeks of 5 working days each.
- 3.4. Course' means a segment of subject matter to be covered in a semester. Each Course is to be designed variously under lectures / tutorials / laboratory or fieldwork / seminar / project / practical training / assignments/evaluation etc., to meet effective teaching and learning needs.
- 3.5. Credit' (Cr) of a course is a measure of the weekly unit of work assigned for that course in a semester.
- 3.6. Course Credit' One credit of the course is defined as a minimum of one hour lecture/minimum of 2 hours lab/field work per week for 18 weeks in a Semester. The course will be considered as completed

only by conducting the end semester examination. The total minimum credits required for completing a PG programme is 80.

- 3.7. Programme Core course‘ Programme Core course means a course that the student admitted to a particular programme must successfully complete to receive the Degree and which cannot be substituted by any other course.
- 3.8. Programme Elective course‘ Programme Elective course means a course, which can be substituted, by equivalent course from the same subject and a minimum number of courses is required to complete the programme.
- 3.9. Programme Project‘ Programme Project means a regular project work with stated credits on which the student undergo a project under the supervision of a teacher in the parent department / any appropriate research center in order to submit a dissertation on the project work as specified.
- 3.10.‘Seminar’ seminar means a lecture expected to train the student in self- study, collection of relevant matter from the books and internet resources, editing, document writing, typing and presentation.
- 3.11.‘Evaluation‘ means every student shall be evaluated by 20% in-semester assessment and 80% end- semester assessment.
- 3.12. ‘Repeat course‘ is a course that is repeated by a student for having failed in that course in an earlier registration.
- 3.13.‘Audit Course‘ is a course for which no credits are awarded.
- 3.14.‘Parent Department‘ means the Department which offers a particular post graduate programme.
- 3.15.‘Department Council‘ means the body of all teachers of a Department in a College.
- 3.16.‘Faculty Advisor‘ is a teacher nominated by a Department Council to coordinate the continuous evaluation and other academic activities undertaken in the Department.
- 3.17.‘Letter Grade‘ in a course means a letter symbol (S,A,B,C,D, etc.) which indicates the broad level of performance of a student in a course.



- 3.18. Each letter grade is assigned a 'Grade point' (GP) which is an integer indicating the numerical equivalent of the broad level of performance of a student in a course.
- 3.19. Credit Point (CP) of a course is the value obtained by multiplying the grade point (GP) by the Credit (Cr) of the course  $CP = GP \times Cr$ .
- 3.20. Extra Credits are additional credits awarded to a student over and above the minimum credits required for a programme for achievements in co-curricular activities carried out outside the regular class hours as directed by the Mahatma Gandhi University
- 3.21. Cumulative Grade Point Average (CGPA) is the value obtained by dividing the sum of credit points in all the courses taken by the student for the entire programme by the total number of credits and shall be rounded off to two decimal places.
- 3.22. Grace Marks means marks awarded to course/s, as per the UO's issued from timetime, in recognition of meritorious achievements in NSS/ Sports/Arts and cultural activities.

#### **4. PROGRAMME STRUCTURE**

- 4.1. Students shall be admitted into post graduate programme under the various faculties.
- 4.2. The programme shall include two types of courses, Program Core (C) courses and Program Elective (E) Courses. There shall be a Program Project (P) with dissertation to be undertaken by all students. The Programme will also include assignments, seminars / practical, viva (V) etc., if they are specified in the Curriculum.
- 4.3. There shall be various groups of Programme Elective courses for a programme such as Group A, Group B etc. for the choice of students subject to the availability of facility and infrastructure in the institution and the selected group shall be the subject of specialization of the programme.

#### **4.4. Project work**

- 4.4.1. Project work shall be completed by working outside the regular teaching hours.
- 4.4.2. Project work shall be carried out under the supervision of a teacher in the concerned department.

- 4.4.3. A candidate may, however, in certain cases be permitted to work on the project in an Industrial / Research Organization on the recommendation of the Supervisor.
- 4.4.4. There should be an in-semester assessment and end-semester assessment for the project work.
- 4.4.5. The end-semester evaluation of the Project work is followed by presentation of work including dissertation and Viva-Voce.

#### ***4.5. Seminar Lectures***

- 4.5.1 Every PG student shall deliver one seminar lecture as an internal component for every course. The seminar lecture is expected to train the student in self-study, collection of relevant matter from the books and Internet resources, editing, document writing, typing and presentation.

#### ***4.6 Test Papers***

- 4.6.1 Every student shall undergo at least two class tests as an internal component for every course.

#### ***4.7 Assignments***

- 4.7.1 Every student shall submit one assignment as an internal component for every course.

#### ***4.8 Attendance***

- 4.8.1 The attendance of students for each course shall be another component of in- semester assessment.

The minimum requirement of aggregate attendance during a semester for appearing the end semester examination shall be 75%.

- 4.8.3 Condonation of shortage of attendance to a maximum of 10 days in a semester subject to a maximum of two times during the whole period of post graduate programme.

- 4.8.4 If a student represents his/her institution, University, State or Nation in Sports, NSS or Cultural or any other officially sponsored activities such as college union / university union activities, he/ she shall be eligible to claim the attendance for the actual number of days participated subject to a maximum of 10 days in a Semester based on the specific recommendations of the Head of the Department and Principal of the College.

4.8.5A student who does not satisfy the requirements of attendance shall not be permitted to take the end-semester examinations.

4.8.6 Those students who are not eligible even with condonation of shortage of attendance shall repeat the course along with the next batch.

#### **4.9 Maximum Credit**

4.9.1 No course shall have more than 4 credits.

#### **4.10 Viva-Voce**

4.10.1 Comprehensive Viva-voce shall be conducted at the end semester of the programme. Comprehensive Viva-Voce covers questions from all courses in the programme.

#### **4.11 Alpha numeric code**

4.11.1 Each course shall have an alpha numeric code number which includes abbreviation of the subject in two letters, the semester number, the code of the course and the serial number of the course ('C' for Program Core course, 'E' for Program Elective course, 'O' for Open Elective course, 'P' for Practicals, 'D' for Project/ Dissertation and 'V' for comprehensive Viva).

### **5. REGISTRATION**

5.1. A student shall be permitted to register for the programme at the time of admission.

5.2. A student who registered for the course shall complete the course within a period of 8 semesters from the date of commencement of the programme.

### **6. ADMISSION**

6.1. Candidates for admission to the first semester of the PG programme shall be required to have passed an appropriate Degree Examination of any recognized University or authority accepted by the Academic council of the Maharaja's College.

6.2. The candidate has to register all the courses prescribed for the particular semester.

6.3. Cancellation of registration is applicable only when the request is made within two weeks from the time of admission.

6.4. Students admitted under this programme are governed by the Regulations in force.

## **7. PROMOTION**

7.1. A student who registers for the end semester examination shall be promoted to the next semester.

## **8. EXAMINATION**

8.1. There shall be end semester examination at the end of each semester.

8.2. The answers must be written in English except for those coming under Faculty of Languages.

8.3. Practical examinations shall be conducted by the college at the end of even semesters only.

8.4. Project evaluation and Viva -Voce shall be conducted at the end of the programme only.

8.5. Practical examination, Project evaluation and Viva-Voce shall be conducted by two external examiners.

## **9. END-SEMESTER EXAMINATION**

9.1. The examinations shall normally at the end of each semester. There shall be one end- semester examination of 3 hours duration in each lecture based course and practical course.

9.2. A question paper may contain short answer type/annotation, short essay type questions/problems and long essay type questions.

## **10. EVALUATION AND GRADING 10.1. Evaluation**

10.1.1 The evaluation scheme for each course shall contain two parts; (a) in-semester evaluation and (b) end-semester evaluation. 20 marks shall be given to in-semester evaluation and the remaining 80 marks to end- semester evaluation. Both in-semester and end semester evaluation shall be carried out by using in mark system. Both internal and external marks are to be mathematically rounded to the nearest integer.

### **10.1.2 Internal evaluation**

10.1.2.1 The internal evaluation shall be based on predetermined transparent system involving periodic written tests, assignments, seminars and

attendance in respect of theory courses and based on written tests, lab skill/records/viva and attendance in respect of practical courses. The marks assigned to various components for in- semester evaluation is as follows.

***Components of In-semester Evaluation (For theory)***

**Components Component Marks**

Assignment	4
Seminar	4
Two Test papers*	8
Attendance	4
Total	20

\*Marks of Test Papers shall be the average

***Components of In-semester Evaluation (For Practical)***

**Components Component Marks**

Attendance	4
Laboratory Involvement	4
Written/Lab Test	4
Record *	4
Viva	4
Total	20

\*Marks awarded to Record should be related to number of experiments recorded

***a) Evaluation of Attendance***

<b>% of attendance</b>	<b>Mar k</b>
91 and above	4
81 to 90	3
76 to 80	2
75	1
< 75	0

(Decimals are to be rounded to the next higher whole number)

**b) Evaluation of Assignment**

<b>Components</b>	<b>Marks</b>
Punctuality	1
Content	1
Conclusion	1
Reference/Review	1
<b>Total</b>	<b>4</b>

**c) Evaluation of Seminar**

<b>Components</b>	<b>Marks</b>
Content	1
Presentation	2
Reference/Review	1
<b>Total</b>	<b>4</b>

**d) Evaluation of Project**

<b>Components of Project Evaluation</b>	<b>Marks</b>
In Semester evaluation	20
End Semester Dissertation	50
End Semester Viva-Voce	30
<b>Total</b>	<b>100</b>

**e) In-semester Evaluation of Project**

<b>Components</b>	<b>Marks</b>
Topic/Area selected	2
Experimentation/Data collection	4
Punctuality	2
Compilation	4
Content	4
Presentation	4
<b>Total</b>	<b>20</b>

- 10.1.2.2 To ensure transparency of the evaluation process, the in-semester marks awarded to the students in each course in a semester shall be published on the notice board at least one week before the commencement of external examination. There shall not be any chance for improvement for in semester marks.
- 10.1.2.3 The course teacher and the faculty advisor shall maintain the academic record of each student registered for the course and a copy should be kept in the college for at least one year for verification.

**10.1.3 End-Semester Evaluation:**

- 10.1.3.1 The end-semester evaluation in theory courses is to be conducted by the college with question papers set by external experts. The answers must be written in English except those for the Faculty of Languages. The evaluation of the answer scripts shall be done by examiners based on a well-defined scheme of valuation. The end-semester evaluation shall be done immediately after the examination preferably through Centralized Valuation.
- 10.1.3.2 Photocopies of the answer scripts of the external examination shall be made available to the students for scrutiny on request and revaluation/scrutiny of answer scripts shall be done as per the request of the candidate by paying fees.
- 10.1.3.3 The question paper should be strictly on the basis of model question paper set by BOS and there shall be a combined meeting of the question paper setters for scrutiny and finalization of question paper. Each set of question should be accompanied by its answer scheme for valuation.

**10.1.3.4 Pattern of Questions**

- 10.1.3.4.1 The question setter shall ensure that questions to course should satisfy weightage to objectives and weightage to difficulty levels.
- 10.1.3.4.2 Question paper setters shall also submit a detailed scheme of evaluation along with the question paper. A question paper shall be a judicious mix of objective type, short answer type, short essay type /problem solving type and long essay type questions.

**Pattern of questions for end semester examination**

Weightage to Objectives		Weightage to difficulty levels	
Objectives	%	Level of difficulty	%
Understanding	25	Easy	20
Critical Evaluation	50	Average	60
Application	25	Difficult	20

10.1.3.4.2 Question paper setters shall also submit a detailed scheme of evaluation along with the question paper. A question paper shall be a judicious mix of objective type, short answer type, short essay type /problem solving type and long essay type questions.

**Pattern of questions for end semester examination**

TOTAL	Total no. of questions	Number of questions to be answered	Marks of each question	Total marks
	12	10	2	20
	10	6	5	30
	4	2	15	30
	<b>26</b>	<b>18</b>	x	<b>80</b>

**10.2 Grades for Courses**

For all courses (theory & practical), grades are given on a 10-point scale based on the total percentage of marks (*ISA+ESA*) as given below

Percentage of Marks (GP)	Grade	Grade Point
95 and above	S Outstanding	10
85 to below 95	A <sup>+</sup> Excellent	9
75 to below 85	A Very Good	8
65 to below 75	B <sup>+</sup> Good	7
55 to below 65	B Above Average	6
50 to below 55	C <sup>+</sup> Average	5
40 to below 50	C Pass	4
Below 40	F Fail	0
	Ab Absent	0



- 11. CREDIT POINT AND CREDIT POINT AVERAGE** Credit Point (CP) of a course is calculated using the formula  $CP = C \times GP$ , where  $C = \text{Credit}$ ;  $GP = \text{Grade point}$  Semester Grade Point Average (SGPA) of a Semester is calculated using the formula  $SGPA = TCP/TC$ , where  $TCP = \text{Total Credit Point of that Semester}$   $TC = \text{Total Credit of that Semester}$

**Cumulative Grade Point Average (CGPA)** of a Programme is calculated using the formula

$$CGPA = \frac{\sum Y_i TCP_i}{\sum TC_i}$$

**CGPA** shall be rounded off to two decimal places

- 12. Grades for the different semesters and overall programme are given based on the corresponding CPA as shown below:**

GPA	Grade
Equal to 9.5 and above	<b>S Outstanding</b>
Equal to 8.5 and below 9.5	<b>A+ Excellent</b>
Equal to 7.5 and below 8.5	<b>A Very Good</b>
Equal to 6.5 and below 7.5	<b>B+ Good</b>
Equal to 5.5 and below 6.5	<b>B Above Average</b>
Equal to 4.5 and below 5.5	<b>C+ Average</b>
Equal to 4.0 and below 4.5	<b>C Pass</b>
Below 4.0	<b>F Failure</b>

A separate minimum of 40% marks each for in-semester evaluation and end semester examination (for both theory and practical) and aggregate minimum of 40% (C Grade) are required to pass for a course. For the successful completion of semester, a student should pass all courses and score a minimum SGPA of 4.0. However, a student is permitted to move to the next semester irrespective of his/her SGPA. To pass in a programme, a separate minimum of Grade C is required for all the individual courses. If a candidate secures F Grade for any one of the courses offered in a Semester/ Programme only F grade will be awarded for that Semester/ Programme until he/she improves this to C grade or above within the permitted period. Candidates who secures C (CGPA) grade and above shall be eligible for higher studies.

**12.1.**A candidate who has not secured minimum marks/credits in internal examinations can re- do the same registering along with the end-semester examination for the same semester, subsequently.

12.2.A student who fails to secure a minimum marks/grade for a pass in a course will be permitted to write the examination along with the next batch.

**12.3.**There will be no supplementary examinations. A candidate will be permitted to improve the marks/CGPA of a programme within a continuous period of four semesters immediately following the completion of the programme. If a candidate opts for the betterment of a programme, he/she has to appear for the entire semester. The consolidation of marks/grade/grade points after the betterment examination is limited to one time

### **13. *AWARD OF DEGREE***

The successful completion of all the courses with CGPA of ‘C (40%) shall be the minimum requirement for the award of the degree.

### **14. *GRIEVANCES REDRESS COMMITTEE***

The College shall form a Grievance Redress Committee in each Department comprising of course teacher and one senior teacher as members and the Head of the Department as Chairman. The Committee shall address all grievances relating to the in-semester assessment grades of the students. There shall be a college level Grievance Redress Committee comprising of Faculty advisor, two senior teachers and the Principal as Chairman.

### Programme outcomes

1. **Scientific temper and critical thinking.** Mindset which enables one to follow a way of life that focuses upon the scientific method of understanding reality and the capability to think rationally and reflectively.
2. **Inclusiveness.** Constant exposure to and interaction with disparate social strata for an inclusive mindset, ethical sensibility and greater social sensitivity and empathy.
3. **Democratic mindset and secular outlook .** As envisioned by the Constitution of India.
4. **Sense of equality, equity and the awareness of environment.** Ability to differentiate between pure equality, social equity and a heightened awareness of how humans dialectically interact with environment.
5. **Synergetic work culture.** Capacity to work in groups and the attitude to consider larger goals greater than personal ones.
6. **Emancipatory and transformative ideals .** Attainment of cherished ideals of education for the eventual empowerment of humanity.

### Programme specific outcomes

1. To help the students understand the historical processes that have gone into the making of societies
2. To capacitate the students to comprehend History as a perspectival knowledge.
3. Enable the students to make history as a tool for their social responsibility as a human being.
3. Critical understanding of the past.
4. Developing an empirical approach towards history.
5. Acquaint the students to distinguish proper history from popular history and popularised history.
6. Leading the students to historical research.
7. Getting an ability to respect others and their culture.
8. Create the consciousness of the link between society, culture and environment.
9. Make an understanding of the origin and evolution of contemporary world

## MA HISTORY Curriculum

Course Code	Course	Credit	Credit			Weekly contact hours
			Int.	Ext.	Tot.	
PG1HISC	Approaches to History	4	20	80	100	5
PG1HISC	History of Stone ages and Bronze Age in	4	20	80	100	5
PG1HISC	Historiography of Kerala	4	20	80	100	5
PG1HISC	History of India from BCE 1500 to BCE 200	4	20	80	100	5
PG1HISC	Global history- Ancient world	4	20	80	100	5
	<b>TOTAL</b>	<b>20</b>	20			<b>25</b>
PG2HISC	History and Social Theory	4	20	80	100	5
PG2HISC	Debates in Indian History: Early	4	20	80	100	5
PG2HISC	History of Pre Modern Kerala	4	20	80	100	5
PG2HISC	History of India from BCE 200 to AD 1190	4	20	80	100	5
PG2HISC	Global history- Medieval World	4	20	80	100	5
	<b>TOTAL</b>	<b>20</b>				<b>25</b>
PG3HISC	Methods of Research	4	20	80	100	5
PG3HISC	Debates in Indian History: Late Medieval	4	20	80	100	5
PG3HISC	History of Modern Kerala	4	20	80	100	5
PG3HISC	History of India from AD 1858 to AD 1947	4	20	80	100	5
PG3HISC	Global history- Modern World	4	20	80	100	5
	<b>TOTAL</b>	<b>20</b>				<b>25</b>
PG4HISC	Debates in Indian History Contemporary	4		80	100	5
PG4HISE	<b>Electives1</b>	3		80	100	5
PG4HISE	<b>Electives2</b>	3		80	100	5
PG4HISE	<b>Electives3</b>	3		80	100	5
PG4HISE	<b>Electives 4</b>	3		80	100	5
	Project		2			
	Viva					
	Study Tour		2			
	<b>TOTAL</b>	<b>20</b>				<b>25</b>

**SCHEDULE AND COURSE STRUCTURE FIRST SEMESTER**

<b>CODE</b>	<b>PAPER</b>	<b>Hours</b>	<b>Credit</b>
PG1HISC01	Approaches to History	5	4
PG1HISC02	History of Stone ages and Bronze Age in India	5	4
PG1HISC03	Historiography of Kerala	5	4
PG1HISC04	History of India from BCE 1500 to BCE 200	5	4
PG1HISC05	Global history- Ancient world	5	4

**SECOND SEMESTER**

PG1HISC06	History and Social Theory	5	4
PG1HISC07	Debates in Indian History: Early Medieval India	5	4
PG1HISC08	History of Pre Modern Kerala	5	4
PG1HISC09	History of India from BCE 200 to AD 1190	5	4
PG1HISC10	Global history- Medieval World	5	4

**THIRD SEMESTER**

PG1HISC11	Methods of Research	5	4
PG1HISC12	Debates in Indian History: Late Medieval	5	4
PG1HISC13	History of Modern Kerala	5	4
PG1HISC14	History of India from AD 1858 to AD 1947	5	4
PG1HISC15	Global history- Modern World	5	4

**FOURTH SEMESTER**

PG1HISC16	Debates in Indian History : Contemporary India	<b>5</b>	<b>4</b>
PG4HISE01	<b>Electives</b> -History of Gender Relations	<b>5</b>	<b>3</b>
<b>Or</b>	Select Problems in Indian Environmental History		
<b>Or</b>	Understanding Caste in Indian History		
PG4HISE02	<b>Elective</b> - History Of Labour Movement In	<b>5</b>	<b>3</b>
<b>Or</b>	Social And Agrarian Movements In Colonial India		
<b>Or</b>	Economic History of Modern India		
PG4HISE03	<b>Elective</b> - Democratic Revolutions	<b>5</b>	<b>3</b>
<b>Or</b>	Modern Revolutions		
<b>Or</b>	Socialist Revolutions		
PG4HISE04	Elective- Knowledge System in Pre Modern India	<b>5</b>	<b>3</b>
<b>Or</b>	Science, Technology And Medicine In Modern India		
<b>Or</b>	History and Theory of Knowledge Production		
	Project	<b>2</b>	<b>2</b>
	Viva	<b>2</b>	<b>2</b>
<b>Semester 1</b>	Study Tour		

Core 1

**PG1HISC01 APPROACHES TO MODERN HISTORY**

**Credit : 4**

**Theory Hours : 90**

**Objectives**

The course aims at providing a profound picture of the historiographical advances and their nuances from the enlightenment era till the present. Romanticist reaction to enlightenment historiography, various hues of positivism, Historical materialism, the French Annales Revolution, Histories of marginalisation, Gender perspectives, histories of discrimination, postmodern approach to history, among others are included in this course. The students are supposed to delve more deeper into these historiographical developments.

**Outcome**

This module provides an introduction to some of the most important and recent historiographical developments in modern history encompassing eminent historians, philosophers of history and their works appeared during the enlightenment period to the present. The course uncovers variegated modern historical writings and fosters an awareness of the intellectual context of the study of history in the present day. Students will be encouraged to read closely and think reflectively, developing their own critique of the individual texts. It will provide an essential methodological background to the Postgraduate students. The modules chosen cover an array of subdisciplines such as political, cultural, social, economic and international history.

**Module 1**

**The Origins of the Modern History Discipline in the West.**

Emmanuel Kant – Vico-Hume and Herder.

Romanticism and Nationalist imagination of past

Legacy of Hegel

Dialectical materialism

Positivism and History as a science- critique of positivism

Rankean positivism - Croce and Collingwood.

### Select Readings

1. Arthur Marwick: The New Nature of History, London, 1998
2. Arnaldo Momigliano: Ancient and Modern Historiography, Oxford, 1977.
3. M.C.Lemon: The Philosophy of History, Routledge, 2003.
4. Leonard Mendes Marsak (Ed.),The Nature of Historical Enquiry, R. E. Krieger Publishing Company (1977)
5. Michael Bentley (Editor), A Companion to Historiography, Routledge, 2002.
6. R.G. Collingwood, The Idea of History, OUP, 1994.
7. E.H.Carr, what is History? Vintage, 1967.

### Module II

#### Social and Intellectual Context - Foundation of the Annales

Marc Bloch and Lucien Febvre

The agenda of total History- Braudelian concept of structure – conjuncture and event – narrative approaches-History of mentalities and emotion.

### Module III

#### History from the margins.

History from below-Subaltern history - Gender history - History of Slavery - History of caste.

### Select Readings

1. Peter Burke, The French Historical Revolution, Stanford University Press, 1990.
2. Peter Burke, The Economy and Society in Early Modern Europe: Essays from the Annales, Routledge, 1972.
3. Francois Drosse: A History of the Annales,
4. Marc Bloch: The Historians's Craft, Vintage, 1964.
5. F. Braudel: On History, University of Chicago Press, 1982.
6. Morton Klass, Caste: The Emergence of the South Asian Social System, Manohar, Delhi, 1980.
7. Dev Nathan (ed.), From Tribe to Caste, Shimla, 1996.
8. L J Archer, Slavery and other forms of Un-free Labour, Routledge 1988.
9. J W Scott. Feminism and History, Oxford University Press,1996.
10. Ranajit Guha (Editor) , Subaltern Studies Vol.1, Subaltern Studies: Writings on South Asian History and Society, Vol. 1 , OUP,1982.



11. Ranajit Guha, *Subaltern History Reader*, University of Minnesota Press, 1997.
12. Vivek Chibber, *Postcolonial Theory and the Specter of Capital*, Verso, 2013.

#### **Module IV**

#### **Historical Sociology and Contemporary Trends**

Sociological methods in History- Weber - Durkheim-social facts and social solidarity

Bourdieu and reflexive sociology

Foucault and discourse theory

Post modernism and history

New historicism

Oral history

History of prejudice.

#### **Selected Readings**

1. Peter Burke: *History and Social Theory*, Cornell University Press, 2016.
2. Peter Burke: *New Perspectives in Historical Writing*, London, Routledge, 1981.
3. Keith Jenkins: *Rethinking History*, Routledge, London, 2002.
4. Beverly Southgate, *History: What and Why, Ancient and Modern Perspectives*, Routledge, 2001.
5. H. Aram Wiser: *New Historicism*, Routledge; 1989.
6. Mark Poster, *Foucault, Marxism, and History: Mode of Production Versus Mode of Information*, Polity Press, 1985.
7. Edward Said: *Orientalism*, Vintage, 1979.
8. Robert Burns and Hugh Rayment-Pickard (ed): *Philosophies of History*, Wiley-Blackwell, 2000.
9. Aron V. Cicourel (ed). *Advances in Social Theory and Methodology*, Routledge, 1981.
10. Joyce Appleby, Margaret Jacob and Lynn Hunt (eds.), *Telling the Truth about History*, W. W. Norton & Company, 1995.
11. Lynn Hunt: *New Cultural History*, University of California Press, 1989.
12. Alun Munslow, *Deconstructing History*, Routledge, 2006.
13. Gyanendra Pandey, *A History of Prejudice: Race Caste and Difference in India and the United States*, Cambridge, 2013.

## Semester 1

### Core 2

#### PG1HISC02 History of Stone ages and Bronze Ages in India

Credit : 4

Theory Hours : 90

#### Objectives

This course takes the student through the earliest and longest period of the human past i.e. pre and proto history and will study the journey from hunter gatherers to farmers. The course tries to explain the emergence of various cultures in India from the Paleolithic times down to the post Harappan period. It studies the cultural evolution of humans and the cultural differences that existed in various geographical zones. The socio-economic transformation taking place in different phases of early history is discussed in detail.

#### Course outcome

After the completion of the course the students would be able to

- ◆ Analyze the environmental context in which the pre historic phases emerged
- ◆ Familiarize with the Lower to upper Paleolithic and Mesolithic cultures, their distribution patterns, material culture and art by focusing on major sites in the Indian sub-continent.
- ◆ Understand the Neolithic culture of India and evidences from various regions
- ◆ To critically analyze whether the Neolithic age marked a revolution in man's life or was it a gradual evolution.
- ◆ Familiarize with the Harappan Culture-Origins, extent, chronology, urban features, script, religion, crafts and the factors of decline
- ◆ Students gain knowledge of Post Harappan settlements, Chalcolithic cultures in different regions
- ◆ Provide a knowledge about how archaeological evidence can be used for reconstructing the pre-literate phase of human history

#### Module 1: Stone Ages - Paleolithic and Mesolithic Cultures

Paleolithic Features- Explorations and Excavations- Geological and Climatic Contexts- Important Sites- Patterns of Habitats- Human

Movements- Tools- Culture- Mesolithic features and spread- Patterns of Distribution- Technological changes- Material culture and Subsistence pattern- Rock Art- major sites-Bhimbetka, Langhnaj- V.S Wakankar- H.D Sankalia

### **Module 2: New Stone Age**

Neolithic Features- Spread of Neolithic Cultures- Geological and Climatic Contexts- Features of Agrarian Settlements- Patterns of Habitats- Pottery- Material Culture- Domestication Evidences- Demographic Increase- Important sites- Northern, Southern, Eastern and Other groups- Paintings- Craft and Technology- Culture- Gender- Quartz Industry- Cremation Features- Kashmir evidences- Neolithic Revolution or Evolution- Gordon Childe a Critique

### **Module 3: Pre Harappan Settlements**

Settlements of Baluchistan, Sindh, Punjab etc. - Period- Pattern of Settlements- Nature of Habitats- Chalcolithic Features- Mines and smelting technology- Archaeological Data- Agriculture- Domestication- Mother Goddess and Phallic motifs- Spread of Chalcolithic cultures- DaambSaadat- Amri- Nal- Kulli Cultures

### **Module 4: Indus Valley Civilization and Aftermaths**

Accidental Founding- Excavations- Historiography- Patterns of Settlements- Major cities- City Layout- Urbanization Features- Mature Phase of Civilization

Indus Polity- Debate

Nature of Indus Religion- Debate

Indus Script- Debate

Decline of Indus Civilization- Various Opinions

Village settlements of Western India- Post Harappan Chalcolithic Settlements

### **Books for Study**

1. Shereen Ratnagar, Understanding Harappa: Civilization in the Greater Indus Valley, Tulika, 2001
2. Shereen Ratnagar, Enquiries into the Political Organization of

Harappan Society

3. Shereen Ratnagar, Encounters, the Westerly Trade of Harappa Civilization
4. Shereen Ratnagar, The End of Great Harappan Tradition
5. Nayanjot Lahiri, Finding Forgotten Cities: How the Indus Civilization was Discovered
6. Nayanjot Lahiri, The Decline And Fall of Indus Civilization
7. S Piggot, Prehistoric India
8. H D Sankalia, Prehistory and Protohistory of India and Pakistan
9. Mortimer Wheeler, Early India and Pakistan
10. Mortimer Wheeler, The Indus Civilization
11. D H Gordon, The Prehistoric Background of Indian Culture
12. B Subba Rao, Stone Age Cultures of Bellary, 1948
13. D P Agrawal, The Archaeology of India
14. Dilip Chakrabarti, India: An Archaeological History, OUP, 1999
15. A Ghosh, An Encyclopaedia of Indian Archaeology Vols I & II
16. E. Neumayer, Lines on Stone: Pre Historic Art of India
17. Raymond & Bridget Allchin, The Birth of Indian Civilization
18. F. R. Allchin, Neolithic Cattle Keepers of South India
19. Bruce Foote, Antiquities of South India, Mayur Publications, 1986
20. Irfan Habib, Pre History- Peoples History of India Series 1, Tulika, 2012

**Semester 1**

**Core 3**

**PG1HISC03**

**Historiography of Kerala**

**Credit : 4**

**Theory Hours : 90**

**Objectives**

The aim of this course is to enable the students to understand how history of Kerala has been reconstructed. It also capacitates the students to locate the major works on Kerala history in the background of the varying and shifting ideologies and critically evaluate them in the light of new theories and concepts employed in historical writings.

**Outcome**

This paper intends to provide the students a critical understanding of the earlier historical consciousness and later historiographical trends in Kerala history. The course will stimulate the student's intellectual interest in the constantly shifting nature of the historiography in tandem with the shifts in politics, ideology and continually changing social milieu. The course also enables the students to historically contextualize the historians and their works. This would sharpen the cognitive and interpretative skills of the student. Obviously, the student with exposure to various differing, conflicting and contradictory versions of history will find this course useful in making critical assessment of any historian and her/his work.

**Module I**

**Pre-modern historical consciousness**

legends and myths – Keralolpathi-Kerala Mahatmyam-Moshakavamsa-Tuhfatul Mujahiddin- Granthavaris- Oral Traditions – Northern ballads-Chengannurathi-

**Module II**

**Colonial Intervention and its impact on Historiography**

Surveys – Ward and Conner – Buchanan- Manuals and Gazetteers – Logan's Manual and other state Manuals. Archaeological studies- Babington, Bruce Foote – TAS –Rama Varma Research Institute Bulletins- Kerala Society Papers- Fawcett-Edgar Thurston-LKA Ayer.

### Module III

#### Modern Historiography

Court Chronicles- Pachu Muthathu- Sankooni Menon - K V Krishna Ayer – Towards Academic History - KP Padmanabha Menon - Elamkulam Kunjan Pillai - ‘Scientific’ History (based on historical method) - MGS Narayanan - Alternative views - P.K Balakrishnan - K.K Kochu - Socialist ideology and historical Writings- K. Damodaran - EMS and the concept of *Jati-Janmi-Naduvazhitham*

### Module IV

#### Recent Trends

Marxist Approach - K.N Panikkar- Rajan Gurukkal - Raghava varier - Kesavan Veluthat - K.N Ganesh - Peasant History- K.K.N Kurup - Dalit History - P. Sanal Mohan - Gender Perspective - J. Devika - G. Arunima - Local History- *Vaniyamkulam Vijnaneeyam* - K.N Ganesh - Locality and Culture in Kerala History : The case of Tirurangadi - T.R Venugopalan - *Sambathum Adhikaravum : Thrissuril Ninnulla Oru Kazhcha* - C. Balan - *Thulunadan Peruma* - Writing the First Person - Literature, History and Autobiography

#### Selected Readings

1. G. Arunima, *There Comes Papa, Colonialism and the Transformation of Matriliney in Kerala, Malabar C.1850-1940*, Orient Blackswan.
2. P K Balakrishnan, *Jati Vyavasthithiyum Kerala Charithravum*, DC Books, 2011.
3. C. Balan, *Thulunadan Peruma*,
4. P.Bhaskaran Unni, *Irupatham Noottandile Keralam*, Kerala Sahithya Academy, Trissur.
5. ...., *Pathonpatham Noottandile Keralam*, Kerala Sahitya Academy, Trissur.
6. T.H.P Chentharassery, *Kerala Charithravum Elamkulam Kunjan Pillayum*, Mythri Books, Trivandrum.
7. P J Cherian(ed.), *Perspectives on Kerala History*, Kerala Gazetteers, Thiruvananthapuram, 1999.
8. K. Damodaran, *Kerla Charithram*

9. J. Devika , *En-gendering Individuals*. Orient Blackswan. ,  
*Kulasthreeyum Chanthappennum Undayathenghane*, Kerala Shashtra  
Sahithya Parishad.
10. K N Ganesh , *Keralathinte Innalekal*, State Institute of Languages,  
Thiruvananthapuram.
11. ...., *Locality and Culture in Kerala History : The case of  
Tirurangadi*, Publication division, University of Calicut.
12. ...., *Malayaliyude Desakalangal*, Rasperry, Calicut.
13. .... , *Reflections on Pre-Modern Kerala*, Cosmo Books,  
Thrissur.
14. Ilamkulam Kunjan Pillai, *Ilamkulam Kunjan Pillaiyute  
Theranjadutha Krithikal* , [ed.] N Sam.
15. .... , *Studies in Keral History*.
16. Kesavan Veluthat, *Brahmin Settlements in Kerala*, Calicut. , *Early  
Medieval in South India*, OUP.
17. K K N Kurup, *Modern Kerala: Studies in Social and Agrarian  
Relations*, Mittal Publications, 1988.
18. .... , *William Logan: A Study in the Agrarian  
Relations of Malabar*, Sandhya Publications, 1981.
19. K K Kochu , *Kerala Charithtavum Samuha Rupeekaranavum*, Kerala  
Bhasha Institute.
20. K K Kusuman[ed], *Issues in Kerala Historiography*.
21. M R Manmadhan [ed.], *Archaeology in Kerala*, Publication Division,  
Farook College.
22. E.M.S. Namboodiripad, *Keralacharithram Marxist Veekshanathil*,  
Chintha Publishers.
23. M G S Narayanan , *Perumals of Kerala*, Cosmo Books, Thrissur
24. .... , *Re- Interpretations in South Indian History*,  
College book house, Trivandrum, 1977.
25. K P Padmanabha Menon, *History of Kerala* [4 Vols].
26. K M Panikkar , *History of Kerala* [1498-1801].

27. K N Panikkar, *Against Lord and State: Religion and Peasant Uprisings in Malabar, 1836-1921*, OUP, 1989.
28. Rajan Gurukkal and Raghava Varier, [ed.] *Cultural History of Kerala*.
29. .... , *History of Kerala: Prehistoric to the Present*, Orient Blackswan.
30. .... , *Kerala Charithram I and II*.
31. Rajan Gurukkal, *Mithu, Charithram, Samooham*, SPCS, Kottayam.
32. .... , *Rethinking Indo-Roman Trade: Political Economy of Eastern Mediterranean Exchange Relations*, OUP.
33. .... , *Social Formation in Early South India*, OUP, Delhi.
34. Sanal Mohan, *Modernity of Slavery : Struggles Against Caste Inequality in Colonial Kerala*, OUP, 2015.
35. A M Shinas and P J Vincent, *Local History: Quest for Method and Theories*, NBS, Kottayam.
36. A Sreedhara Menon, *A Survey of Kerala History*.
37. Udaya Kumar, *Writing the First Person: Literature, History and Autobiography*, Permanent Black.
38. *Vaniyamkulam Vijnaneeyam*, Kerala Council for Historical Research
39. T.R. Venugopalan, *Sambathum Adhikaravum : Thrissuril Ninnulla Oru Kazhcha*, Cosmo Books, Thrissur. 2012



## Semester 1

### Core 4

#### PG1HISC04 History of India from BCE 1500 to BCE 200

Credit : 4

Theory Hours : 90

#### Objectives

The aim of this course is to provide a better understanding regarding the sources and the historiographical developments with respect to specific problems in Ancient Indian history.

#### Outcome

The course gives means to the students to comprehensively comprehend the Early Indian History from differing perspectives. This will enable the students to appraise, examine, explore and uncover the European as well as various Indian perspectives on Early India, Socio-economic and political developments of the Vedic and the later Vedic periods, historical transformations during the first millennium BCE, social formation process, stratification in society and the consolidation of Jati, a deeper picture of the Mauryan period, among others. This course will capacitate the students to demystify Indian's early past and will turn upside down the uncritical glorification of the past as they come across with more nuanced and critical perspectives on the hierarchies and stratification in early Indian Society.

#### Module 1:

##### Viewing the History and Society of Early India

- ◆ European perspectives on Ancient India - Oriental Despotism-Asiatic Mode of Production-Hydraulic Society James Mill's Vision on Ancient India
- ◆ Nationalist Perspectives on 'Ancient' India- K. P. Jayaswal, R. C. Majumdar
- ◆ Marxist critique- D. D. Kosambi
- ◆ Social Formation Approach- R. S. Sharma, Romila Thapar

#### Module 2: Rg Vedic and Later Vedic Ages

- ◆ Problematising the Vedic Age- Sources- PGW

- ◆ Aryan Migration to Indian Sub-continent- Evidences and Routes- Home Land Debates
- ◆ Economic activities during Rg Vedic Period- Cattle- Gavishti- Bali- BhagaBhoga- Reciprocation and Redistribution- Dicing
- ◆ Polity- Nature and Structure of power- Gana and Jana- Vidhatha- Sabha and Samiti
- ◆ Lineage Society- Transitions during the beginning of 1st Millennium BCE.- Dasarajnja- KuruPanchala experiences
- ◆ Eastward Migration- Patterns and Colonisation- Sathapatha Brahmana–Evidences for Iron Technology and Expansion of Agriculture and Settlements
- ◆ Gopa to Visamatta- Transitions in the conceptualization of rulers
- ◆ Sacrifices and Rituals- Role of Brahmins- Pressure on Cattle wealth
- ◆ Varna System- The making of Sudras
- ◆ Gender issues- Vedic Dasis

### **Module 3: Age of Mahajanapathas**

- ◆ Problematising the Mahajanapatha Period- Sources- Archaeological, Literature
- ◆ Buddhist age- Second Urbanization- NBPW 1st Phase- the Geography
- ◆ Conceptualizing Janapatha- Monarchies and Ganasamghas- Nature- Conflicts- Rise of Magadha- Haryanka to Nandas
- ◆ Emergence of Gahapatis and Gamanis- Settis
- ◆ Emergence of Mercantile Class
- ◆ Transitions in Varna System- Stratification in Society and Consolidation of Jati
- ◆ The Socio Economic dimensions of Buddhist Philosophy- The call for King- Traders' alliance- Reconceptualization of the State
- ◆ Trade and Urbanity-Trade Routes
- ◆ Persian occupation of the North west

- ◆ Invasion of Alexander in the North West and its Impacts

#### **Module 4: The Mauryan Age**

- ◆ Mauryan Period- Sources- NBPW 2nd Phase- Literature- Inscriptions
- ◆ The Concept of State in Arthashastra- Saptanga
- ◆ Arthashastra- Debate on Date and authorship
- ◆ The Taxation System
- ◆ Indica and Seven Fold Division of Society
- ◆ State Structure under Asoka- Interpretations
- ◆ Asoka's Dhamma- Dhammamahamattas
- ◆ Decline and fall of Mauryan Empire
- ◆ Early Tamilakam- Society and Economy- Production- Political structure
- ◆ Roman Trade

#### **BOOKS FOR STUDY**

1. A L Basham, The Wonder that was India
2. D. D. Kosambi, An Introduction to the Study of Indian History: Ancient India
3. Romila Thapar, Early India: From the Origins to AD1300
4. Romila Thapar, From Lineage to State: Social Formations in the Mid-First Millennium B.C. in the Ganga Valley
5. Romila Thapar, History of Ancient India
6. Romila Thapar, Ancient Indian Social History- Some Interpretations
7. Romila Thapar, Interpreting Early India
8. Romila Thapar, Past and Prejudice
9. Romila Thapar, Time as Metephor of History
10. Romila Thapar, The Mauryas Revisited
11. Romila Thapar, History and Beyond
12. Romila Thapar, Cultural Pasts: Essays in early Indian History
13. Romila Thapar, From Lineage to State
14. Romila Thapar, Asoka and the Decline of the Mauryas

15. Romila Thapar, *The Past as Present*
16. Romila Thapar, *The Past Before Us*
17. R. S. Sharma, *India's Ancient Past*
18. R. S. Sharma, *Sudras in Ancient India*
19. R. S. Sharma, *Looking for the Aryans*
20. R. S. Sharma, *Aspects of Political Ideas and Institutions in Ancient India*
21. R. S. Sharma, *Material Culture and Social Formations in Ancient India*
22. D. N Jha, *Ancient India: In Historical Outline*
23. Uma Chakravarti, *The Social Dimensions of Early Buddhism*
24. Uma Chakravarti, *Everyday Lives, everyday Histories: Beyond Kings and Brahmanas of Ancient India*
25. Uma Chakravarti, *Gendering caste through Feminist Lens*
26. Kumkum Roy, *The Emergence of Monarchy in North India: Eighth to Fourth Centuries BC- As Reflected in the Brahmanical Tradition*
27. Upinder Singh & Nayanjot Lahiri, *Ancient India: New Research*
28. Nayanjot Lahiri, *Ashoka in Ancient India*
29. Nayanjot Lahiri, *The Archaeology of Indian Trade Routes Up to the Century 200 BC: Resource Use, Resource Access and Lines of communication*
30. Rajan Gurukkal, *Social Formations of Early South India*
31. Rajan Gurukkal, *Rethinking Classical Indo- Roman Trade*
32. K A N Sastri, *A History of South India*
33. Noboru Karashima (ed.), *A Concise History of South India*
34. R. Champakalakshmi, *Trade Ideology and Urbanization: South India 300 BC to AD 1300*
35. J. P. Mallory, *Indo- Europeans: Language Archaeology and Myth*
36. David W Anthony, *The Horse, The Wheel and The Language:*
37. Upinder Singh, *Ancient and Early Medieval India, Pearson Publications*

## **Semester 1**

### **Core 5**

#### **PG1HISC05 Global history- Ancient world**

**Credit : 4**

**Theory Hours : 90**

#### **Objectives**

This course aims at enabling the students to critically and creatively appraise the history of the peopling of the earth upto the emergence of early civilisations and the decline of the ancient.

#### **Outcome**

100,000 years ago, at least six human species inhabited the earth. Today there is just one. This course enables the students to understand how our species succeeded in spreading throughout the continents and why did our foraging ancestors come together to create cities, kingdoms and civilizations. The course helps the students to comprehend the far reaching impacts of the agricultural and urban revolution and the consequent emergence of the early civilisations in Mesopotamia, Egypt, China and later an empire in Rome. The course also equips the students to grasp the evolution and development of letters and technology.

#### **Module 1: Pre Historic World**

Peopling of the Earth—Geography's modeling of societies- Geography and food production- Neolithic Revolution and Early Agricultural Societies in West Asia – Farmer Power- Spread of Food production-Slavery- Patriarchy- Development and Interactions of Agricultural and Urban Societies.

#### **Module II**

Early Civilizations- the Concept of Civilization-Mesopotamia-Egypt- Evolution of Letters- Evolution of Technology

Emergence of Civil societies: Codes of Duncce and Hammurabi- Evolution of Religion and Cultural Traditions- Development of Governments- Early Empires-Rome

#### **Module III**

Transregional Trade: the Silk Road and the Indian Ocean-Developments of imperial structure in China –Chin Dynasty – Shih Huang-ti and

Confucian society-Political and Cultural Changes; the Decline of the Ancient

### References

1. Brent D. Shaw and Richard Saller, eds., *Economy and Society in Ancient Greece*, NY, 1982.
2. AHM Jones, *The Greek City from Alexander to Justinian*, London: Clarendon Press, 1984.
3. Helen M. Parkins, *Roman Urbanism: Beyond The Consumer City*, Routledge, 1997.
4. J. Huskinson, ed., *Experiencing Rome: Culture, Identity & Power in Roman Empire*, 2000.
5. Nicholas Tarling, ed., *The Cambridge History of Southeast Asia*, Vol. I, CUP, 1992.
6. Paul Wheatley, *Nagara and Commandery: Origins of the South East Asian Urban Traditions*, Chicago University Press, 1983.
7. Paul Wheatley, *Pivot of the Four Quarters: A Preliminary Enquiry into the Origins and Character of the Ancient Chinese City*, Edinburgh University Press, 1971.
8. Arthur Cotterell, *Imperial Capitals of China: A Dynastic History of Celestial Empire*, 2008.
9. B. Trigger, *Understanding Early Civilizations: A Comparative Study* (CUP, 2003).
10. L. Karlovsky and J. Sabloff ed., *Ancient Civilizations: A Study of the Near Eastern and Mesoamerican Civilizations* (new edn, 1995).
11. Robert McC Adams, *Heartland of Cities* (Chicago, 1981).
12. Brian M. Fagan, *People of the Earth: An Introduction to World Prehistory*, Pearson, 2013.
13. Susan Pollock, *Ancient Mesopotamia: An Eden that Never Was* (1999).
14. J. N. Postgate, *Early Mesopotamia: Society and Economy at the dawn of History* (1992).
15. Pollock, Sheldon, 2006, *The Language of the Gods in the World of Men: Language, Culture, and Power in Pre-Modern India*, Berkeley

and LA: University of California Press

16. Ray, Himanshu Prabha ed., *Sacred Landscapes in Asia: Shared Traditions, Multiple Histories*, IIC Asia Project, New Delhi, Manohar, 2007.
17. Jared Diamond: *Guns Germs and steel*
18. Marvin Harris & Eric B Ross: *Food and Evolution: Toward a Theory of Human Food Habit*, Temple University Press, 1989.
19. G. E. M. de Ste. Croix, *Athenian democratic origins and other Essays*, OUP, 2005.
20. G. E. M. de Ste. Croix, *The Class Struggle in the Ancient Greek World from the Archaic Age to the Arab Conquests*, Cornell University Press, 1989.
21. Gerda Lerner, *Creation of Patriarchy*, OUP, 1987.
22. Krader, Lawrence. *Formation of the State*. Englewood Cliffs, N.J.: Prentice-Hall, 1968.
23. Henry j. M. Claessen and peter skalnik, *the early state*, mouton publishers, 1978
24. Yuval Noah Harary, *Sapiens : A Brief History of Humankind*, Vintage, 2011.

**SEMESTER 2****CORE 6****PG1H1SC06 History and Social Theory****Credit : 4****Theory Hours : 90****OBJECTIVES**

The major objective of this course is to empower the students to a higher degree of critical and reflexive thinking on the processes of history that make one to transcend the traditional boundaries of problematisation in historical research. Social theories are indispensable for critical analytical explanation of historical events and processes and for the formation of sensible and novel perspectives to understand any given society at a given point of time. The dictum ‘No theory, No history’ becomes significant in the context of current historical writings.

**OUTCOME:**

This paper helps the students to understand the cultural differences in various societies. It familiarises the students with new social theories, concepts and ideas. The students will be able to get a notion of social transformations and historical processes. The various theories on social change will be familiarised. The students are enabled to understand the intellectual contributions of social thinkers having different and divergent views. This paper gives an idea of how society is being controlled through social institutions and social structures. The students shall also develop a critical perspective on the influence of science and technology in social transformation.

**I. Historical Anthropology**

Structural anthropology-Levi Strauss: raw and the cooked-savage mind- Marcel Mauss: the Gift  
Emmanuel Terray and Philippe Rey: lineage societies

**II. Marxist Social Theory**

Modes of Production and socio-economic system – structural Marxism  
– Gramsci on intellectuals- organic and traditional intellectuals  
Frankfurt School: Adorno and Horkheimer-dialectics of enlightenment  
– Habermas and the Structural Transformation of the Public Sphere

**III. Post –structuralist theories**

Mythologies-Post structuralism: Roland Barthes-The death of the author- Critique of Metanarratives – Post modernism and History – Foucault – repressive thesis -discipline and punish- Literary turn in History – Hayden White and metahistory



#### IV. Methodological debates

Structure and Agency- methodological individualism and Methodological holism –Indian debate on experience and theory.

##### Readings

1. Perry Anderson, *In the Tracks of Historical Materialism*, London 1983
2. G.A. Cohen, *Karl Marx's Theory of History* London 1978
3. G. Lukacs, *History and Class Consciousness*, London Merlin Press, 1971.
4. A. V. Cicourel eds. *Advances in Social Theory and Methodology* (Routledge &Kegan Paul, London, 1981)
5. Pierre Bourdieu, *Outline of a Theory of Practice* (Cambridge University 1977)
6. Anthony Giddens, *Central Problems in Social Theory* (Hutchinson, London, 1977)
7. Michael Foucault, *The Order of Things*. (Vintage Books, New York 1973)
8. Jean-Francois Lyotard, *The Postmodern Condition: A Report on Knowledge* (The Manchester University Press, 1986
9. Keith Lehrer, *Theory of Knowledge* (Routledge, London, 1990)
10. Thomas S. Kuhn, *The Structure of Scientific Revolutions* (University of Chicago Press, 1970)
11. Paul Feyerabend, *Against Method* (Verso Edition, London, 1984)
12. William J. Goods & Paul K. Hatt, *Methods in Social Research*, (McgrawHill Book Company, 1981) M A History Syllabus 2019 Maharaja's College, Ernakulam (A Govt, Autonomous College) 37
13. Royce A. Singleton, *Approaches to Social Research* Oxford et.al.University Press (New York, 1993)
14. Raymond Aron, *Main Currents in Sociological Thought*, vol. 2, Pelican Book
15. C. Wright Mills, *Sociological Imagination*, Pelican book
16. J. Habermas, *The Theory of Communicative Action* 2 vols. Heinemann, London
17. ...., *Philosophical Discourse of Modernity*, Polity Press, London
18. .... The structural Trasformation of the Public sphere Polity press, London, 1992
18. Gopal Guru and Sunder Sarukkai, *Cracked Mirror: Indian Debate on Experience and Theory*, OUP

## Semester 2

### Core 7

#### PG1HISC07 History of India from BCE 200 to AD 1190

Credit : 4

Theory Hours : 90

#### Objectives

The course aims at providing a better comprehension of the sources, processes and institutions of early India and early medieval India vis-a-vis significant problems and debates during these periods in Indian history

#### Course Outcome

‘Early medieval’ is a phase in the transition to medieval, one way of looking at the course of Indian history. Chronological labels like early medieval and medieval, despite the overtones of European historiography implicitly rejects the notion of changelessness of Indian history. This helps to understand the term ‘early medieval’ both as a chronological phase and as a signifier of processes of change which correspond to the phase. The students will have a better understanding of the feudalism debate, socio-political developments in the post Mauryan era, formation of the secondary states, developments and changes in Jati and Varna systems, myth of the ‘golden age’, agricultural expansion, growth and decline of Buddhism followed by a Brahmanical upheaval, knowledge systems, impact of land grants and so on. The students will have a fresh perspective on this period and give them historical insights into the debates on the pertinent issues of this historical phase.

#### Module 1: Early Medieval India: Perspectives

- ◆ Feudalism From Below and Above- Critique
- ◆ Indian Feudalism- Critique
- ◆ Feudalism Debate
- ◆ Segmentary State- Critique
- ◆ Conceptualizing Early Medieval
- ◆ Secondary States

#### Module 2:

#### Historical Sources Political Developments in Post Mauryan India

- ◆ Shungas

- ◆ Developments in North- West
  - Tribal and Clan based politics- Kshatriya claims
  - Indo- Greeks an overview
  - Milinda- Milindapanho
  - Heliodorus- Besnagar Pillar Inscription- Vasudeva cult
- ◆ Parthians an overview-Gondophernes
- ◆ Kushanas an overview- Kanishka- Power structure under Kushanas- Divinity and Legitimacy
- ◆ Shakas an overview- Rudradaman- Junagarh Inscription
- ◆ Kharavela of Kalinga-Hathigumpha Inscription
- ◆ Satavahanas- Transition from chieftdom to kingdom- Vedic Sacrifices- Consolidation of power- Land Grants
- ◆ Numismatics as tool of Historical reconstruction of the period
- ◆ Central Asian Influences-Satrap System

### **Module 3: Mercantilism and Socio -Cultural Transactions**

- ◆ Agricultural Expansion- New areas under cultivation
- ◆ Shreni- Production and trade- Political importance- Usury
- ◆ Forms of Exchange- Gift
- ◆ Cultural Contacts- Graeco-Roman ideals- Gandhara Art
- ◆ Education- Knowledge Systems
- ◆ Spread and Decline of Buddhism and Jainism-Rise of Vaishnavism and Saivism
- ◆ Architecture- Buddhist- Rock cut monasteries- Vaishnava and Saiva
- ◆ Temples
- ◆ Urban Centres
- ◆ Developments in Varna and Jati –Sankirajati-Smriti rules
- ◆ Gender issues- Dharmasastras- Grihyasutras

### **Module 4: Classicism and Aftermath**

- ◆ Gupta Age- Golden Age Debate- Classical
- ◆ Samudragupta- Allahabad Pillar Prashasti

- ◆ Gupta Polity
- ◆ Fiscal Problems- Gold coins- Revenue- Production- Guilds- Usury- Overseas Trade
- ◆ FaHian's description
- ◆ Brahmanical Upheaval
- ◆ Knowledge Systems- Buddhist Monasteries- Astronomy- Mathematics- Medicine
- ◆ Literature- Architecture- Art
- ◆ Decline of Guptas
- ◆ Hun problem-Toramana, Mihirakula
- ◆ Brief Revival of Imperial Glory- Harshavardhana- HuanT'sang and Si yuki
- ◆ Imperial Cholas an overview-Local Self Government-Uttaramerur Temple Inscription
- ◆ Gurjarapratiharas, Palas, Rashtrakutas an Overview

**Books for Study Module 1:**

1. D. D. Kosambi, An Introduction to the Study of Indian History
2. Romila Thapar, Early India: From the Origins to AD1300
3. Romila Thapar, Ancient Indian Social History- Some Interpretations
4. Romila Thapar, Interpreting Early India
5. Romila Thapar, Past and Prejudice
6. Romila Thapar, Time as Metaphor of History
7. Romila Thapar, History and Beyond
8. Romila Thapar, The Past as Present
9. Romila Thapar, The Past Before Us
10. Burton Stein, Peasant State and Society in Medieval South India
11. R. S. Sharma, Indian Feudalism
12. D N Jha, Feudal Social Formation in Early India
13. T Byres & H. Mukhia, Feudalism and Non European Societies
14. Harbans Mukhia, The Feudalism Debate
15. B D Chattopadhyaya, The Making of Early Medieval India

16. Kesavan Veluthat, The Early Medieval in South India
17. Kesavan Veluthat, The Political Structure of Early Medieval South India
18. H J M Classen and Peter Skalnik, The Early State
19. Upinder Singh, and Early Medieval India,,Pearson publications

**Module 2:**

1. H J M Classen and Peter Skalnik, The Early State
2. H J M Classen and Peter Skalnik, The Study of the State
3. R. S. Sharma, Indian Feudalism
4. R. S. Sharma, Material Culture and Social Formations in Ancient India
5. R. S. Sharma, Early Medieval Indian Society
6. R. S. Sharma, Urban Decay in India c.300- c.1000
7. R. S. Sharma, Sudras in Ancient India
8. D. D. Kosambi, An Introduction to the Study of Indian History
9. Romila Thapar, Early India: From the Origins to AD1300
10. Romila Thapar, Ancient Indian Social History- Some Interpretations
11. Romila Thapar, Interpreting Early India
12. A. K. Narain, The Indo- Greeks
13. Xinru Liu, Ancient India and Ancient China: Trade and Religious Exchanges
14. A M Shastri, Early History of the Deccan: Problems and Perspective
15. Suvira Jayaswal, Caste
16. Uma Chakravarti, Gendering Caste Through Feminist Lens
17. Uma Chakravarti, Everyday Lives, everyday Histories: Beyond Kings and Brahmanas of Ancient India
18. Upinder Singh, Ancient and Early Medieval India,Pearson publications

**Module 3:**

1. D. D. Kosambi, An Introduction to the Study of Indian History
2. Romila Thapar, Early India: From the Origins to AD1300

3. Romila Thapar, Ancient Indian Social History- Some Interpretations
4. Romila Thapar, Interpreting Early India
5. H J M Classen and Peter Skalnik, The Early State
6. H J M Classen and Peter Skalnik, The Study of the State
7. R. S. Sharma, Indian Feudalism
8. R. S. Sharma, Material Culture and Social Formations in Ancient India
9. R. S. Sharma, Early Medieval Indian Society
10. R. S. Sharma, Urban Decay in India c.300- c.1000
11. R. S. Sharma, Sudras in Ancient India
12. D. D. Kosambi, An Introduction to the Study of Indian History
13. Romila Thapar, Early India: From the Origins to AD1300
14. Romila Thapar, Ancient Indian Social History- Some Interpretations
15. Romila Thapar, Interpreting Early India
16. A. K. Narain, The Indo- Greeks
17. Xinru Liu, Ancient India and Ancient China: Trade and Religious Exchanges
18. Xinru Liu, Silk and Religion
19. A M Shastri, Early History of the Deccan: Problems and Perspective
21. Uma Chakravarti, Gendering Caste Through Feminist Lens
22. Uma Chakravarti, Everyday Lives, everyday Histories: Beyond Kings and Brahmanas of Ancient India
23. B D Chattopadhyaya, Coins and Currency System in South India

**Module 4:**

1. D. D. Kosambi, An Introduction to the Study of Indian History
2. D. D. Kosambi, Indian Numismatics
3. Romila Thapar, Early India: From the Origins to AD1300
4. Romila Thapar, Ancient Indian Social History- Some Interpretations
5. Romila Thapar, Interpreting Early India
6. H J M Classen and Peter Skalnik, The Early State

7. H J M Classen and Peter Skalnik, The Study of the State
8. R. S. Sharma, Indian Feudalism
9. R. S. Sharma, Material Culture and Social Formations in Ancient India
10. R. S. Sharma, Early Medieval Indian Society
11. R. S. Sharma, Urban Decay in India c.300- c.1000
12. R. S. Sharma, Sudras in Ancient India
13. D. D. Kosambi, An Introduction to the Study of Indian History
14. Romila Thapar, Early India: From the Origins to AD1300
15. Romila Thapar, Ancient Indian Social History- Some Interpretations
16. Romila Thapar, Interpreting Early India
17. A. K. Narain, The Indo- Greeks
18. Xinru Liu, Ancient India and Ancient China: Trade and Religious Exchanges
19. Xinru Liu, Silk and Religion
20. A M Shastri, Early History of the Deccan: Problems and Perspective
21. SuviraJayaswal, Caste
22. Uma Chakravarti, Gendering Caste Through Feminist Lens
23. Uma Chakravarti, Everyday Lives, everyday Histories: Beyond Kings and Brahmanas of Ancient India
24. B D Chattopadhyaya, Coins and Currency System in South India
25. A. S. Altekar, The Coinage of Gupta Empire and its Imitations
26. P L Gupta, The Imperil Guptas
27. D Devahuti, Harsha, a Political Study
28. K M Srimali, Agrarian Structure in Central India and the Northern Deccan
30. K.A. Nilakanta Sastri, History of South India, Oxford University Press
31. .... The Cholas,

**Semester 2**

**Core 8**

**PG1HISC08 History of Pre Modern Kerala**

**Credit : 4**

**Theory Hours : 90**

**Objective**

This paper is intended to capacitate the postgraduate students to delve more deeper into political, economic, social and cultural aspects of Pre-Modern Kerala history. Chronological framework of this paper is from the prehistoric cultures to the advent of the Portuguese on the West coast in the last decade of the fifteenth century.

**Outcome**

The paper is expected to enable the post-graduate students of history to assimilate the processes, ideas and institutions prevalent during the pre-modern era of Kerala history. At the outset, the students will be familiarised with geographical and environmental peculiarities of the Kerala landscape for geography and environment play a vital role almost everywhere in the world in shaping a region's history. The students are expected to imbibe the essence of prehistoric cultures, iron age, early historic social formation, among others. The paper seeks to have a specific focus on the formation of early medieval society, on its political structure, on the emergence of a syncretic culture and on significant socio-political changes in medieval times. The paper also foregrounds the hegemonic socio-political structures prevalent in the period that produced various forms of authority and power relations. Here bondage and enforced servitude of primary producers are underscored. The course enables the students to trace the historical linkages between the contemporary society and the pre-modern era and also capacitate them to gain insights into the historical roots of many social institutions and societal structures that persist even in our times. This helps the students to demystify the past and situate the present more sensibly. The course will lead the students to stop deifying received tradition and undertake a critical study of our pre-modern past, shedding close mindedness.

**Module 1**

**Pre-historic cultures and Iron Age Early historic social formation**

Region and the environment: Mountain tracts, Plain land and coastal zones- rivers, lake, backwaters, rivulets- Hippalus wind - monsoon- nature of soil



and the productivity of the land.

Palaeolithic, Mesolithic, Neolithic evidences - Rock shelters and rock art- food gathering and hunting nomadic life- primitive cultivation / supplemented by hunting and fishing- painting and artistic representations.

Iron age: evidences and early historic findings- coin hoards -Literary evidences-Early Tamil Anthologies - Greeco- Roman texts- Agro-pastoralism and multiple subsistence forms -social order- kin groups and settlement units - Kudi, Ur, Natu-burial practices- - Exchange forms- local, long distance and maritime exchanges -kinship lineage- kizhar- velir-Vendar- early Cheras/ Kongu Cheras- Velir Chieftdom of Nannan and Ays.

## **Module 2**

### **Formation of multi-cultural settlements and the beginning of a syncretic culture**

Early settlements in the mid land-[7r and Kudi-early land grants to the brahmanas and the formation of Brahmin settlement- Traces of the Buddhist and Jain settlements- consolidation of wet land and parambu purayidam cultivation -emergence of temples and the beginning of Bhakti traditions- labour forms-Primary producing groups- kutis and adiyar- the emergence of Semitic settlements- cultural syncretism

## **Module 3**

### **Formation of Early Medieval Society and Political Structure**

- Consolidation of agrarian society- Expansion of Nadu- distribution of Nadu from Kolattunadu to Venad- Nature of the polity of the Nattutayar -land right forms-Cherikkal,Brahmasvam and Devaswam lands- itaiyeetu and keezheetu- formation of different occupational groups- jati hierarchy

- Kachchams and occupational codes -merchant corporations and nature of exchanges- knowledge forms- Debates on the nature of Second Chera state-Elankulam Kunjan Pillai, MGS. Narayanan- Rajan Gurukkal and Raghava Varier, K.N.Ganesh, Kesavan Veluthat- recent perspectives

## **Module 4**

### **Socio-political Changes in the medieval times**

expansion of agriculture- wet, garden and homesteads -land relations – Janmam, Verumpattam, Otti or Kanam & Kuzhikkanam lands - trade networks – expansion of Arab and Chinese trade- social system- entitlement

hierarchies and proliferation of new castes – Bondage and servitude- different types of Maryadai- ordeals. Medieval political power centers - Swarupam – Debates- Raghava Varier, K.N.Ganesh, N.M.Namputiri- S. Raju.

### Reading list

1. Dr.Ajith Kumar [ed.], *Archaeology in Kerala: Emerging Trends*, Department of Archaeology, University of Kerala, Thiruvananthapuram, 2012.
2. Aju K Narayanan, *Keralathile Budhamatha Parambaryam Naattarivilute*, SPCS, NBS,2012.
3. N Athiyaman, *Subsistence Pattern in Early Historic Tamilnadu* , Presidential Address, 25th Annual Session Tamil Nadu History Congress, Dept of History University of Madras, October 2018.
4. P K Balakrishnan, *Jati Vyavasthayum Keralacharithravum* [1983] DCBooks, Kottayam, 2008.
5. P BhaskaranUnni, *PathonpathamNoottandileKeralam*, Kerala Sahithya Academy Thrissur, 2012.
6. R Champakalakshmi , Kesavan Veluthat and T R Venugopal [eds.], *State in Pre-modern Kerala* , Cosmo Books ,Thrissur.
7. T H P Chentharassry, *Kerala Charithradhara*, MythriBooks , Thiruvananthapuram, 2019.
8. .... , *Kerala Charithrathile Avaganikkapetta Edukal*, MythriBooks , Thiruvananthapuram, 2018.
9. .... , *Kerala Charithrathinu Oru Mukhavara*, MythriBooks, Thiruvananthapuram,2015.
10. P J Cherian [ed.], *Perspectives on Kerala History*, KCHR, Thiruvananthapuram, 1999.
11. K N Ganesh, *Keralathinte Innalakat*, State Institute of Languages, Thiruvananthapuram, 2011.
12. .... , *Lived Spaces in History: A Study in Human Geography in the Context of Sangam Texts*, Studies in History, Volume 25 .Issue 2, August 2009.
13. .... , *Malayaliyude Desakalangal*, Rasperry , Calicut 2016.
14. .... , *Reflections on Pre- Modern Kerala*, Cosmo Books, Thrissur, 2016.

15. ...., *State Formation in Kerala: A Critical Overview*, ICHR, Bangalore, 2010.
16. Kailasapathy, *Tamil Heroic Poetry*. London, 1968.
17. Kamil Zvelebil, *Tamil Poetry 2000 Years Ago*, Tamil Culture Vol.X 1979.
18. Kesavan Veluthat, *Brahman Settlements in Kerala*, Calicut, 1978.
19. ...., *Early Medieval in South India*, OUP, 2009.
20. ...., *Political structure of Early Medieval South India*, Orient Blackswan, 2012.
21. Kesavan Veluthat and P P. Sudhakaran [Eds.], *Advances in History*, Calicut.
22. Orna Krishnankutty, *Parayar*, State Institute of Language, Thiruvananthapuram, 2018.
23. Kunnukuzhi S Mani, *Pulayar Noottandukalilute*, Mythri Books , Thiruvananthapuram.
24. K. S. Madhavan, *Primary Producing Groups in Early and Early Medieval Kerala : Production Process and Historical Roots of Transition to Castes (300-1300 CE)*, Unpublished PhD Thesis, University of Calicut, 2012.
25. N. M. Nampoothiri and P. K. Sivadas, *Kerala Charithrathinte Nattuvazhikal*, D C Books Kottayam, 2009.
26. N. M. Nampoothiri, *Malabar Padanangal*, State Institute of Language, Thiruvananthapuram, 2008.
27. M. G. S. Narayanan and Kesavan Veluthat , ‘Bhakti Movement in South India’ in SC Malik (Ed), *Dissent Protest and Reform in Indian Civilization*, Shimla, 1980.
28. M. G. S. Narayanan, *Foundation of South Indian History*, Thiruvananthapuram 1975.
29. ...., *Perumals of Kerala*, Cosmo Books, Trissur.
30. Panmana Ramchandran Nair [ed.], *Kerala Samskara Padanangal*, 2 Vols, Current Books , Kottayam 2013.
31. Puthussery Ramachandran, *Kerala Charithrathinte Adisthana Rekhakal*, State Institute of Languages, Thiruvananthapuram, 2007.
32. Raghava Varier, *Keraliyatha Charithra Managal* , Current Books, Kottayam, 1990.

33. .... , *Madhyakala Kerala Charithram Samuham*,  
Chintha Publishers.
34. .... , *Madhyakala Keralam : Svarupanithinte  
Charithrapadangal*, National Book Stall, Kottayam, 2014.
35. Raghava Varier and Rajan Gurukkal, *Kerala Charithram Vol.I. Current  
Books*, Kottayam, 2004.
36. ...., *Kerala Charithram (Mal)*, Vol.II. National Book Stall,  
Kottayam, 2012.
37. P K S Raja, *Medieval Kerala, Navakerala* Cooperative Publishing  
House, Calicut.
38. Rajan Gurukkal, '*From Clan and Lineage to Hereditary Occupation  
to Caste*', in Deve Nathan [ed ], *From Tribe to Caste*, Shimla , 1997.
39. .... , Mithu, *Charithram Samuham*, SPCS , Kottayam , 2013.
40. .... , *Social Formation in Early South India*, OUP, Delhi, 2010.
41. Rajan Gurukkal and Raghava Varier, *Cultural History of Kerala*, Vol.I,  
Dept. of Cultural Publications Government of Kerala,  
Thiruvananthapuram, 1999.
42. P. Rajendran , *Archaeology of Kerala*, Classical Publishing Company  
New Delhi, 1989.
43. S. Raju, *Random Walk through Historiography – South India*, KCHR,  
Thiruvananthapuram, 2016.
44. Sanal Mohan, *Modernity of Slavery*, OUP, Delhi 2015.
45. N. Sam [ed.], *Ilamkulam Kunjanpillayute Therenjeduth Krithikal*,  
Internatinal Center for Kerala Stuies University of Kerala ,  
Thiruvananthapuram, 2005.
46. K. Sivathamby, *Early South Indian Society and Economy*, Social  
Scientist Vol.29, 1974.
47. .... , *Studies in Ancient Tamil Society: Economy, Society  
and State Formation*, New Century Book House ,Chennai,
48. A. Sreedhara Menon, *A Survey of Kerala History*, DC Books, Kottayam.
49. B. Stein (ed), *Essays in South India*, Vikas Publications, New Delhi.
50. K Sugathan, *Budhamathavum Jathi Vyavasthayum*, Progress  
Publication Calicut, 2014.

## Semester 2

### Core 9

#### PG1HISC09 Debates in Indian History: Medieval India

Credit : 4

Theory Hours : 90

#### Objectives

The course aims at providing a thorough understanding of the select areas in medieval Indian history.

#### Outcome

The course enables the students to delve deeper into the select areas and problems in Medieval Indian history. The course capacitates the students to comprehend contemporary perspectives on and recent approaches to the problems and the processes in medieval India's past. Society, Culture, and the State in medieval India including the history of regional powers, nature of the state and polity of different medieval kingdoms and empires, social and economic relations, religious and spiritual developments, cultural advances, among others are laid down in the course so as to facilitate a holistic and catholic comprehension of the institutions, social structures, cultural developments and advances in medieval India. This provides a dispassionate picture of the medieval times and moreover precludes an all-out communalisation of the medieval Indian history period in recent times by the obscurantist forces.

#### Module 1:

##### Medieval India: Perspectives and Approaches

- ◆ Religion based periodisation of the Medieval - James Mill, Elphinston
- ◆ The Nationalist conception of the 'Medieval'
- ◆ Theocratic State
- ◆ Patrimonial - Bureaucracy
- ◆ Marxist Approach
- ◆ Aligarh School
- ◆ Cambridge School
- ◆ Medieval Civilization
- ◆ The Idea of Hindustan and the Loss of Hindustan - The Invention of India.

## Module 2:

### Society, Culture and the state in Medieval India

- ◆ The Regional Powers : 13<sup>th</sup>-15<sup>th</sup> Century - Malwa - Kamata - Kamrup - The Ahoms - Rajputana - Guhilas and Sisodias - The Guhilots of Vagad - The Rathors of Marwar - The Yadavas and the Kakatiyas - The Haysalas
- ◆ The impact of Central Asian Institutions on the state and Society in Medieval India.
- ◆ Delhi Sultanat - Nature of the State - Trade, Industry and the Merchants - Townlife : Slaves, Artisans and others.
- ◆ Vijayanagar kingdom - Ritual kingship - The Nayankara system and the Ayagar system - Foreign Trade - The Behmani kingdom - Its expansion and Disintegration.
- ◆ The Nature of the Mughal State and Polity- Mansabdari system and the Mughal Army - Foreign Trade and the European traders.
- ◆ Relations between Asian States- 16<sup>th</sup> & 17<sup>th</sup> centuries
- ◆ Mughal relations with Rajput states : The foundations.
- ◆ Social background to the rise of the Maratha Movement during the 17<sup>th</sup> Century.

### Module 3: Social and Economic Relations

- ◆ The structure of Village Society in Northern India : The Khud-Kasht and Pahi-Kasht.
- ◆ Growth of the Banking system and Usury - Debt bondage - Trade Guilds - Overseas trade.
- ◆ Caste structure and Caste system - Growth of Artisanal castes - Idangai -Valangai.
- ◆ The Agrarian system of Moslem India (1929) - W.H. Moreland and The Agrarian system of Mughal India (1963) - Irfan Habib - proximity to and divergence of these books and the authors' perspectives..
- ◆ Medieval Urbanity
- ◆ The Nayaka states and the Emergence of New Ethos.

## Module 4:

### Religious and Cultural Developments

- ◆ Alwar-Nayanar Movements
- ◆ The Sufi Movement - Chishti and Suharwardi silsilas.
- ◆ The Historical background to the Rise of the Bhakti movement in Northern India - Various traditions
- ◆ Christianity in India - Catholics and Muslims in the court of Jahangir.
- ◆ Akbar and the Jains
- ◆ Literature, Language, translation, Painting, Architecture, Music, Science and Technology.

### Books for Study

1. K.A. Nizami and Muhammad Habib (ed.): Comprehensive History of India, Vol. V, Parts I and II
2. Satish Chandra: Medieval India, Vol. 1 and II, Haranand Punlishers
3. Sunil Kumar: The Emergence of the Delhi Sultanate
4. K.A. Nisami: Region and Politics in India during 13th century
5. Douglas E. Streusand, The Formation of the Mughal Empire, OUP, 1990
6. J.F.Richards: The Mughal Empire, Cambridge University Press, 1996.
7. Musaffar Alam and Sanjay Subrahmanyam (eds.): The Mughal State
8. Herman Kulke (ed.): The State in India (1000-1700)
9. Richard G Fox (ed.): Realism and Region in Medieval India
10. Louis Dumont: Homo Hierarchicus
11. Irfan Habib: Agrarian System in Mughal India, OUP
12. Irfan Habib: (ed.): Akbar and His India, OUP
13. Irfan Habib: Essays in Indian History, Anthem Press, 2002.
14. H. K. Naqvi, Urbanization and Urban Centre under the Great Mughals, 1556-1707, vol. I (Indian Institute of Advanced Study, Simla, 1972).
15. A.Rahman (ed): Science and Technology in Medieval India

16. N. Karashima: South Indian History and Society
17. N. Karashima: Kingship in Indian History
18. N. Karashima: A Concise History of South India
19. Abdul Aziz: Mansabdari System and the Mughal Army
20. Satish Chandra: Essays on Medieval Indian History
21. D Lorenzen: India's Religious Tradition
22. T. Raychaudhuri and Irfan Habib (ed). Cambridge Economic History of India, Vol. I
23. Catherine B. Asher: Mughal Architecture
24. Percy Brown: India Architecture (Islamic Period)
25. H.K.Sherwani and P M Joshi (ed). History of Medieval Deccan (1295-1724)
26. Burton Stein: Peasant State and Society in Medieval South India
27. Burton Stein: Vijayanagara
28. Ronald B. Inden: Imagining India
29. Seema Alavi (ed.): India in the Eighteenth century
30. H.K.Naqvi: Urbanisation and Urban centers under the Great Mughals
31. John. F. Rirhcards (ed.). Monetary system in Mughal India
32. Sanjay Subramaniam: Political Economy of Commerce.
33. Sanjay Subramaniam: (ed.). Merchants, markets and capital in pre-modern India
34. R. Chempakalakshmi: Trade, Ideology and Urbanisation
35. Irfan Habib: Atlas of the Mughal Empire
36. Kanakalatha Mukund: The World of the Tamil Merchant
37. Nicholas Dirks: Castes of the Mind
38. Savira Jaiswal, Caste, Manohar, Delhi, 2000
39. Shireem Moosvi: The Economy of Mughal Empire
40. Musaffar Alam and Sanjay Subrahmanyam, Writing the Mughal World : Studies in Political Culture, Permanent Black, 2011.
41. Manan Ahmed Asif, The Loss of Hindustan : The Invention of India, Harward University Press, 2020.



## **Semester 2**

### **Core 10**

#### **PG1HISC10 Global history- Medieval world**

**Credit : 4**

**Theory Hours : 90**

### **Objectives**

The course aims at providing and facilitating an in depth understanding of the historical processes and developments with respect to the pertinent and specific problems in Medieval world history.

### **Outcome**

The course is put in order from the crisis of feudalism to the state consolidation and the consequent imperial expansion. The course will enable the students to critically analyse the multicausal factors that led to the dissolution of the feudal mode of production in the late medieval times. The course also facilitates a critical and reflexive understanding about artistic and scientific developments following the collapse of feudalism. The course enable the students to understand the brutal spanish colonisation of the Americas. The course opens window to the complex historical processes of transition from feudalism to capitalism, overseas explorations, shift in economic balance from the Mediterranean to the Atlantic system, among others. Finally, the students are facilitated to comprehend the new forms social organisation and production and the subsequent imperial expansion.

### **Module 1**

Feudal economy and society in Europe from 7<sup>th</sup> to 15<sup>th</sup> centuries- organization of production- towns and trade- technological developments- crisis of feudalism.

### **Module II**

Religion and culture in medieval Europe-rise of papacy-monasticism-arts and patronage-societies in central Islamic land- Caliphal state-rise of Sultanates-urbanization and trade-art and architecture.-scientific and technological developments in medieval world-Empires in the Americas: Aztecs and Inca.

### **Module III**

Transition from feudalism to Capitalism- problems and theories- voyages and explorations- Renaissance - humanism and art- reformation-results- shift of economic balance from Mediterranean to Atlantic- state system.

### **Module IV**

Globalizing Networks of Communication and Exchange: Dutch trade routes-Sly boats-Banking-mercantile organizations-Monopolistic companies-New Forms of Social Organization and Modes of Production: family. Religious Orders-nobility-bourgeoisie-urban elite-popular culture-State Consolidation and Imperial Expansion

### **References**

1. George Holmes, ed. , New York: Oxford University Press, 1992.
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4. D.S. Richards, (ed.) Islamic Civilisation.
5. Edward W. Said, Orientalism, Pantheon Books,1978
6. Josep Schacht, An Introduction to Islamic Law , Clarendon Press,1961
7. L. Krader, Formation of the State, Indiana University,1971
8. Marshall Hodgson, The venture of Islam: conscience and history in a world civilization, vol. 1- 2.,University of Chicago Press, 1984
9. Patricia Crone, Meccan Trade and the Rise of Islam., Gorgias Press,2004
10. Henri Pirenne, Economic and Social History of Medieval Europe, Routledge, London, 1958.
11. Marc Bloch, Feudal Society, Vol. 1 and II, Rotletdge & Kegan Paul Ltd.,Chicago, 1964.
12. Georges Duby, Early Growth of European Economy: Warrior and Peasants from the Seventh to the Twelfth Century,Cornell, 1974.
13. F. L. Ganshof, Carolingians and the Frankish Monarch, Cornell University Press,London, 1971.

14. R. H. Bautier, *The Economic Development of Medieval Europe*, London 1971.
15. Lynn White, *Medieval Technology and Social Change*, Oxford University Press, London, 1966.
16. Rodney Hilton, *Bond Man Made Free*, Maurice Temple Smith Ltd., London, 1973.
17. Georges Duby, *Three Orders*, University of Chicago Press, Chicago, 1980
18. Jacques Le Goff (ed.), *The Medieval World*.
19. Carlo Cipolla, *Before the Industrial Revolution*, Routledge, London, 1993
20. G. E. M. de Ste. Croix, *Christian Persecution, Martyrdom and orthodoxy*, OUP, 2006.

### **Semester 3**

#### **Core 11**

#### **PG1HISC11 PG1HISC11 Methods of Historical Research**

**Credit : 4**

**Theory Hours : 90**

#### **Outcomes**

1. The ability to understand the reasons for studying history
2. The ability to work with primary and secondary sources
3. The ability to develop a conceptual framework
4. The ability to research and write historical research papers and monographs

#### **Module I:**

##### **Methodological Trends**

Significance of historical research- subjectivity in history -Heuristics and Hermeneutics- sources and source analysis – text and textual analysis – documenting knowledge practices - oral history – oral traditions- interdisciplinary, multidisciplinary, corss disciplinary and trans disciplinary approaches in history

#### **Module II:**

##### **Identification of research problem**

Formulation of research problem –research plan and working hypothesis- thesis- plagiarism and its identification- ghost writing – paraphrase, precis - Eurocentrism in historical research

#### **Module III:**

##### **Documentation and Data Analysis**

Collection and Arrangement of data – analysis of data –ordering of data – causation and generalization - methods of explanation – argumentation.

## Module IV:

### Writing a Research Monograph

Chapter scheme – historiography of existing research –research questions- framing of research methodology- arrangement of chapters- citation – acknowledgements – terminological and conceptual clarity - graphics - maps and other accessories - glossary - bibliography and index

### Selected Readings

1. L.Cohen and E.Nagel: An Introduction to Logic and Scientific method , Simon Publications , 1934.
2. Paul Feyerabend: Against method , Verso, 2010.
3. Jacques Barzun and H.F.Graff: The Modern Researcher , Wadsworth Publishing Co Inc , 2003.
4. William J Goode and Paul K Hatt: The methods of Social Research, Surjeet Publications, 2006
5. Robert Klee (ed) : Scientific Inquiry: Readings in the Philosophy of Science, Oxford University Press; 1 edition , 1998
6. Arthur Marwick: The New nature of History, Palgrave Macmillan, 2001
7. Marc Bloch: the Historian's Craft , Vintage, 1964.
8. Kate Turabian: A manual for the writers of term papers, theses and dissertations
9. Karin Knorr Cetina and A.V. Cicourel (ed), Advances in Social theory and methodology, Routledge, 2014.
10. Ludmilla Jordanova: History in Practice , Hodder Education, 2006
11. Jan Vansina: Oral Tradition as History , The University of Wisconsin Press, 1985.
12. Michel De Certeau: The Practice of Everyday Life, University of California Press, 2011

### **Third Semester**

#### **Core 12**

#### **PG1HISC12 Debates in Indian History: Late Medieval**

**Credit : 4**

**Theory Hours : 90**

#### **Objectives**

The course aims at equipping the student with a better and deeper understanding of the historiographical developments with respect to specific problems in the late medieval period, especially the historical debates centered around the Eighteenth Century India.

#### **Outcome**

The course enables the students to comprehend a crucial transition period in Indian history. The major focus of this transition is the debate on the continuities and changes in the Eighteenth century India. At that juncture, English East Company, a body of merchants with a difference had already become the the direct rulers of the core parts of the Indian subcontinent and the indirect, but de facto rulers of the rest of the country although this became an outright reality in the middle of the Nineteenth century. The course capacitates the students to grasp the process of consolidation of EEC and the subsequent rapid colonisation of India. Early resistances to colonialism and finally the origin, course and consequences of the 1857 rebellion are elucidated. The course also enables the students to look deeper into the economic and social structures during the later Mughal period and facilitates a deeper understanding of the multifarious factors that eventually led to the decline and collapse of the Mughal empire.

#### **Module 1:**

##### **Eighteenth Century India: Perspectives**

- ◆ Late Medieval
- ◆ Early Modern
- ◆ Colonialism
- ◆ Colonial Modernity- Alternative Modernity- Native Modernity

#### **Module 2 :**

##### **The Eighteenth Century in Indian History**

- ◆ The Old and the New in Mughal Historiography

- ◆ Aurangzeb-The Man and the Myth
- ◆ The World of Mughal Family
- ◆ Debates on Mughal Decline-Irfan Habib, Satish Chandra, M. Athar Ali, J. F. Richards, Muzaffar Alam
- ◆ 18th Century in Indian History: Perspectives of Change versus Continuity -Colonialist, Nationalist, Marxist, Revisionist Views
- ◆ Growth of Money Economy in India during the 17th Century
- ◆ Potentialities of Capitalist Development in the Economy of Mughal India -Irfan Habib

### **Module 3:**

#### **Towards Transition: EEC Becomes an Empire**

- ◆ Engagements of EEC with Native Rulers-Marathas, Sikhs, Mysore, Hyderabad
- ◆ EEC as an Empire-Presidencies-Subsidiary Alliance -Doctrine of Lapse
- ◆ Policies and Processes of Consolidation -Surveys, Census, Cartography, Manuals
- ◆ Indology-Asiatic Society of Bengal-Translations and Researches
- ◆ Transportation-Railroads and Colonialism
- ◆ Forest Policies
- ◆ Debates on Education-Orientalists and the Anglicists
- ◆ Socio-Religious Reform Movements and the British Attitudes
- ◆ Colonial Influence on Ecology -Environmental Colonialism

### **Module 4:**

#### **Resistance to Colonialism**

- ◆ Early Resistance Movements and Revolts-Spontaneous and Violent
- ◆ 1857 Rebellion -Significance and Outcome

#### **Reading list**

1. Audrey Truschke, Aurangzeb: The Man and the Myth, Penguin Random House India, 2017.
2. Tapan Roy Chaudhuri and Irfan Habib: Cambridge Economic History of India, Vol. I.

3. Irfan Habib: Essays in Indian History, Tulika, 1993.
4. Satish Chandra: Essays in Medieval Indian History, OUP, 2003.
5. Sekhar Bandyopadhyay, From Plassey to Partition and After A History of Modern India, Orient Blackswan , 2014
6. M. Athar Ali, Recent Theories of Eighteenth Century India. *Indian Historical Review*, vol. XIII, vols. 1-2, 1986-87, pp. 102- 110.
7. M. Athar Ali, The Eighteenth Century – An Interpretation. , *Indian Historical Review*, vol.V, vols.1-2, 1978-9, pp.175-86.
8. M. Athar Ali, ‘The Mughal Polity: A Critique of Revisionist Approaches’ , *Modern Asian Studies*, vol.27, no.4, 1993, pp. 699- 710.
9. Seema Alavi, ed., The Eighteenth Century in India, Delhi: Oxford University press, 2002.
10. Richard Barnett, ed., Rethinking Early Modern India, Delhi: Manohar, 2002
11. P. J. Marshall, ed., The Eighteenth Century in Indian History: Evolution or Revolution? Delhi: Oxford University Press, 2003
12. Irfan Habib, Colonization of Indian Economy , *Social Scientist*, vol. 3, no.8, March 1975.
13. Jadunath Sarkar, *Fall of the Mughal Empire*, vol. 1-4, Calcutta, 1932, reprint, Calcutta, 1964.
14. Satish Chandra Parties and Politics at the Mughal Court, 1707 – 1740, Delhi: People’s Publishing House, 2nd eds., 1972.
15. Muzaffar Alam, The Crisis of Empire in Mughal North India, Delhi: Oxford University Press, 1986.
16. Muzaffar Alam and Sanjay Subrahmayam, Writing the Mughal World: Studies in Political Culture, Permanent Black, 2011.
17. Zahiruddin Malik The Reign of Muhammad Shah 1719-1748, Bombay, 1977
18. Percival Spear Twilight of the Mughals, Delhi: Oxford University Press, reprint, 2002
19. C. A. Bayly, Rules, Towns and Bazaars : North Indian Society in the Age of British Expantion, 1770- 1870, Cambridge, 1983.



20. C. A. Bayly, *Indian Society and the Making of British Empire*, Cambridge, 1988.
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22. Richard Barnett *North Indian Society between Empires Awadh, the Mughal and the British, 1720-1801*, 1980
23. Bernard Cohn *Political system in Eighteenth Century India: The Banaras Region*, in Bernard Cohn, *Anthropologist among Historians and other Extracts*, Delhi: Oxford University Press, 1988, pp. 483-99.
24. Satish Chandra *The Eighteenth Century in India: It's Economy and the Role of Marathas, the Jats, the Sikhs and the Afghans*, Calcutta: K. P. Bagchi & Co., 1986.
25. Steward Gordon *Marathas, Maraudes and State Formation in 18th century India*, 1994
26. J. S. Grewal, *Sikhs of the Punjab*, 1990
27. Andre Wink *Land and Sovereignty in India: Agrarian society and Politics under the Eighteenth Century Maratha Swarajya*, Cambridge, 1986.
28. R C Dutt: *An Economic History of India (2 Vols)*
29. Sumit Sarkar: *Popular Movements and Middle Class Leadership in late Colonial India*.
30. Sumit Sarkar: *The Modern Times (1885-1950)*
31. A.R. Desai: *The Social Background of Indian Nationalism*.
32. Partha Chatterjee: *National Thought and the Colonial World*
33. Sashi Joshi and Bhagwan Josh: *The Struggle for Hegemony in India, 3 Vols*.
34. K.N.Panikkar: *Culture Ideology and Hegemony*.
35. Ashis Nandy: *The Intimate Enemy. The Loss of Self Under Colonialism*.
36. Ishitha Bannerjee Dube: *A History of Modern India*
37. Anu Goswami: *Producing India*
38. Anil Seal: *The Emergence of Indian Nationalism*
39. Shekhar Bandyopadhyaya: *From Plassey to Partition*
40. Perceval Spear: *A History of India Vol 2*

41. Geoffrey A Oddie, *Imagined Hinduism: British Protestant Missionary Construction of Hinduism, 1794- 1900*
42. Uma Chakravarti, *Rewriting History: The life and Times of Pandita Ramabai*
43. Susan Bayly, *Caste, Society and Politics in India from the Eighteenth Century to the Modern Age*
44. Nicholas. B. Dirks, *Castes of Mind: Colonialism and the Making of Modern India*
45. Brian K. Pennington, *Was Hinduism Invented: Britons, Indians and the Colonial Construction of Religion*
46. Susan Bayly, *Saints, Goddesses and Kings: Muslims and Christians in South Indian Society 1700- 1900*
47. O P Kaejariwal, *The Asiatic Society of Bengal and the Discovery of India's Past 1784-1838 OUP,1999*

## **Third Semester**

### **Core 13**

#### **PG1HISC13 History of Modern Kerala**

**Credit : 4**

**Theory Hours : 90**

#### **Objectives**

The aim of the course is to help the students to understand and analyse the developments that took place in the history of Modern Kerala. The course also aims at sharpening a critical mindset about the social reform movements and their impacts on the society. The paper also aims to provide a thorough understanding of the evolution of Modern Kerala.

#### **Outcome**

- 1) To enable the students to understand the historical context of the resistance movements against all forms of exploitation
- 2) To develop an understanding of the social reform movements and its drawbacks
- 3) To create an awareness about the historical roots of the formation of Modern Kerala
- 4) Develops a critical thinking on the challenges of Contemporary Kerala

#### **Module 1:**

##### **Transition Under Colonialism**

The British Policy on land and revenue in Malabar, Kochi and Travancore - Missionary activities and its impact - English education-Press and Literature - Features of Colonial Modernity

#### **Module 2:**

##### **Protests Revolts and Social Change**

The Pazhassi Revolt - The Veluthampi Revolt - The Kurichya Revolt - The Nattukoottam Revolt - Malabar Rebellion of 1921

#### **Module 3:**

##### **The Anti Caste and Reform Movements**

Caste based hereditary occupations and caste structure - Transition of caste structure under Colonialism - The Practices of Savarna domination - Subjugation and bondage-the condition of Atiyalar-untouchability - slave

experiences - anti-Caste and anti-untouchability Movements- Social reformers and their ideas and positions. - Chattampi Swamikal - Sree Narayana Guru. - Ayyankali-Caste based reform movements. - Nasrani Jatyaiika Sangham-Chavara Achan-SNDP Yogam - Nayar Samajam - Yogakshema Sabha - Sadhu Jana Paripalana Movement - Pandit Karuppan and Vala Caste Movement. - Poikayil Yohannan's Socio-religious movement - Sahodaran Ayyappan-Reform Movements among the Muslims-Makthi Thangal and Vakkom Moulavi - Caste organizations and Women-Gender relations and Patriarchy - Rise of Women organizations - Vaikom Satyagraha - Guruvayoor Satyagraha - The Temple entry movement.

#### **Module 4:**

#### **Formation of Modern Kerala**

Formation of Kerala State on linguistic basis - 1957 EMS Ministry - radical steps - ordinance on education. - Land Reform Bill - The 'Liberation Struggle' - Different interpretations - Kerala Panchayath Raj Act (1960) - Congress PSP Govt. - Split in the Communist Party-1967 Ministry - C Achutha Menon's tenure (1969-1977) - Emergency- Naxal Movement- Repression - Silent Valley Movement-Literacy Movement - Grantha Sala Movement - Peoples' Planning-Kerala Model of Development. - A critical appraisal

#### **Reading list**

1. William Logan, Malabar Manual, Vols. I & II new Edn. Kerala Gazetteer Department 2001.
2. Perspectives on Kerala History (Unit 3, Kerala Gazetteer Department, 1999)
3. Nagam Aiya, Travancore State Manual, vols
4. T.K. Velu Pillai, Travancore State Manual, vol. III
5. Dick Kooiman, Conversion and Social Equality in India: The London Missionary Society in South Travancore in 19th Century, Delhi, 1989
6. Ayyappan, Social Revolution in a Kerala Village: A study in Cultural Change, Bombay, 1965
7. K.N. Panikkar, Against Lord and State, Oxford University Press 1989
8. K.N. Panikkar, Culture Ideology Hegemony, Tulika
9. K.N. Ganesh, Keralathinte Innalekal, Thiruvananthapuram, 1990
10. P.K. Michael Tharakan, "Socio-religious Reform Movements and-Demand for indications of Development" Alok Bhalla & Peter Bunke

- eds. Images of Rural India, Sterling Publishers, New Delhi, 1992
11. T.K. Raveendran, Asan and Social Revolution in Kerala
  12. T.K. Raveendran, Vaikom Satyagraha and Gandhi
  13. A.K. Poduval, Keralathile Karshaka praasthanam, Thiruvananthapuram 1976
  14. C. Kesavan, Jeevitha Samaram
  15. Robin Jeffry, The Decline of Na~ Dominance, New Delhi, 1976
  16. Robin Jeffry, Politics, Women and Welbeing, Oxford University Press,. 1992
  17. George Mathew, Communal Road to Secular Kerala, Delhi, 1989
  18. T.C. Varghese, Agrarian Change and Economic Consequences, Bombay, 1970
  19. R.K.K. Menon, The History 01 Freedom Struggle in Kerala, Thiruvananthapuram, 1972
  20. T.J. Nossiter, Communism in Kerala, A study in Political Adaptation, Oxford University Press, New Delhi 1982
  21. K.P. Kannan, Of Rural Proletarian Struggles, Mobilization and Organization of Rural Workers in South West India, Delhi, 1988
  22. M A Oomman, Study of land Reforms in Kerala
  23. P Radhakrishnan, Peasant struggles land reforms and social change Malabar 1836-1982.
  24. K N Ganesh, Kerala Samootha Padanangal
  25. Nammude Samootham Sambath Samskaram Sahitya Akademi
  26. P KK Menon History of freedom movt in Kerala Vol 1 ,2
  27. A sreedhara menon, Kerala and freedom struggle DC Books
  28. Sreedhara Menon, Survey of Kerala History, (D. C Books, 2<sup>nd</sup> Ed. Kottayam, 2008)
  29. \_\_\_\_\_, The Legacy of Kerala.
  30. \_\_\_\_\_ , Cultural Heritage of Kerala
  31. MGS, Narayanan, History of Calicut, University of Calicut.
  32. K.V. Krishna Iyer, Zamorins of Calicut. [Publication Division, University of Calicut,1999
  33. Padmanabha Menon., Kochi Rajya Charithram, Mathrubhumi Publications, Calicut.

34. T.P. Sankarankutty Nair., A Tragic Decade in Kerala History, S V Publishers, Madras.
35. J Devika, En-gendering Individuals: The Language of Re- forming in Twentieth Century Kerala
36. Janaki Nair, Women and Low in Colonial India, Kali for Women, 1996.
37. G Arunima, There Comes Papa' : Colonialism and the Transformation of Matriliney in Kerala, Malabar C.1850-1940, Orient Longman, Hyderabad 2003
38. Raghava Warriar, Village Communities in Pre- Colonial Kerala
39. Raghava Warriar, Ammavazhi Keralam, Kerala Sahithya Academy, Thrisur.
40. K K Kochu, DalitNerkazhchakal, Raven Publication Thiruvananthapuram, 2013.
41. P Bhaskaranunni, Pathonpatham nuttandile keralam
42. P Bhaskaranunni, Irupatham nuttandile keralam
43. Pradeepan Pampirikunnu, Dalit Patanam : Svatvam Samskaram Sahithyam, State Institute of Languages, Thiruvananthapuram.
44. K Raviraman [ed], Development, Democracy and the State, [Routledge, 2010]
45. K K Abdul Sathar[ed], Mappila Kizhala Patanangal, Vachanam Books, Calicut,2014
46. K M Bahauddin, Kerala Muslim History: A Revisit, Other Books, Calicut, 2012.
47. K N Ganesh, Keralathinte Samuhya Prathisanthy, Center for Social Studies, Thissur,2003
48. C K Janu and M Gethanandan, Adivasi Gramapanjayathum Swayambharanavum, Clan and Culture, Cochin,
49. Report of the Western Ghatts Ecology Expert Panel, kerala Shastra Sahitya Parishad, Thrissur, 2013.
50. T P Kunjikannan, Gadgil Reportum Kerala Vikasanavum, Mathrubhumi, Books, 2013
51. P S Manoj Kumar, Becoming Citizens: Transformations of State and Jati in Colonial Keralam, Akhand Publishing House, Delhi, 2019.
52. P S Manoj Kumar, Shaping of Rights: Jati and Gender in Colonial Keralam, Meena Book Publication, Delhi, 2019.

### Third Semester

#### Core 14

#### PG1HISC14 History of India from AD 1858 to AD 1947

Credit : 4

Theory Hours : 90

#### Objectives

The Aim of this course is to provide a better understanding regarding the sources and the historiographical developments with respect to specific problems in the History of India from AD 1858 to AD 1947

To Convey thematic idea to the student within chronological framework for the specific period mentioned above.

To familiarise the students with different approaches to National Movement

To Introduce different strands of the Indian National Movement

To shed light on the rise and the growth of communalism in Pre-British India

#### Course Outcome

Students will be able to understand the sources and the historiographical developments with respect to specific problems in the history of India from AD 1858 to AD 1947

Understand different approaches to National Movement

To critically appraise the history of the freedom movement of India

To apply historical lessons from the specific period in finding solutions to the problems of the contemporary period

To analyse different strands of Indian National Movement with a critical mind and rationality

To evaluate the nature of the Indian National Movement

#### Module 1:

##### Modern India: Perspectives

- ◆ Indian Nationalism and Nationality Different perspectives an overview- Aloysius-Nationalism without a Nation in India
- ◆ Cultural Nationalism
- ◆ National Movement - Different Approaches

## **Module 2: Designing Critique and Action**

- ◆ Emergence of Nationalism
- ◆ Indian National Congress- Origin- Debate- The formation of Economic Critique
- ◆ Conceptualizing Bharat Matha
- ◆ The Violent Turn- Bengal Partition- Bande Mataram
- ◆ The Seeds of Communalism- Initial Stages of Growth

## **Module 3: National Movement- Gandhian Programmes**

- ◆ Gandhian Intervention- Methodological Shifts
- ◆ Phases of Gandhian Struggles- 1917- 1942
- ◆ Self Purification Projects- Temple Entry- Anti Caste Movements- etc.
- ◆ Contesting Colonialism- Constructivist Programmes- Khadi and Village Industries- Cotton Nationalism
- ◆ The Growth of Communalism and Partition of British India

## **Module 4:**

### **National Movement- Critique of Gandhian Programmes**

- ◆ Swarajists
- ◆ Tagore's critique of Gandhian Programmes
- ◆ Revolutionary strands- Ghadar movement- Bhagat Singh and HSRA- Suryasen and Chittagong Armoury raid-INA-Royal Indian Navy Revolt
- ◆ Ambedkar- Quest for Self Respect- Debates with Gandhi- Poona Pact
- ◆ Periyar's critique of Gandhian Programmes
- ◆ Engagements of Jawahar Lal Nehru—Gandhi Dichotomy
- ◆ Organizations -Peasants,Workers,Dalits,Women,Students
- ◆ Jinnah- Critique on Gandhian Programmes
- ◆ Critique of the Gandhian Programmes by Communists
- ◆ Critique of the Gandhian Programmes by Subhas Chandra Bose

### **Books for Study**

1. R C Dutt: An Economic History of India (2 Vols), South Asia Books, 1990



2. R P Dutt, India Today
3. Bipan Chandra, et.al., India's Struggle For Independence, (Penguin India, 1989)
4. Bipan Chandra, The Rise and Growth of Economic Nationalism in India, (People's Publishing House New Delhi, 1982)
5. Bipan Chandra, Nationalisms and Colonialism in Modern India , Orient Longman, New Delhi 1979
6. Bipan Chandra: Ideology and Politics in Modern India, Har Anand Publishers 2011
7. Bipan Chandra: Communalism in Modern India, Har Anand Publishers 2008.
8. Bipan Chandra: (ed.): The Indian Left: Critical Appraisal, Vikas Publishing House , 1983
9. Sumit Sarkar: Beyond Nationalist Frames, Permanent Black, 2002.
10. Sumit Sarkar, A Critique of Colonial India, Papyrus Publishing House, 2000
11. Sumit Sarkar, Modern India (1885 - 1947) Pearson Education, 2014.
12. Sumit Sarkar, Writing Social History, (Oxford India, .1982)
13. Sumit Sarkar, Modern Times, Permanent Black, 2015
14. Sumit Sarkar, Popular' Movements and 'Middle Class' Leadership in Late Colonial India, Aakar Books, 2015.
15. Sumit Sarkar, The Swadeshi Movement In Bengal 1903-1908, Permanent Black, 2012
16. A.R. Desai, Social Background of Indian Nationalism (Popular , Prakashan Bombay, 1959)
17. Partha Chatterjee, The Partha Chatterjee Omnibus, OUP India, 1999
18. The Nation and Its Fragments - Colonial and Postcolonial Histories, Princeton University Press 1993
19. Sashi Joshi and Bhagwan Josh: The Struggle for Hegemony in India, 3 Vols.
20. K.N. Panikkar, Culture Ideology, Hegemony: Intellectuals and Social Consciousness in Colonial India, Tulika, New Delhi 1995.
21. Gyanendra Pandey: Construction of Communalism in Colonial North India, OUP, 1990.

22. Jawaharlal Nehru: An Autobiography, Penguin India, 2004
23. D. Rothermund: The Phases of Indian Nationalism and other essay, Nachiketa Publications, 1970.
24. Judith M Brown: Gandhi's rise to power, Cambridge, 1974
25. Judith M Brown: Gandhi and Civil Disobedience. Mahatma in Indian Politics 1928-34, Cambridge, 2008.
26. Judith M Brown: Gandhi: Prisoner of Hope, Yale University Press, 1991.
27. Ashis Nandy: The Intimate Enemy. The Loss of Self Under Colonialism, Oxford, 2010.
28. Shahid Amin: The Event, Metaphor and Memory, University of California Press, 1995.
29. Ronaldo Munck: The Difficult Dialogue: Marxism and Nationalism, Zed Books, 1986.
30. Sucheta Mahajan: Independence and Partition: The Erosion of Colonial Power in India, Sage, 2000.
31. David Hardiman: Gandhi: in his time and ours, Columbia University Press, 2003
32. Ishita Banerjee-Dube, A History of Modern India, Cambridge University Press 2014
33. Manu Goswami: Producing India From Colonial Economy to National Space, University of Chicago Press, 2004
34. Anil Seal: The Emergence of Indian Nationalism, Cambridge University Press 1971
35. Sekhar Bandyopadhyay, From Plassey to Partition and After A History of Modern India, Orient Blackswan, 2014
36. Sekhar Bandyopadhyay, Nationalist Movement in India: A Reader, OUP, 2008
37. Metcalf, A Concise History of Modern India, Cambridge University Press, 2006
38. G. Aloysius, Nationalism without a Nation in India, OUP, 1998.
39. Amartya Sen, The Argumentative Indian: Writings on Indian History, Culture and Identity, Picador, 2006

### **Third Semester**

#### **Core 15**

#### **PG1HISC15**

#### **Global history- Modern World**

**Credit : 4**

**Theory Hours : 90**

#### **Objectives**

This course focuses on world history and treats it as global history. It intends to provide the post graduate students an opportunity to understand the interconnectivity and interrelations of historical processes during the last five centuries.

#### **Learning Outcomes**

At the outset, one thing that the course seeks to render explicit is the need to explain the global history of exploration which preceded early colonisation of the new world. Following this history of early colonisation of Mesoamerica and its biological and cultural consequences, i.e. Columbian exchange, the course delves into world-economies and their expansion, industrial revolution and global capitalism, resistances, rebellions, migrations, slave trade, developments in Science, Religion, Ideology and the Arts, among others. Instead of a Eurocentric world view, the students are enabled to explore the complexities and nuances of historical processes outside the European continent and they are led to explore and analyse topics such as imperialism in Asia, Africa, and Latin America, transformations in the Arts and Sciences, Social background of Fascism and Nazism, Cold war and the golden years of capitalism up to early 1970s, and finally the collapse of Soviet Union and the 'actually existed socialism' in Eastern Europe - for discussion and debate.

#### **Module 1 :**

##### **The Age of Exploration and Early Colonialism**

1492 - The Year The Four corners of the earth collided - Columbus and the Transatlantic link - Indigenous societies in the Atlantic and the Americas - The conquest of the Canary Islands - Portuguese exploration in the African-Atlantic - Spanish colonisation of South America - Maya Resistance - Extinction of the Aztecs and the Incas - European colonialism in Asia - Transatlantic slave trade - Triangular trade - Columbian Exchange - Biological and cultural consequences of 1492.

## **Module 2**

### **The Age of World - Economies.**

World - Economies - Some ground rules - Rule One : The boundaries change only slowly - Rule Two : A dominant capitalist city always lies at the centre and the power and influence of cities may vary - Rule Three : There is always a hierarchy of zones within a world - Von Thunen's zones - Kondratieff cycles - England's Trading supremacy - How England became an Island - The Pound sterling - How England became Great Britain - The Fourth World Economy - India's self inflicted conquest - The European Assault force : Merchants with a difference - Trading posts - Factories - Super cargoes - The Industrial Revolution in Britain : sector by sector - British Agriculture, a crucial factor - The demographic revival- Technology, a necessary but probably not sufficient condition - why the cotton revolution should not be underestimated - Victory in the long-distance trade - The spread of inland transport.

## **Module 3**

### **The Age of Capital**

The word 'Capital' - Capitalism : A very recent word - Fixed capital, circulating capital - The pre-conditions of capitalism - The great boom - The world unified - land men moving - Industry - working class - Bourgeoisie The Modern World system - core, semi-periphery, periphery - Immanuel Wallerstein - Science, Religions, the Arts.

## **Module 4**

### **The Age of Empire and the Age of Extremes**

The end of the Slave trade - Scramble for Africa - Nations and Nationalism - The New Woman - The Arts transformed - The sciences - Reason and society - Age of total war - Russian revolution - Great depression - Social background of Facism and Nazism - Cold War - Golden years of Capitalism - Fall of Berlin Wall - Soviet disintegration and the end of the 'Actually Existed Socialism' - Globalisation - Can Capitalism survive ? - Different perspectives

### **References:**

1. Alan Freedman and Boris Kagarlitsky (ed.), *The Politics of Empire: Globalization in Crisis*

2. Alfred W. Crosby, *Columbian Exchange: Biological and Cultural Consequences of 1492*, Greenwood Publishing House, 1972.
3. C. A. Bayly, *The Birth of the Modern World, 1780-1914* (Blackwell, 2004)
4. Eric Hobsbawm, *Age of Revolution: 1789- 1848*
5. ...., *Age of Capital: 1848- 1875*
6. ...., *Age of Empire: 1875- 1914*
7. ...., *Age of Extremes: 1914- 1991*
8. ...., *Globalization, Democracy and Terrorism*
9. Fernand Braudel, *Civilization and Capitalism: 15th -18th Century*, Vols. 1,11,111, William Collins Sons&Ltd, London and Harper and Row, New York, 1984.
10. Felipe Fernando-Armesto, *1492: The Year the Four Continents of the Earth Collided*, Harper Collins e-books.
11. ...., *Before Columbus: Exploration and Colonisation from the Mediterranean to the Atlantic, 1229-1492*, MacMillan, 1987.
12. ...., *Millennium: A History of the Last Thousand Years*, Scribner's Sons Edition, 1995.
13. ...., *Pathfinders: A Global History of Exploration*, W.W.Norton, New York, 2006.
14. Geoffrey Parker, *Global Interactions in the Early Modern Age, 1400-1800* (Cambridge, 2010)
15. A.G. Hopkins, , *Globalization in World History*, W. W. Norton & Company, 2002.
16. Immanuel Wallerstein, *The Modern World System*, Vols. 1,11,111.
17. John Darwin, *After Tamerlane. The Rise and Fall of Global Empires 1400-2000* (2008)

**Fourth Semester**

**Core 16**

**PG1HISC15 Debates in Indian History: Contemporary India**

**Credit : 4**

**Theory Hours : 90**

**Learning Outcomes**

This course examines social, political and economic developments in India since independence in 1947, and places these developments in a historical and comparative context. Exploring the sources of India's diversity as well as unity, riches as well as poverty, the roots of cooperation as well as conflict, progress as well as limitations. The modules aims at achieving, understanding of the working of the world's largest democracy. Studying the work of well-known scholars and collection of historical sources from contemporary India.

**Module 1:**

**The Making of a Republic: Perspectives and Practice**

- ◆ Partition and Integration- Scars and Unrests
- ◆ Integration of States- Linguistic States- Anti Hindi agitation
- ◆ Indian Constitution- Salient Features- Role of Ambedkar
- ◆ India and World- NAM - The subscription to Bretton Wood's System.
- ◆ Building India- Planning - the Nehruvian Legacy—Mixed Economy  
Large scale industrialization – Nuclear Policies - Big Dams- Green  
Revolution. - Nationalisation of Banks – central PSUs -GATT- LPG-  
NEP. - New Education Policies.
- ◆ Democracy in practice –RTI – food safety bill – right to education

**Module 2: The Unrests- Political**

- ◆ Regional Imbalances- Secessionism- Kashmir- Khalistan- The North  
East unrests
- ◆ Inter-state water disputes
- ◆ Naxalbari- Maoist Movements
- ◆ Emergency- Resistance
- ◆ Operation Blue Star- Assassination of Indira Gandhi- Delhi Riots-  
Cultural protests- Literature, theatre and cinema

- ◆ Commission Report- Anti Mandal Agitation
- ◆ Communalism - Babri Masjid issue – Bombay Riots- Gujarat carnage- The methodology of riots and violence- Secular Response
- ◆ Anti-globalization movements

### **Module 3:**

#### **Development: Inclusion and Marginalization**

- ◆ Development paradigms and social issues
- ◆ Deforestation and Chipko Movements
- ◆ Big Dams and resistances- NBA
- ◆ Green Revolution- White Revolution- Politics of Favoritism- Unrests.
- ◆ Social inclusion Programmes- Reservation
- ◆ Social exclusion- uprooting from habitats- Marginalization
- ◆ Bhopal Massacre- The fate of victims
- ◆ Mandal and Sachar commission Reports

### **Module 4:**

#### **Challenges and Responses**

- ◆ Caste issues- Atrocities and Attitudes to Dalit.
- ◆ The Tribes- legal protection- violence in the tribal zones.
- ◆ Unrests in agricultural sector- Farmers' suicide- Biotechnology and monopolies on Seed.
- ◆ Violence against Women - Social Exclusion- Domestic Violence- Violence at work place- Legal Safeguards.

#### **Readings:**

1. Amartya Sen, Development as Freedom, OUP, 2000.
2. Bipan Chandra, A History of India since Independence, Penguin, 2008.
3. Bipan Chandra, Essays on Contemporary India, Haranand , 2007.
4. Bipan Chandra, In the Name of Democracy: JP Movement and the Emergency, Penguin India 2003
5. Fracine R Frankel, India's Political Economy, OUP, 2005.

6. Dr. Nirmal Bhalerao and S S M Desai, *An Economic History of India*, Himalaya Publishing House, 2010
7. S Gopal , *Jawaharlal Nehru – A Biography*, OUP India , 2003.
8. Paul R Brass, *Politics of India since Independence*, Cambridge, 1994
9. M K Santhanam [Ed] , *Fifty Years of Indian Republic* , Publications Division, Govt. of India, 2000
10. Hiranmay Karlekar [ed], *Independent India: The First Fifty Years*, OUP, 1999
11. Partha Chatterjee, *Wages of Freedom*, Oxford University Press, New Delhi
12. Partha Chatterjee, *The Partha Chatterjee Omnibus*, OUP India, 1999
13. Perry Anderson, *Indian Ideology* , Verso, 2013
14. Pulapre Balakrishnan [ed], *Economic Reform and Growth in India*, Orient Blackswan, 2011.
15. Jaan Art Scholte, *Globalization A Critical Introduction*, Palgrave, 2005.
16. Ramachandra Guha , *The Unquiet Woods - Ecological Change & Peasant Resistance in the Himalaya*, University of California Press, 2000
17. Ramachandra Guha, *India after Gandhi: The History of the World's Largest Democracy*,.
18. Romila Thappar [ed], *India: Another Millennium?*, Penguin, 2001
19. Rajani Kothari, *Caste in Indian Politics*, Orient BlackSwan, 2012
20. Sumit Sasrkar , Thanika Sarkar et.al ,*Khaki Shirts and Saffron Flags: A Critic of Hindu Right* , Orient BlackSwan, 1993.
21. Randhir Singh, *Marxism, Socialism, Indian Politics: A View from the Left*, Aakar, 2008.
22. Joseph Stiglitz, *Globalization and Its Discontents*, Penguin, 2002.
23. Kanch Ilaiah, *Buffalo Nationalism: A Critique of Spiritual Nationalism*.



24. Sudha Pai and Avinash Kumar, *Revisiting 1956 - B. R. Ambedkar and States Reorganizations*, Orient Black Swan, 2014
25. Nicholas Dirks, *Caste of Mind*, Permanent Black ,2004
26. D R Nagaraj , *Flaming Feet and Other Essays : A Study of the Dalit Movement*, Permanent Black ,2013.
27. Gyanendra Pandey, *A History of Prejudice: Race, Caste, and Difference in India and the United States*, Cambridge University Press, 2013
28. Mushrul Hassan, *Legacy of a Divided Nation*, Westview Press, 1997.
29. Christopher Jaffrelot, *India's Silent Revolution: the Rise of the Low Castes in North Indian Politics*, Permanent Black, 2003.
30. Christopher Jaffrelot, *Origin of Hindu Nationalism in India*
31. Christopher Jaffrelot, *Ambedkar and Untouchability*
32. Gail Omvedt, *Dalits and the Democratic Revolution: Dr Ambedkar and the Dalit Movement in Colonial India*, SAGE India, 1994.
33. Dilip Menon, *the Blindness of Insight: Essays on Caste in Modern India*, Navayana Publishers,2006
34. S. K.Thorat and Katherine S. Newman, *Blocked by Caste: Economic Discrimination and Social Exclusion in Modern India*, OUP, New Delhi, 2010
35. S. K. Thorat, *Dalits in India: Search for a Common Destiny*, Sage, New Delhi, 2009
36. R S Khare, *Caste, Hierarchy, and Individualism: Indian Critiques of Louis Dumont's Contributions*, OUP .
37. Ashwini Deshpande, *The Grammar of Caste: Economic Discrimination in Contemporary India*, OUP.
38. Isher Judge Ahluwalia, Ravi Kanbur , P. K. Mohanty et all, *Urbanization in India*, Sage, 2014.
39. Dietmar Rothermund, *Contemporary India*, Pearson, 2013.
40. Badri Narayan, *the Making of the Dalit Public in North India*, OUP, 2011.

41. Imtiaz Ahmad and Helmut Reifield Lived Islam in South Asia. Social Science Press, 2004
42. Satish Deshpandey, Contemporary India: A Sociological View, Penguin India, 2003
43. T.V. Sathyamurthy, ed. Industry and Agriculture in India since Independence, OUP, 1995
44. T.V. Sathyamurthy, ed. Social Changes and Political Discourses in India, vol. Region, Religion,.
45. K.N. Raj, Indian Economic Growth: Performance and Prospectus, Allied Publishers, 1965
46. Uma Chakravarti and Nandita Haksar, Delhi Riots: Three Days in the Life of a Nation, Lancer International , 1991
47. Uma Chakravarti, Gendering Caste through a Feminist Lens, Stree, 2003.
48. Uma Chakravarti, Every day lives, Everyday histories : beyond kings and brahmanas of ancient India, Tulika, 2006.
49. K.N. Panikkar, Before the Night Falls: Forebodings of Fascism in India , Books for Change , 2002
50. Asghar Ali Engineer , Communal challenge and secular response, Shipra Publications (2003)
51. Ashis Nandy et all, Creating a Nationality: The Ramjanmabhumi Movement and Fear of the Self , OUP India,1997
52. MSS Pandyan, Brahmin and Non-Brahmin: Genealogies of the Tamil Political Present,\_Permanent Black, 2006.

## Fourth Semester

### Elective 1

#### PG4HISE01 History of Gender Relations in India

Credit : 4

Theory Hours : 90

### Objectives

The Course intends to introduce the idea of making departures in conventional history making to enable writing on gender relations in India. This project will entail not an attempt at inclusion but of employing fresh methodologies like the standpoint methodology for producing knowledge on gendered lives differently. The term gender relations, employed in the place of women, will provide accommodation for women and other marginalised genders as much as possible. Another key idea is of intersectionalities where gendered lives are not assumed to be uniform or monolithic but as realities that are criss-crossed with other identities such as caste, class, religion, adivasi identity, sexual orientations, etc. The focus is on making it a transformatory knowledge where teaching, learning and self reflections of teacher and taught are subject to re examination. The teaching learning process should ideally depart from the lecture method and shift to discussing each of the readings. Rather than teaching modules, familiarisation with existing writing should be attempted through readings and discussions. Readings may also form part of assignments.

### Course Outcome

1. It enables the students to understand the past by paying attention to the role of women and men as such in history.
2. It takes 'gender' from the private to public sphere by analyzing the role of women in popular struggles, social reform movements and India's struggle for freedom.
3. Equips the students with an understanding of gender relations in various phases of Indian History i.e Ancient, Medieval, Modern and Contemporary India.

### Module I:

#### Why a History of Gender Relations?

Women's and Gender Studies in India Today- Patriarchy, casteism, elitism and the problems of exclusion- problematic relations of gender with history-

History as a discipline excluding women, dalits, adivasis, sexualities and other marginalised- attempting to write a history of gender- feminist theory in aid- themes for knowledge making – social reproduction- methodologies- methods of research- emotional realm and qualitative data- unstructured interviews.

### Readings

1. Bennet, Judith M.(2006), 'Feminism and History' in Sue Morgan(ed.) *Feminist History Reader*, New York: Routledge, 59-73.
2. [Hesse-Biber](#), Sharlene Nagy (2012), *Handbook of Feminist Research: Theory and Praxis*, Sage.
3. Holloway, Gerry (1998), 'Writing Women In: The Development of Feminist Approaches to Women's History' in William Lamont (ed.), *Historical Controversies and Historians*, UK: UCL Press, 177-187.
4. Kleinberg, S. Jay (1998), *Retrieving Women's History: Changing Perspectives of the Role of Women in Politics and Society*, USA: Berg & UNESCO.
5. Lerner, Gerda (1981), *The Majority Finds its Past: Placing Women in History*, Oxford: Oxford University Press.
6. Scott, Joan Wallach (1988), *Gender and the Politics of History*, New York: Columbia University Press.
7. Scott, Joan (1991), 'Women's History' in Peter Burke (ed.), *New Perspectives on Historical Writings*, U.K :Polity Press .

### Module II:

#### Gender Relations in the First and Second Millennia

Constructing a history of gender in early India-Locating women in the Sangham period, Brahmanical patriarchy and gendering caste, Sastraic traditions - Buddhist traditions, the world of Bhakthins -locating gendered lives in medieval times.

### Readings

1. Chakravarti, Uma (2008), 'Beyond the Altekarian Paradigm: Towards a New Understanding of Gender Relations in Early India' in Mary E. John(ed.), *Women's Studies in India: A Reader*, New Delhi: Penguin, 111-117

2. Chakravarti, Uma (2006), 'Conceptualising Brahmanical Patriarchy in Early India: Gender, Caste, Class and State' in Uma Chakravarti, *Everyday Lives, Everyday Histories: Beyond the Kings and Brahmanas of 'Ancient' India*, New Delhi: Tulika,138-155.
3. Chakravarti, Uma (2006), 'The Social Philosophy of Buddhism and the Problem of Inequality' in Uma Chakravarti , *Everyday Lives, Everyday Histories: Beyond the Kings and Brahmanas of 'Ancient' India*, New Delhi: Tulika,119-137
4. Chakravarti, Uma (2005), 'The World of Bhaktin in South Indian Traditions- The Body and Beyond' in Kumkum Roy (ed.) *Women in Early Indian Societies* , New Delhi: Manohar, 299-326.
5. Ramaswamy, Vijaya, (2005), 'Aspects of Women and Work in Early South India' in Kumkum Roy (ed.) *Women in Early Indian Societies*, New Delhi: Manohar, 150-174.
6. Roy, Kumkum (2010), 'Of *Theras* and *Theris*: Visions of Liberation in the Early Buddhist Texts' in Kumkum Roy, *The Power of Gender and the Gender of Power: Explorations in Early Indian History*, New Delhi: Oxford,17-37
7. Roy, Kumkum (2010), 'Gender Relations in the First Millennium: An Overview' in Kumkum Roy,*The Power of Gender and the Gender of Power: Explorations in Early Indian History*, New Delhi: Oxford, 195-222.
8. Kidwai, Saleem (2008) 'Of Begums and Tawaifs: The Women of Awadh' in Mary E. John (ed.), *Women's Studies in India: A Reader*, New Delhi: Penguin, 118-123.
9. Orr, Leslie C. (2011), 'Domesticity and Difference/Women and Men: Religious Life in Medieval Tamil Nadu' 'in Upinder Singh (ed.), *Rethinking Early Medieval India: A Reader*, New Delhi: Oxford, 211-232.
10. Praserwaitaya, Leila (2014),*The Construction of Female Identity in Mughal Painting: Portraits of Women from the Shah Jahan Period(c.1628-1658)*, Master of Arts Thesis, Virginia Commonwealth University

**Module III:****Gender and Modernity: Social Reform Movements and Nationalism**

Social reform initiatives- community re-organisations- evolution of the 'women's question'- 're-forming' women- agenda of domesticity – morality and progress -shaping of the 'modern' Indian woman -nation in the making- construction of the masculine, Hindu nation - women as signifiers of the 'nation'- Gandhi and women-meanings of participation in the national movement- Kerala Renaissance and the Women's Question- Women in Struggle- A Case study of Chipko Movement- Representation in Politics- Women's Reservation Bill

**Readings**

1. Bagchi, Jasodhara (1996), 'Ethnicity and Empowerment: The Colonial Legacy' in Kumari Jayawardena and Malathi de Alwis (ed.) *Embodied Violence: Communalising Women's Sexuality in South Asia*, New Delhi: Kali, .113-125.
2. Chatterjee, Amitava (2016) , Gender and Modernity
3. Devika, J. (2008), 'Her-Self: Early Writings on Gender by Malayalee Women' in Mary E. John(ed.), *Women's Studies in India: A Reader*, New Delhi: Penguin,137-142.
4. Devika, J. (2012), 'Re-inscribing 'Womanliness': Gendered Spaces and Public Debates in Early Modern Keralam' in Charu Gupta (ed.), *Gendering Colonial India: Reforms, Print, Caste and Communalism*, New Delhi: Orient Blackswan,136-158.
5. Devika, J. (2015), 'Chanthapennum' 'Kulastreeyum' *Undaayathengane?*, Thrissur: Kerala Sasthra Sahithya Parishath.
6. Sarkar, Tanika (2007), *Women and Social Reform in Modern India Vols I & II*,New Delhi: Permanent Black.
7. Sangari, Kumkum and Sudesh Vaid,(1989), *Recasting Women: Essays in Colonial History*, New Delhi: Kali.
8. Sheeba, K.M. (2006), 'From the Kitchen to the Stage and Back: Continuing Forms of Women's Exclusion in Keralam in *Journal of South Indian History* ,vol. 2,issue 2, March ,

9. Uberoi, Patricia (ed.) (1996), *Social Reform, Sexuality and the State*, New Delhi: Sage.
10. Chanana, Karuna (2001), 'Gandhi, Women's Roles and the Freedom Movement' in NMML, *Gender and Nation*, New Delhi: NMML, 293-311.
11. Chakravarti, Uma (2006), 'Whatever Happened to the Vedic *Dasi*? Orientalism, Nationalism and a Script for the Past' in Uma Chakravarti, *Everyday Lives, Everyday Histories: Beyond the Kings and Brahmanas of 'Ancient' India*, New Delhi: Tulika, 3-38.
12. Chatterjee, Partha (1989) 'The Nationalist Resolution of the Women's Question' in Kumkum Sangari and Sudesh Vaid, *Recasting Women: Essays in Colonial History*, New Delhi: Kali, 233-253.
13. Forbes, Geraldine (1999), *Women in Modern India*, Cambridge University Press.
14. Kishwar, Madhu (1985), 'Gandhi on Women', *EPW*, vol. XX, No. 40. October 5, 1691-1702.
15. Patel, Sujata (2001), 'Construction and Reconstruction of Women in Gandhi' in NMML, *Gender and Nation*, New Delhi: NMML, 313-351.
16. Sarkar, Tanika (1984), 'Politics and Women in Bengal: the Conditions and Meanings of Participation' in *IESHR*, 21,1, New Delhi:Sage,91-101.
17. Ray, Bharati (1997) 'The Freedom Movement and Feminist Consciousness in Bengal, 1905-1929' in Bharati Ray (ed.), *From the Seams of History: Essays on Indian Women*, New Delhi: Oxford,174-218.

#### **Module IV:**

#### **Gender and Multiple Sites of Oppression**

Intersections of identities and diverse gendered realities- being woman and a dalit, adivasi women and multiple oppressions-religious identities and communalism as expressions of power-possibilities of aligning against multiple sites of oppression

## Readings

1. Dube, Leela (2008), 'Caste and Women' in Mary E. John(ed.), *Women's Studies in India: A Reader*, New Delhi: Penguin,466-474.
2. Kumar, Radha (2008), 'The Shah Bano Case' in Mary E. John(ed.), *Women's Studies in India: A Reader*, New Delhi: Penguin,495-500.
3. Pardeshi, Pratima(2014), *Dr.Babasaheb Ambedkar and the Question of Dalit Women's Liberation in India*, Pune , KSP Women's Studies Centre, University of Pune.
4. Rao, Anupama (2012), 'Caste, Colonialism and the Reform of Gender: Perspectives from Western India' in Charu Gupta (ed.), *Gendering Colonial India: Reforms, Print, Caste and Communalism*, New Delhi: Orient Blackswan, 239- 264.
5. Rege, Sharmila (2004), "Dalit Women Talk Differently: A Critique of 'Difference' and Towards a Dalit Standpoint Position' in Maitrayee Chaudhuri(ed.), *Feminism in India*, New Delhi: Women Unlimited,211-225.
6. Rege, Sharmila (2008) 'Writing Caste, Writing Gender: Dalit Women's Testimonies' in Mary E. John (ed.), *Women's Studies in India: A Reader*, New Delhi: Penguin, 452-457.
7. Sangari,Kumkum (2008), 'Politics of Diversity: Religious Communities and Multiple Patriarchies' in Mary E. John(ed.), *Women's Studies in India: A Reader*, New Delhi: Penguin,515-522.
8. Sarkar,Tanika (2008), 'Pragmatics of the Hindu Right: Politics of Women's Organization' in Mary E. John (ed.), *Women's Studies in India: A Reader*, New Delhi: Penguin,523-530.
9. Xaxa, Virginia (2008), 'Women and Gender in the Study of Tribes in India' in Mary E. John(ed.), *Women's Studies in India: A Reader*, New Delhi: Penguin,475-481.



## OR

**Select Problems in Indian Environmental History****Objectives and Learning Outcomes**

The paper attempts to look at the history of Indian environment with a focus on the forest history of the region as a spring board. Understanding historiography is essential for reaching to the roots of the problem and therefore it is included in the first module. Colonial, post colonial and neo colonial perspectives are sign posted through the works of Brandis, Stebbing, Ribbentrop, Gadgil, Guha, David Arnold, Richard Grove and Ajay Skaria. The emergence of state control in natural resources is included in the second module, to understand the diametrically opposite arguments posed by Gadgil - Guha School and the new Cambridge school. How was India explored, documented and exploited is the concern of the third module, where the student will be introduced to the specific site of forests and contestations over it. A post graduate student needs to critically examine the inextricable linkages of natural resource appropriation between the colonial and post colonial Indian scenario, which forms the issues discussed in the fourth module.

**Module-I**

What is environmental history? Trends- global and Indian- Forest history of India as the growth area-Colonial historiography- Brandis- Ribbentrop- Stebbing , Approaches of Indian historians- Ramachandra Guha and Gadgil thesis-Modes of resource use framework- contestations form Richard Grove- Recent Perspectives

**Readings**

1. Arnold, David and Ramachandra Guha, eds.1995, *Nature, Culture and Imperialism: Essays on the Environmental History of South Asia*. Delhi: Oxford University Press.
2. Brandis, Dietrich, 1897, *Indian Forestry*, Woking.
3. Ribbentrop, Berthold, 1900, *Forestry in British India*, Calcutta.
4. Skaria, Ajay, 1999, *Hybrid Histories: Forests, Frontiers and Wildness in Western India*, New Delhi.
5. Stebbing E.P, 1921, *The Forests of India*, vol.I, London.

6. Gadgil, M. and R.Guha, 1992, *This Fissured Land: An Ecological History of India*. Delhi: Oxford University Press.
7. Grove, Richard, Vinita Damodaran and Satpal Sangwan, eds.1998, *Nature and the Orient: The Environmental History of South and South East Asia*. Delhi: Oxford University Press.
8. Gadgil, M. and R.Guha, 1992, *This Fissured Land: An Ecological History of India*. Delhi: Oxford University Press.
9. Worster, D, ed, 1988, *The Ends of the Earth: Perspectives on Modern Environmental History*. New York: Cambridge University Press.

## **Module II**

Environmental approach to pre- historic studies- Pre colonial attitudes towards environment- Sacred Groves- emergence of empires and assertion of state monopoly-the Mauryas- Guptas- the Mughals-Ship building- Royal Hunting-reservation of forests

### **Readings**

1. Gadgil, M. and R.Guha, 1992, *This Fissured Land: An Ecological History of India*. Delhi: Oxford University Press.
2. Gadgil, M.and V.D Vartak, 1975, "Sacred Groves of India: A Plea for Continued Conservation . *Bombay Natural History Society Journal*, vol.72, pp.312-20.
3. Habib, Irfan, 2010, *Man and Environment:The Ecological History of India*,Aligarh:Tulika
4. Rangarajan, Mahesh and K.Sivaramakrishnan, eds, 2011, *India's Environmental History: Volumes 1 and 2*.Delhi: Permanent Black.
5. Rangarajan, Mahesh, 2001, *India's Wildlife History: An Introduction*. Delhi: Permanent Black.

## **Module III**

Colonialism as a watershed in Indian environmental history- debate over emergence of environmentalism-the question of deforestation- Impact of ship building industry, railways and world wars on the forests- forest legislations-Botanical gardens and plant transfer-Ecological Imperialism- Contestations over forests- the question of tribals- Jhum cultivation- Tribal protest and resistance-the question of hunting

## Readings

1. Arnold, David and Ramachandra Guha, eds.1995, Nature, Culture and Imperialism: Essays on the Environmental History of South Asia. Delhi: Oxford University Press.
2. Brandis, Dietrich, 1897, Indian Forestry, Woking.
3. Ribbentrop, Berthold, 1900, Forestry in British India, Calcutta.
4. Skaria, Ajay, 1999, Hybrid Histories: Forests, Frontiers and Wildness in Western India, New Delhi.
5. Stebbing E.P, 1921, The Forests of India, vol.I, London.
6. Gadgil, M. and R.Guha, 1992, This Fissured Land: An Ecological History of India. Delhi: Oxford University Press.
7. Crosby, Alfred.W, 1986, Ecological Imperialism: The Biological Expansion of Europe,900-1900,New York.
8. Sebastian Joseph, Cochin Forests and the British Technological Imperialism in India,2016 Primus Books
9. Grove, Richard, 1995, Green Imperialism: Colonial Expansion, Tropical Island Edens and the Origins of Environmentalism, 1600-1860.Cambridge: Cambridge University Press.
10. ...., 1997 Ecology, Climate and Empire: Colonialism and Global Environmental History, 1400-1940, Cambridge.
11. Grove, Richard, Vinita Damodaran and Satpal Sangwan, eds.1998, Nature and the Orient: The Environmental History of South and South East Asia. Delhi: Oxford University Press.
12. Rangarajan, Mahesh and K.Sivaramakrishnan, eds, 2011, India's Environmental History: Volumes 1 and 2.Delhi: Permanent Black.
13. Rangarajan, Mahesh, 2001, India's Wildlife History: An Introduction. Delhi: Permanent Black.

## Module IV

Post colonial scenario-Industrialisation- continuities from the colonial times-Drive-Hydro electric projects, dams-mines-deforestation and pollution-Dehabitation- Development vs Deprivation-Emergence of

environmental movements- Ecological nationalism-Forest struggles- Chipko- Narmada Bachao Andolan-strategies of the movement- ideology of Indian environmental movements- women and environmental movements.

**Readings**

1. Gadgil, Madhav, 1995, *Ecology and Equity: The Use and Abuse of Nature in Contemporary India*, Delhi.
2. Baviskar, Amita, 1995, *In the Belly of the River: Tribal Conflicts over Development in Narmada Valley*. Delhi: Oxford University Press.
3. Baviskar, Amita, ed.2008, *Contested Waterscapes*: Delhi, Oxford University Press.
4. Guha, Ramachandra, 1989, *The Unquiet Woods: Ecological Change and Peasant Resistance in the Himalaya*. Delhi: Oxford University Press.

Or

## Understanding Caste in Indian History

### Module-I

#### Caste: Perception and Understanding

European understanding of caste - Portuguese [Duarte Burbosa-Abbe J Dubois]-English Perception of the caste System- racial theory- occupation and Labour theories of caste - Bougle - Senart ,Louis Dumont and Homo Hierarchicus -critical evaluation of Dumont's theory-Ronald Inden-M N Srinivas-westernization and sanskritization.

Caste and History Writing- Prathama Banerjee, Caste and Indian social science practices - Gopal Guru.

#### Readings:

1. Louis Dumont, Homo Hierarchicus: the Caste System and Its implications, OUP, 1988
2. Declan Quigley, the Interpretation of Caste, [OUP, Delhi, 1999.]
3. Morton Klass, The Emergence of the South Asian Social System, Manohar, Delhi, 1980[chapters 4, 5, 6.]
4. Suvira Jaiswal, Caste: Origin, Function and Dimensions of Change, Manohar, Delhi, 2000[chapters 1 and 2]
5. Durate Barbosa , the Book of Durate Barbosa ,[ Asian Educational Services New Delhi,. 1989
6. Imtiaz Ahmad and Shashi Bhushan Upadhyay [eds], Dalit Assertion in Society, Literature and History,Orient BlackSwan,New Delhi, 2010.[chapters 6.and 12]
7. Yagati Chinna Rao, "Dalits and History Writings in India: Some Historiographical Trends and Questions" in Sabysachi Bhattacharya [ed], Approaches to History: Essays in Indian Historiography, Primus Books, Delhi, 2011.
8. R S Khare [ed], Caste, Hierarchy and Individualism: Indian Critics of Louis Dumont's Contributions, OUP, 2006[chapters 1 and 4]
9. Nicholas B Dirks, Castes of Mind, [Permanent Black, New Delhi, 2002]

10. Gyanendra Pandey, A History of Prejudice, [Cambridge University Press, 2013]

## Module-II

### Studies on Caste and Indian Social Order

Jati as actual identity and Varna as status, caste and lineage society- Romila Thapar , caste as class - D D Kosamby and Irfan Habib ,Gender and caste -Brahmanical patriarchy- Uma Chakravathy. Caste and Dalit Feminism - Sharmila Rege and Urmila Pawar, Caste and Slavery - Dev Raj Chanana ,untouchability and Untouchables - Ambedkar, Vivekananda Jha , Hanumanthan- and H Kotani , Caste and Sudras - R S Sharma and Suvira Jaiswal . Caste and Marriage Circle -Morton Class. Caste and slave experiences of colonial Kerala - Sanal Mohan.

### Readings:

1. Romila Thapar, From Lineage to State, [OUP, Delhi, 1984[chapter II]
2. R S Sharma, the State and Varna Formation in the Mid- Ganga Plains [Manohar ,New Delhi, 1996.]
3. Dev Nathan [ed], From Tribe to Caste, [Indian Institute of Advanced Study, Shimla, 1997.]
4. D D Kosambi, Combined Methods in Indology and Other Writings, Compiled, edited and introduced by Brajadulal Chattopadhyaya, [OUPNew Delhi,2002] [chapters 17 and 18. *the Basis of Ancient Indian History I and II*]
5. Irfan Habib, Essays in Indian History: Towards a Marxist Perception, [OUP, Delhi, 1995].
6. Anupama Rao, Gender and Caste,[Kali For Women New Delhi,2003].
7. Sharmila Rege, A Dalit Feminist Stand Point, *Seminar*, 471-Dalit, November 1998.
8. Rekha Raj ,Dalit Women as Political Agents: A Kerala Experience *Economic and Political Weekly*, Vol- XL VIII No. 18, May 04, 2013.
9. Uma Chakravathi, Everyday Lives and Everyday Histories: Beyond the Kings and Brahmanas of ‘Ancient‘ India, [Tulika Books,New Delhi ,2006] [ Chapter on ‘Conceptualizing Brahmanical Patriarchy in Early India‘]

10. Jaya Tyagi, Engendering the Early Households: Brahmanical Precepts in the Early Grhyasutras, [Orient Longman, Delhi, 2008][Chapter.5]
11. Dev Raj Chanana, Slavery in Ancient India,[People Publishing House, New Delhi,1960][Chapters V and VI]
12. Rajan Gurukkal, Did Slavery Exist in Ancient India? Forms of Servitude Down to the Mauryan Age [Indian Council of Historical Research Bangalore, 2006.]
13. B R Ambedkar, Caste in India: their Mechanism, Genesis and Development, Babasaheb Ambedkar Writings and Speeches, Vol.I, [Education Department Government of Maharashtra, 1989]
14. Ishita Banerjee -Dube, Caste in History [OUP, 2008][chapter 15]
15. Aloka Paraser -Sen[ed] Subordinated and Marginal Groups in India, [OUP,Delhi]
16. H Kotani [ed], Caste System, Untouchability and the Depressed, Manohar, 1997[chapters 1 and 2]
17. R S Sharma, Sudras in Ancient India,
18. Suvira Jaiswal, Caste: Origin Function and Dimensions of Change, Manohar, Delhi, 2000[chapter 2]
19. Morton Klass, Caste: The Emergence of the South Asian Social System, Manohar, Delhi, 1980[chapter.7]
20. P. Sanal Mohan, Modernity of Slavery: Struggles against Caste Inequality in Colonial Kerala, OUP Delhi, 2015.
21. K K Ramachandran Nair, *Slavery in Kerala*, Delhi,1986.

### **Module-III**

#### **Caste and Structure of Power in Agrarian Society**

Condition of labour - vishti and uzhiyam - kutis and al/ atiyar-Raiyats and Asamis- Gulami tenants and bonded labours - landlord tenant relations - Katamai and kutimai- Zamindar and desh mukh - urar and nattar- jagir and virutti- Village headmen - Chaudhari and Mughaddam , jajmany system- Belutedari of Western India brahmanical hegemony - Varnashram dharma and Karma theory -Bhakti as ideology of anti-caste movements.

**Readings:**

1. K L Sharma [ed] , Caste and Class in India
2. Ghanshyam Shah,Caste and Democratic Politics in India, [Permanent Black,Delhi,2002.]
3. Irfan Habib, the Agrarian System of Mughal India, [Second Revised Edition] OUP, Delhi, 1999,[ chaptersIII,IV,V]
4. Noboru Karashima, South Indian History and Society, [OUP, 1984.]
5. Burton Stein, Peasant State and Society in Medieval India, [OUP 1980.]
6. Aloka Parasher -Sen[ed] Subordinated and Marginal Groups in India, [OUP,Delhi,]
7. S C Malik[ed] , Indian Movements: Some Aspects of Dissent, Protest and Reform, [Indian Institute of Advanced Study ,Shimla,1978]
8. Dharma Kumar, Land and Castes in South India
9. Satish Chandra, Essays on Medieval Indian History,[OUP,2003]
10. David Lorenzen, India's Religious Tradition.

**Module-IV**

**Caste , Colonialism , Social Reform and Nationalism**

Caste as administrative category - census and colonial ethnography, Missionaries' perception of caste- Samuel Mateer , anti-caste movements and anti- brahmin nationalism - Phule - E V Ramaswamy Naykar - Narayana Guru, Caste and nationalism- Gandhian position on caste and Varna - Ambedkar's criticism on caste and Varna and untouchability- Ambedkar and Annihilation of Caste'.

**Readings,**

1. Nicholas B Dirks, Castes of Mind,[ Permanent Black, New Delhi, 2002]
2. Bernard S. Cohn, An Anthropologist Among Historians and Other Essays [oup, Delhi, 1987]
3. B R Ambedkar, Annihilation of Caste, [Navayana, New Delhi]
4. Jotirao Phuley, Slavery,[Critical Quest, Left word Books, New Delhi, 2002]



5. Gopal Guru and Sundar Sarukkai, Cracked Mirror: An Indian Debate on Experience
6. and Theory, [OUP, New Delhi]
7. Dipankar Gupta, Interrogating Caste, [Penguin Books, New Delhi, 2000]
8. P. Sanal Mohan, Modernity of Slavery: Struggles against Caste Inequality in Colonial Kerala, [OUP. New Delhi, 2015]
9. G P Deshpande [ed] , Selected Writings of Jotirao Phule,[Left Word Books, New Delhi, 2002.]
10. Eleanor Zelliot , From Untouchable to Dalit: Essays on the Ambedkar Movement, [Manohar, Delhi,2001]
11. Ramakrishna Mukherjee, Caste in Itself, Caste and Class, or Caste in Class, *Journal of World System Research*, VI, 2, summer / Fall 200, pp.332-339.
12. G Aloysius, Nationalism without a Nation in India [OUP, Delhi, 1997.]  
Surinder Jodhka, Caste, [OUP, New Delhi.2012.]

Fourth Semester

Elective 2

**PG4HISE02 History of Labour Movements in Colonial India**

**Credit : 4**

**Theory Hours : 90**

**Objectives and Learning Outcomes**

The paper aims at providing a comprehensive understanding regarding the rise and growth of Labour movement in Colonial India. It helps the students to grasp the concepts on 'Class', 'Class Struggle', 'Labouring Class' and 'Revolution'. It introduces the students to the multifarious dimensions of the conditions of the Industrial labour and its struggles as also its demonstration of solidarity during the Anti - colonial struggle at different points of time. It also delineates the policy of Colonial State toward the Industrial labour and its movement to improve its economic conditions.

**MODULE 1**

**Historiography of Labour Movement**

Labour Movement -Different Perspectives and their limitations - Sources of the history of Labour Movement.

**MODULE 2**

**Emergence of Industrial Labour and Labour Consciousness**

Growth of Capitalism and the Rise of Industrial Labour - Conditions of work-Labour movement in pre 1914 era.

Impact of World War I on Labour Movement - Impact of Russian Revolution on Industrial Labour - Growth of Organized Labour Movement - foundation of the All India Trade Union Congress.

**MODULE3**

**Emergence of Communism and the Labour Movement**

Formation of Communist Party of India - Meerut Conspiracy Case, 1929 - Congress Socialist Party and Labour Movement, 1934 - 39.

**MODULE 4**

**Industrial Labour and the Freedom Struggle**

Industrial Labour in Non - Cooperation Movement, 1920 - 22, Civil

Disobedience Movement, 1930- 34, Quit India‘ Movement, 1942, INA Trails, 1945, RIN Strike, 46 - 47.

### **Suggested Readings**

1. Bahl, Vinay, *The Making of the Indian Working Class: The Case of Tata Iron and Steel Co., 1880 - 1946* , New Delhi, Sage Publications, 1995.
2. Basu, Deepika., *The Working Class in Bengal: Formative Years*, Calcutta, 1993.
3. Chandra Bipan, *Colonialism and Nationalism in India* New Delhi, 1979.
4. Chakrabarty, Dipesh, *Rethinking Working - Class History: Bengal, 1890 –1940* Princeton, N.J.:Princeton University Press,1989.
5. Chandavarkar, Rajnarayana., *The Origins of Industrial Capitalism in India: Business Strategies and the Working Classes in Bengal, 1900 – 1940* , Delhi, 1989.
6. Chattergi, Rakhahari., *Working Class and the Nationalist Movement in India: The Critical Years* , New Delhi, 1984.
7. Chopra, P.N., (ed.), *Historic Judgement on Quit India Moveement: Justice Wickenden’s Report* , Delhi, 1989.
8. Dilip Simeon., *The Politics of Labour under Late Colonialism: Workers, Unions and the State in Chota Nagapur* , 1928 - 1939, Delhi, 1995.
9. Gadgil, D.R., *The Industrial Evolution of India in Recent Times 1860 – 1939* , Bombay, 1971.
10. Gerschenkron, A., *Economic Backwardness in Historical Perspective* , Harward University Press, 1976.
11. Gupta, Ranajit Das., *Labour and Working Class in Eastern India: Studies in Colonial History* , Calcutta, 1994.
12. Habib, Irfan., *Essays in Indian History: Towards a Marxist Perception*, New Delhi, 1995.
13. *Capitalism in History* , *Social Scientist* , Vol. 23. Nos. 7 - 9, July Sept. 1995, pp. 15 - 31.
14. Karnik, V.B., *Indian Trade Unions; A Survey* , Bombay, 1968.

15. Strikes in India , Bombay, 1968.
16. Mathur, A.S. and Mathur, S.J., Trade Union Movement in India , Allahabad, 1957.
17. Mathur, J.S., Indian Working Class Movement , Allahabad, 1964.
18. Newman, Richard., Workers and Unions in Bombay, 1918 – 1929 , Canberra, 1981.
19. Oversteet Gene, D., and Windmiller, Marshall., Communism in India, University of California,1960

Or

**Fourth Semester**

**Elective 2**

**PG4HISE02 Social and Agrarian Movements in Colonial India**

**Credit : 4**

**Theory Hours : 90**

**Objectives**

The Aim of this course is

To promote a comprehensive understanding of the nature and scope of social and agrarian movements in Colonial India

To provide information on the selected reform and revivalist movements which fashioned Modern India

To Focus on the study of Anti Caste Movements, Peasant Movements, Dalit Movements..etc

**Course Outcome**

Student will be able to understand Nature of Reform and Revivalist Movements in Modern India

Understand Nature of Peasant Movements in Modern India

Remember History of Social and Agrarian Movements in Modern India

Enhance Rational and Critical outlook of the students and they will be able to apply it to find solutions to vexing problems of irrationality and superstition which still haunts contemporary India

Analyse nature of Social and Agrarian movements in India with a rational bend of mind

Evaluate contributions of Social reform movements in shaping Society of Modern India

**Module 1**

Economic and Social Impact of British colonialism.

**Module 2**

Nature of Reform and Revivalist Movements - Brahma Samaj - Arya Samaj - Prarthana Samaj - Aligarh Movement - Neo - Buddhism.

Anti - Caste movements - Satya Shodak Samaj, Dravidian Movement, Yadava Movement, Dalit Movement, S.N.D.P. Yo

### **Module 3**

Peasant Movements - Indigo Revolt, Deccan Riots, Moplah revolt of 1921, Tebhaga Movement, Telangana Armed struggle.

### **Module 4**

Tribal Movements - Santhal Revolt, Birsa Munda Movement, Rampa Revolt of 1922.

### **Suggested Readings**

1. Rao, M.S.A. Social Movements and Transformation , New Delhi: Manohar Publications.
2. Shah, Ghanshyam, Social Movements in India Arnold, David , 1982. Rebellious Hillmen: The Gudem Rampa Risings, 1839 - 1924 , in Ranajit Guha, ed., Subaltern Studies , Vol. I, Delhi: OUP.
3. Desai, A.R. Peasant Struggles in India , Oxford University Press.
4. Dhanagare, D.M. Peasant Movements in India , Delhi: Oxford University Press.
5. Singh, K.S., Tribal Movements in India .
6. Fuchs, Stephen, 1965. Rebellious Prophets , Bombay: Asia Publishing House.
7. Gore, M.S., 1993. The Social Context of Ideology: Ambedkar's Political and Social Thought , Sage Publications.
8. Jones, Kenneth. W., 1989. Socio - Religious Reform Movements in British India , Cambridge University Press.
9. Gusfield, Joseph, R, 1970. Protest, Reform and Revolt: A Reader in Social Movements, New York: John Wiley and Sons.
10. Michael, S.M., 1999. Dalits in Modern India , New Delhi: Vistaar Publications.
11. Srinivas, M.N., 1966. Social Change in Modern India , Berkely: University of California.

OR

## Economic History of Modern India

### Objectives and Learning Outcomes

This is a survey paper that seeks to provide the students a fairly good understanding about the historical roots of Indian economy. It is aimed at enabling the students to identify the historically contingent elements of the Indian economy and gain insights into the contemporary economic issues.

**1. The Colonial Economy:** The British Economic Policies in India till 1857- The Drain of Wealth - Land Revenue Policy- Restructuring of the Land System -Permanent Settlement - Zamindari System; Ryotwari System - Mahalwari System -Emergence of New lordship- Improverishment of Agriculture and the Peasantry -Destruction of the Village Industries - Collapse of the Weaving Industry - De -urbanization.

**2. The Rise of Factory System:** Establishment of the Mechanized Factors -Textile, Jute, Sugar and Coal mining Industries - Boost to indigenous Trade and Commerce -

Tightening of the Colonial Policy- Oppressive Tariffs and Trade Regulations - Decline of Indigenous Export \_ Structure and composition of foreign Trade

**3. The Growth of Plantation Industry:** Indigo, Coffee and Tea - Exploitation of the Peasants - Severe Subjection of Workers in the Estates - Poverty and Famine.

**4. Development of Transport and Communication:** The Beginning of the Railway in India - Development of Road Communication \_ Circulation of Goods and Services - Trade and Urban Growth - Means of Communication.

**5. Capitalist Growth:** The Growth of Indigenous Industrial Capital in India \_ Private Investment and the Rise of the Indian Capitalist Class \_ Character of the Capitalist Class -Debates on the Characterization- Growth of Economic Nationalism - Rise of Monopoly Capital - Growth of Banking in India - Dominance of the Foraging Capital - India's Balance of Payment.

## Readings

1. Irfan Habib, Essays in Indian History, Tulika Publications, New Delhi
2. Bipan Chandra, Rise and Growth of Economics Nationalism, Peoples publications, New Delhi
3. V.B. Singh ed. The Economic History of India, 1857 - 1956
4. A.K. Bagchi, The Political Economy of Under - development, (Orient Longman)
5. A.K. Bagchi, Private Investment in India, 1900 - 1939, Cambridge University Press, 1972
6. B.R Tamlinson, The Political Economy of the Raj, 1914-1947 London, 1979
7. B.R. Tamlinson, The Economy of Modern India, (Cambridge University Press)
8. V.I. Pavlov, The Indian Capitalist Class, New Delhi
9. A.I. Levkovsky, Capitalist in India, New Delhi, 1966
10. Rajat Ray, Industrialization in India, New Delhi 1979
11. Dewey & Chaudhary, Economy and Society: Essays in Indian Economic and Social History, Oxford University Press, New Delhi, 1978
12. K. Mathew Hurien, Impact of Foreign Capital on Indian Economy Delhi, 1966
13. A.N. Ganguli, Dadabhai Notoji and the Drain theory, Asia Publications Bombay, 1965
14. P. Bardhan, The Political Economy of Development in India, Oxford University Press, New Delhi 1986.



## Fourth Semester

### Elective 3

#### PG4HISE03

#### Democratic Revolutions

Credit : 4

Theory Hours : 90

#### OBJECTIVES

This paper seeks to provide good awareness about the major political revolutions of the modern world. The focus is on the linkage between the socio-economic factors and intellectual currents that brought these revolutions. It seeks to provide the students insights into the factors that make a revolution possible in time and space.

#### COURSE OUTCOME

- ◆ The course enables the students to understand and analyze the major events leading to the revolutions between 17<sup>th</sup> and 19<sup>th</sup> Centuries.
- ◆ To analyze the impact of the revolutions on the socio-economic, political, cultural and intellectual realms of the world society.

#### Module.I

##### Glorious Revolution:

17<sup>th</sup> century England –from absolute monarchy to constitutional monarchy- Stuarts and struggle between King and Parliament \_ Civil War-Republic- Commonwealth and Protectorate-Restoration-Glorious Revolution -Causes and Results-Interpretations

#### Module.II

##### American Revolution:

English Colonies in America-Mercantilism and Economic Exploitation- Acts and Duties-intellectual factors-Boston Tea Party- Continental Congress-Declaration of Independence-War of Independence-Constitution-Global Consequences-Interpretations.

#### Module.III

##### The French Revolution :

The ancient regime - economic, social and political issues – the warming of the aristocracy and the self- assertion of the bourgeoisie - the ideological

role of the philosophers- the ‘crowd’ in the French Revolution - the effect in the country side - principles of the revolution and their fulfillment plan

#### **Module IV**

The continental impact of French Revolution – Napoleonic Era- Vienna Congress- Reactions- the 19<sup>th</sup> Century revolutions

#### **Readings**

1. Steve Pincus, 1688: The First Modern Revolution, Yale University Press, 2009
2. A.J. Stavrianos, World since 1500, New York, 1981
3. Rodney Hilton Ed. The Transition from Feudalism to Capitalism London, 1982, Verso Editions ‘
4. Maurice Dobb, Studies in the Development of Capitalism, Routledge&Kegan Paul, London,1972
5. Crane Briton, Anatomy of Revolutions
6. Alfred Cobban, Aspects of the French Revolution
7. Albert Soboul, French Revolution
8. G. Lefebvre, French Revolution, 2 Vols.
9. E.J.Hobsbawm, Industry and Empire, Penguin Publishers, Sphere Books Ltd. 1989
10. E.J.Hobsbawm, Age of Extremes, Viking Publishers, Indian Edn.Rupa Co.
11. E.J. Hobsbawm, Age of Revolution, Penguin, Sphere Books Ltd. 1989
12. R.R. Plamer, A History of Modern World, Macmillan, London, 1976
13. L. Huberman, Man’s Worldly Goods, Peoples Publishing House, Delhi
14. E.H. Carr, A History of Soviet Russia, 3 vols.
15. E.H. Carr, Russian Revolution, 1917-1921
16. W.H. Charmberilin, The Russian Revolution, 1917-1921
17. Harry Magdoff, Imperialism, Rout age & keg an Paul, London
18. Wallerstein, Historical Capitalism Verso, London 1984
19. Andre Gunder Frank, Latin America and Underdevelopment, Monthly Review Press, New York, 1969

20. Suyin Han, *The Morning Deluge: Mao Tse -Dung and the Chinese Revolution, 1893-1952* , London : Jonathan Cape, 1972
21. Immanuel C.Y. Hsu, *The Rise Modern China* (2d ed) New York: Oxford University Press, 1975
22. Jerome Chen, *Mao and the Chinese Revolution*,
23. Andre Gunder Frank, *Latin America: Under Development of Resolution*, Monthly Review
24. Press, New York, 1978
25. T.K. Hopkins & I. Wallerstein, *World Systems analysis: Theory and Mythodology*, Sage
26. Publishers, New Delhi 1982.
27. John Ferling, *Almost a Miracle: The American Victory in the War of Independence*, (2007)
28. David Armitage, *The Declaration of Independence: A Global History* (2007)
29. Terry Bouton, *Taming Democracy: The People, The Founders, and The Troubled Ending of the American Revolution* (2007)
30. James M. McPherson, *This Mighty Scourge: Perspectives on the Civil War* (2007)
31. W. Cronon, *Nature s Metropolis: Chicago and the Great West* (1991)
32. R. M. Utley, *The Indian Frontier and the American West, 1846 1890* (1984)
33. Robert Dahl, *How Democratic Is the American Constitution?* (2002)
34. S.M. Lipsett, *American Exceptionalism: A Double-Edged Sword* (1996).

**OR**

**Modern Revolutions**

**Objectives and Learning Outcomes**

This paper that seeks to provide awareness about the major commercial, intellectual and technological developments that shaped the modern capitalist world.

**Module. I The Commercial Revolution and New Society**

Economic development in the 16th & 17th centuries -shift from Mediterranean to Atlantic —influence of American Silver and motivation - 17th century European Crisis-. Economic, Social and Political dimensions- Features of Commercial Revolution - Mercantilism in Theory and Practice - Revolutionary Developments in Agriculture - Emergence of New Society

**Module.II**

**Intellectual Revolutions of 17 & 18<sup>th</sup> centuries**

Scientific revolutions as paradigm shifts - Copernican revolution in astronomy and the replacement of the geocentric theory - Bacon and the methodological revolution - Newton and the “laws of nature” -the Cartesian position - the impact of Scientific revolution in the perception of nature and society - the Enlightenment and the hopes about Social laws - D’Alemebrt and the Encyclopedia- the Salons -Enlightenment as the intellectual expression of the bourgeoisie coming of age.

**Module.III**

**The Industrial Revolution:** The inventions and discoveries - the factory system replaces the guild system of production - changes in the means and, relations of production - impact of society and economy- the intellectual impact - economics, political theory and sociology - literature.

**Readings**

1. A.J. Stavrianos, World since 1500, New York, 1981
2. Rodney Hilton Ed. The Transition from Feudalism to Capitalism London, 1982, Verso Editions ‘
3. Maurice Dobb, Studies in the Development of Capitalism, Routledge&Kegan Paul, London, 1972

4. Crane Britton, Anatomy of Revolutions
5. Thomas Kuhn, Structure of Scientific Revolutions.
6. E.J.Hobsbawm, Industry and Empire, Penguin Publishers, Sphere Books Ltd. 1989
7. E.J. Hobsbawm, Age of Revolution, Penguin, Sphere Books Ltd. 1989
8. R.R. Plamer, A History of Modern World, Macmillan, London, 1976
9. L. Huberman, Man's Worldly Goods, Peoples Publishing House, Delhi
10. Harry Magdoff, Imperialism, Rout age & keg an Paul, London
11. Wallerstein, Historical Capitalism Verso, London 1984
12. T.K. Hopkins &I. Wallerstein, World Systems analysis: Theory and Methodology, Sage Publishers, New Delhi 1982.
14. The Unbound Prometheus
15. On Europe s Industrial Revolution: Kenneth Morgan, The Birth of Industrial Britain: Social Change, 1750-1850 (2004); Stephen P. Rice, Minding the Machine: Languages of Class in Early Industrial America (2004)
18. Paul E. Rivard, A New Oder of Things: How the Textile IndustryTransformed New England (2002).
19. Peter N. Stearns, The Industrial Revolution in World History (2006).
20. On the demographic experience, see Thomas McKeown, The Modern Rise of Population (1977)
22. Parry Markvin, An Intellectual History of Europe
23. Carlo M. Cipolla, *Fotana Economic History of Europe: Vols II&,III Before the Industrial*
24. revolution, European society and Economy 1000- 1700
25. Ralph Davis , *The Rise of Atlantic Economics,*

Or

## Socialist Revolutions

### Objectives and Learning Outcomes

This is a survey paper that seeks to provide good awareness about the major socialist revolutions of the modern world. The focus is on the linkage between socialist ideas and revolutions of the modern world. It seeks to provide the students insights into the ideological factors that make a revolution possible in time and space.

### Module. I

#### Socialism: Ideology and Movement:

Early Socialists-Marxian Socialism-First

International-Paris Commune-Second International

### Module. II

#### The Russian Revolution :

The Tzarist despotism in Russia- Westernization and its problems - contradictions in Russian society- Marx and Russia - Mensheviks and Bolsheviks – Contributions of Leon Trotsky-the Leninist coup-Rationalization-NEP and Five Year Plans - the Soviet Union and its fortunes.

### Module. III The Chinese Revolution:

Basic Features of *Mao Zedong* Thought- Redirecting the Revolution: The Reform Ideology of Deng Xiaoping- One nation, Many people's: Han and Non-Han in the making of the PRC - Enemies and friends: China, the Soviet Union, and the United States - Greater China: The PRC, Hong Kong and Taiwan – Interpreting China's Revolution: Impact and Consequences.

### Module. IV Latin American Revolutions of 20<sup>th</sup> century

The Mexican Revolution, 1910–1920s- The Bolivian Revolution of 1952  
The Cuban Revolution of 1959 - Latin American Revolutions and the International Community.

### Readings

1. A.J. Stavrianos, *World since 1500*, New York, 1981
2. Rodney Hilton Ed. *The Transition from Feudalism to Capitalism*

- London, 1982, Verso Editions'
3. Maurice Dobb, *Studies in the Development of Capitalism*, Routledge&Kegan Paul, London,1972
  4. Crane Briton, *Anatomy of Revolutions*
  5. Alfred Cobban, *Aspects of the French Revolution*
  6. Albert Soboul, *French Revolution*
  7. G. Lefebvre, *French Revolution, 2 Vols.*
  8. E.J.Hobsbawm, *Industry and Empire*, Penguin Publishers, Sphere Books Ltd. 1989
  9. E.J.Hobsbawm, *Age of Extremes*, Viking Publishers, Indian Edn.Rupa Co.
  10. E.J. Hobsbawm, *Age of Revolution*, Penguin, Sphere Books Ltd. 1989
  11. R.R. Plamer, *A History of Modern World*, Macmillan, London, 1976
  12. L. Huberman, *Man's Worldly Goods*, Peoples Publishing House, Delhi
  13. E.H. Carr, *A History of Soviet Russia*, 3 vols.
  14. E.H. Carr, *Russian Revolution, 1917-1921*
  15. W.H. Chamberlin, *The Russian Revolution, 1917-1921*
  16. Harry Magdoff, *Imperialism*, Routledge & Kegan Paul, London
  17. Wallerstein, *Historical Capitalism* Verso, London 1984
  18. Andre Gunther Frank, *Latin America and Underdevelopment*, Monthly Review Press, New York, 1969
  19. Suyin Han, *The Morning Deluge: Mao Tse -Dung and the Chinese Revolution, 1893-1952* London : Jonathan Cape, 1972
  20. Immanuel C.Y. Hsu, *The Rise Modern China (2d ed)* New York: Oxford University Press, 1975
  21. Jerome Chen, *Mao and the Chinese Revolution*,
  22. Andre Gunther Frank, *Latin America: Under Development of Revolution*, Monthly Review Press, New York, 1978
  23. T.K. Hopkins & I. Wallerstein, *World Systems analysis: Theory and Methodology*, Sage Publishers, New Delhi 1982.

24. E. Bradford Burns, *Latin America: A Concise Interpretative History* (1986)
25. Thomas E. Skidmore and Peter H. Smith, *Modern Latin America* (1989)
26. John Charles Chasteen, *Born in Fire and Blood* (2001)
27. Peter Winn, *Americas: The Changing Face of Latin America and the Caribbean*, 3d. ed. (2006)
28. Alan Knight, *The Mexican Revolution*
29. John M. Hart, *Revolutionary Mexico* (1987),
30. Louis Perez, *On Becoming Cuban: Identity, Nationality, and Culture* (1999).
31. David Kunzle et al. *Che Guevara: Icon, Myth, and Message* (2002).
32. Lewis Hanke and Jane M. Rausch (ed) *People and Issues in Latin American History from Independence to the Present*
33. Herbert Klein, *A Concise History of Bolivia* , (Cambridge , 2003 )
34. Felipe Fernández-Armesto, *The Americas: A Hemispheric History*
35. Forrest D. Colburn, *Latin America at the End of Politics*



## Knowledge Traditions and Practices in Pre-Modern Kerala

### Program Objectives

- ◆ Understand the contribution of the people of Kerala in various fields.
- ◆ Relate the knowledge to present context.
- ◆ Get familiar with the nature of scientific texts.
- ◆ Internalise the given knowledge and pursue it further in their courses of studies by gathering more information about thinkers and texts.

### Learning Outcomes

- ◆ Get familiar with scientific thought in different disciplines in the Kerala context
- ◆ Compare and contrast views given in the units and develop interest in the authentic texts.
- ◆ Develop a better appreciation and understanding of not only the knowledge traditions and Practices of India but also of many contemporary questions and issues.
- ◆ The programme enables students to understand the relationships between human being and nature

### Module 1:

#### Beginning and growth of knowledge production in Kerala

The Concept of Colonial Science -Debate regarding the Spread of Western Science among Non-Western Peoples –Orientalism- Madras Orientalism- The Role and Place of knowledge production in ancient Kerala- science and societal attitudes – methodology of mapping memory of indigenous knowledge

Eco-history and traditional environmental knowledge- sea knowledge- traditional architectural technology of Kerala- the *silpi* traditions –excellence in wood craft- development of roof system- hierarchy of *silpins* in hereditary system - Indigenous knowledge of farming- irrigation- seed storage and storage structure- shifting cultivation- *kaipad* cultivation- indigenous farm implements- *Kalari* tradition –iron metallurgy- *Uru* making- *Chundan Vallam* or the snake boat

## **Module 2:astronomy and mathematics**

Unit-1: Kerala School – Charles Whish - The Nila School in Kerala - astronomers in Kodungallur – Trivandrum Astronomical Observatory- Caldecott- H. R. Mills - Critical evidence to fix the native place of Aryabhata- Motivation Behind mathematical- discoveries- Nilakantha Somayaji - Jyesthadeva’s “Yuktibhasa” - Putumana Somayaji - Sankara Varman- The development of Calculus in the Kerala School -Indian Mathematicians and their western counterpart

## **Module 3: The historical evolution of medical traditions in Kerala**

Medical pluralism- home remedies –*nattu vaidhyam- marma chikitsa – vishavaidyam* –P. S. Varier and Kottakkal experiments –native modernity Tribal medicine and health in Pre-modern Kerala- concepts of etiology - continuity and change- IGRMS-KIRTADS - Medicine and women- local midwifery- nature of female health education

## **Module 4: Western discourse on science and indigenous knowledge practices**

The Portuguese and the Study of the Plants- Trade of Drugs- “Colloquies on the simples and Drugs of India”- “Hortus Malabaricus” - Colonial ascendancy and aftermath-Subjugation of native bodies - The upcoming of western medicine- spread of western clinical systems – European Medical Missions–Madras Medical Acts

### **Compulsory Reading:**

1. Boyer, C.B.. 1968. A History of Mathematics. New York: John Wiley.
2. Chattopdhayaya, D. 1986. History of Science and Technology in Ancient India: the Beginnings. Calcutta: Firma KLM.
3. Eves, H. 1983. An Introduction to History of Mathematics: A Reader. Philadelphia: Sunders.
4. Joseph, G.G. 1994. The Crest of the Peacock: Non-European Roots of Maths. London: Penguin Books. Pp. 286-289.
5. Raju, C.K. In press. Cultural Foundations of Mathematics. Delhi: PHISPC/Oxford University Press.

6. Arnold, David. (2002), *Colonizing the body: State medicine and epidemic disease in nineteenth-century India*, Berkeley: University of California Press.
7. Arnold, David. (2002). *Science, technology and medicine in Colonial India*. Cambridge: Cambridge University Press.
8. Cagle, Hugh (2020). *Assembling the tropics: Science and medicine in Portugal's empire, 1450-1700*. Cambridge, United Kingdom: Cambridge University Press.
9. Gurukkal, Rajan (2019), *History and Theory of Knowledge Production: An Introductory Outline, 2019* - Oxford University Press India
10. Grove, Richard H. (2003). *Green imperialism colonial expansion, tropical island Edens and the origins of environmentalism, 1600-1860*. Cambridge: Cambridge Univ. Press.
11. Harrison, Mark (2009). *Disease and the modern world: 1500 to the present day*. Cambridge: Polity Press. Linschoten, Jan Mughen van (1885). *The Voyage of Jan Huyghen van Linschoten to the East Indies, 2 vols.*, London, The Hakluyt Society, vols.70-71.
12. Malekandathil, Pius (2001). *Portuguese Cochin and the maritime trade of India, 1500-1663*. New Delhi: Manohar.
13. Mathew, K.S., & Ahmed, Afzal (1990). *Emergence of Cochin in the pre-industrial era: A study of Portuguese Cochin*. Pondicherry: Pondicherry University.
14. Mathew, K.S. (2001). *The Portuguese and the socio-cultural changes in India, 1500-1800*. Tellicherry, Kerala: Inst. for Research in Social Sciences and Humanities, MESHAR.
15. Mathew, K. S. (2016). *Maritime Trade of the Malabar Coast and the Portuguese in the Sixteenth Century*. New Delhi: Manohar.
16. Mukherjee, Rila (2011). *Networks in the First Global Age, 1400-1800*. New Delhi: Indian Council of Historical Research in association with Primus Books.
17. Panikkar, K. N, *Culture, Ideology, Hegemony: Intellectuals and Social Consciousness in Colonial India*, Anthem South Asian Studies, 2002

18. Raghava Varier, M.R (2002), *The Rediscovery of Ayurveda: The Story of Arya Vaidya Sala, Kottakkal*, Arya Vaidya Sala, Kottakkal.
19. Subrahmanyam, Sanjay (2012). *The Portuguese empire in Asia, 1500-1700: A political and economic history*, Chichester, West Sussex, UK: Wiley-Blackwell.
20. Xavier, Angela Barreta, & Zupanov, Ines G. (2015). *Catholic orientalism: Portuguese empire, Indian knowledge (16th-18th centuries)*. New Delhi, India: Oxford University Press.

OR

## Science, Technology and Medicine in Modern India

### Objectives and Learning Outcomes

This paper discusses the spread of Western science among non - Western peoples, the role and place of science in the colonial process and the nature of scientific development in a colony with special reference to India. It examines the role of the East India Company in the dissemination of science in India, the introduction and impact of the technologies of the Steam Age, the emergence of a scientific community and the beginnings of national science in India. It highlights the introduction of Western medicine in India, the interaction between Western and indigenous systems of medicine and the movements for the revival of the later.

### Module I

#### Science and Empire: Theoretical Perspectives

The Concept of Colonial Science -Debate regarding the Spread of Western Science among Non-Western Peoples - The Role and Place of Science in the Colonial Process.

### Module II

#### Science and Colonial Explorations

East India Company and Scientific Explorations - Science and Orientalism - Early European Scientists: Surveyors, Botanists, Doctors under the Company's Service -The Tropicality of India.

### Module III Western Medicine

The Indian Medical Service - Encounters with Indian Medicine - Epidemic Diseases, Medical Topographies and Imperial Policy - Women, Missions and Medicine.

### Module IV

#### Technologies of the Steam Age

Textiles, Mining and Ship Building - Roads, Railways and Canals - Technology, Ideology and Resistance.

### Module V Indian Response to Western Science

Indian Response to New Scientific Knowledge: Interactions and Predicaments -Science and Indian Nationalism: Emergence of National

Science; Mahendra Lal Sarkar, P.C.Ray, J.C.Bose - Ideas of Mahatma Gandhi and other Indian nationalists.

**Suggested Readings**

1. Arnold, David. Science, Technology and Medicine in Colonial India The New Cambridge History of India Series , Cambridge, 1999.
2. Bandyopadhyaya, Arun (ed.), Science, and Society, Delhi: Manohar Publications, 2009 .
3. Dasgupta, Subatra. Jagdish Chandra Bose and the Indian Response to Western Science. Delhi: Oxford UP, 1999.
4. Kumar, Deepak. Science and the Raj. Delhi: Oxford UP, 1995.
5. Kumar, Deepak. Disease and Medicine in India: A Historical Overview. Delhi: Tulika, 2000.
6. Lourdusamy, John Bosco. Science and National Consciousness in Bengal , Orient Longman,
7. 2004. Sangwan, S. Science, Technology and Colonisation: Indian Experience . Delhi: Anamika, 1990.

Or

## History of Indian Maritime Trade up to 1498

### Module I

Indus trade-Alexander's invasion and development of trade routs-Indo roman trade- between South East Asia, China and trading emporia kavaripattinam -Arikkamedu—Cranganore- Trade under the early Pandyas-Roman Coins - trade under the Mauryas-Satvahanas- the pallavas and the port of Mahabalipuram, Kakatiyas and the port of Motupalli- Trade in Luxuries-development of internal trade and trade routs.

### Module II

Medieval trading guilds of Ayyavols & Nanadesikal-Valanciyar-Ancuvannam-Manigramam- Tarissappalli Coppar plate and Jewish coppar Plate -Horse trade under Pandyas.

### Module III

Rise of the Cholas and the development of the port of Nagapattinam , Chola Ambassador missions to China. International Trade and diplomacy-Rise of Kozhikode, Kollam & Kochi, Trade in spices, Trade in Cottons Silk Textiles, Import of porcelain and silk, Merchant Communities, The Chettis, the Marakkayan .The Arabs, the Chinese in the Arabian sea & the Bay of Bengal, Navigation and Shipbuilding, Comparison between Ancient trade and medieval trade-end of Arab and Chinese trade in Indian seas.

### Readings:

1. The Ancient Sea Trade: Rome& India Vimala Begley. Wisconsin, 1991.
2. Trade, Ideology and Urbanization, South India:300 BC -AD 1000, Champaka Lakshmi, Delhi, 1999.
3. Shereen Ratnagar, Encounters: The Westerly Trade of Harappan Civilization, Oxford University Press, New Delhi
4. Shereen Ratnagar, Trading Encounters : From the Euphrates to the Indus in the Bronze Age, OUP. 2006.
5. *Dilip K. Chakrabarti*, *The External Trade of the Indus Civilization*, Munshiram Manoharlal, 2013

6. Rajan Gurukkal, Rethinking Classical Indo-Roman Trade: Political Economy of Eastern Mediterranean Exchange Relations, OUP, 2016.
7. Kanakalatha Mukund, The Trading World of the Tamil Merchant: Evolution of Merchant Capitalism in the Coromandel, Orient Black swan
8. Vijaya Ramaswamy, The Song of the Loom: Weaver Folk Traditions in South India, Primus Books, 2013.
9. Pius Malekandathil, Maritime India: Trade, Religion and Polity in Indian Ocean. Primus Books, 2010.
10. M G S Narayanan., *Cultural Symbiosis*, Sandhya Publications, Calicut.
11. MGS Narayanan, *Perumals of Kerala*, Cosmo Books, Thrissur, 2013.
12. MGS Narayanan, Foundations of South Indian Society and Culture, Bharatiya Book Corp 1994.
13. MGS Narayanan, Reinterpretations in South Indian history. College Book House, 1977
14. MGS Narayanan, Calicut: The City of Truth, Publication Division, Calicut University, 2006.
15. Noboru, A Concise History of South India, OUP
16. Y. Subbarayalu , S .Rajagopal, Kaveri: studies in epigraphy, archaeology and history, Panpattu Veliyittakam, 2001.
17. MR Raghava Varier, Madhyakala Keralam: Sambath Samooham Samskaram,[Trivandrum ,1998]
18. MR Raghava Varier, Keraleeyatha: Charithra Maanangal, Vallathol Vidyapidham, Sukapuram, 1990
19. Raghava Varrier and Rajan Gurukkal (eds.), *Cultural History of Kerala. Vol. I*, Govt of Kerala
20. Raghava Varier and Rajan Gurukkal, *Kerala Charitram* (Vallathol Vidyapeetham, Sukapuram, Edappal
21. Cross Culture Trade in World History, Philip Curti, Cambridge, 1984.
22. Trade And Trade Routes In Ancient India, M. Chandra, New Delhi, 1977.



23. K AN Sastri, *The Colas, Madras* , 1935.
24. K AN Sastri, *The Pandya Kingdom,*
25. K AN Sastri, *Foreign Notices of South India,* 1939
26. A. Appadurai, *Economic Conditions of Southern India, 1000-1500 AD,* Vol.2, 1936
27. KK Pillay, *South India and Ceylon. University of Madras.*1963

**Reg. No.**

**Name**

**M.A. DEGREE (C.S.S.) EXAMINATION, .....**

**First Semester**

Faculty of Social Science

Branch I: History

**PG1HISC01 - APPROACHES TO MODERN HISTORY**

*(2023 Admission Onwards – Regular)*

Time: Three Hours

Maximum: 30 WEIGHTAGE

**Part A**

*(Answer any **EIGHT** questions. Each question carries 1 WEIGHTAGE)*

1. Archaeology of Knowledge.
2. Berlin Revolution.
3. Zeitgeist and the Genius.
4. Total History.
5. Critique of Pure Reason.
6. The Spirit of Laws.
7. Anti-Cartesianism.
8. Emile Durkheim.
9. The Mediterranean.
10. The idea of History.

(1x8=8WEIGHTAGE )

11. The Royal touch.
12. New His

### Part B

*(Answer any **six** questions. Each question carries **2 WEIGHTAGE** )*

13. *Write note on Herder's philosophy of History.*
14. *Explain Braudel's concept of structuralism.*
15. *Make an assessment of the impact of Marxism in Historical writing.*
16. *Assess the role of 'Annales de histoire economique et sociale' in the formation of annals school.*
17. *What are the basic percepts of Post Modern thought?*
18. *Trace the contributions of Emmanuel Kant in the growth of Enlightenment.*
19. *Review the Salient features of the works of Second generation of Annales School.*
20. *Analyse the contributions of David Hume in Historical Writing.*
21. *Explain the Writing style and major works of Auguste Comte.*
22. *Assess the importance of oral History as a non documentary source.*

*(2x6=12WEIGHTAGE )*

### Part C

*(Answer any **two** questions. Each question carries **5 WEIGHTAGE**)*

23. *Explain the nature and trends of Historiography in 20th Century.*
24. *Analyse the social and theoretical mechanism put forward by Michael Foucault.*
25. *Review the impact of Romanticism in Historiography.*
26. *Trace the contributions of Ranajit Guha to the subaltern Studies*

*2x5=10WEIGHTAGE*

Model Question paper  
M.A Degree C.S.S Examination, November 2022  
First Semester  
Faculty of Social Science  
Branch- History  
PG1HISCO2- HISTORY OF STONE AGE AND BRONZE AGE IN  
INDIA  
(2022 Admission onwards)

Time : 3 hours

Total Weight: 30

**PART A**

(Answer any ten questions. Each question carries 1 weight)

1. Microliths
2. Chopani Mando
3. Hathnora
4. H.D Sankalia
5. Sanganakallu
6. Jorwe Culture
7. Mortimer Wheeler
8. Castle and Bailey at Dholavira
9. OCP
10. Indus seals
11. Walter Fairservis
12. H-Cemetery

**PART B**

(Answer any five questions. Each question carries 5 weight)

13. Discuss the findings of the remains of early hominids in the Indian sub-continent
14. Debate on the nature of Harappan polity
15. Critically review the book India: An Archaeological History by Dilip Chakrabarty

16. Analyze the social life of Mesolithic people as gleaned from the rock paintings.
17. Discuss the characteristic features of Kulli Culture
18. Give an account of the Historiography of Indus Valley Culture
19. Examine the characteristic features of the South Indian Neolithic settlements
20. Discuss the spread of post Harappan Chalcolithic settlements.
21. Write a note on Indus script with special reference to the studies of Iravatham Mahadevan.
22. Explain the major features of the Paleolithic tool making traditions.

### **PART C**

**(Answer any two questions. Each question carries 5 weight)**

23. Neolithic age is said to have marked a revolution in man's life- Discuss
24. Examine the urban traits of Indus culture with special reference to the Harappan trade and commerce.
25. Examine the environmental factors that determined the transition from Paleolithic to Mesolithic period.
26. Critically examine the archaeological data for the reconstruction of Chalcolithic settlements in India.

**M.A Degree(CSS) Examination**  
**Model question paper**  
**Maharaja's College(Autonomous)**  
**First Semester**  
**Faculty of social sciences**  
**Branch-1 –History**

**PG1HISC04-History of India From Circa BC 1500 to Circa BC 200**

Time-Three Hours  
Maximum Weight-30

**A. Short Answer, Answer any 8 questions.(Weightage 1 ,Total-8)**

1. D.D kosambi's approach in historical writing?
2. Write down the names of any two Indian historians with nationalist perspective?
3. Ajatasatru
4. Gavishti
5. PGW
6. Bali
7. NBPW
8. Nigama
9. Indica
10. Marutam

**B. Short Essay .Answer any six questions.(Weightage 2, Total-12)**

11. Point out the sources for the study of Mauryan period?
12. Assess the contribution of R.S.Sharma to the writing of Indian History of Ancient period?
13. Point out the literary sources for the study of vedic period?
14. Narrate the economic activities during Rig Vedic period ?
15. Examine the significance of sacrifices and rituals in Vedic society?

16. Point out the literary sources for the study of age of Mahajanapadas?
17. Describe significant aspects of polity in the age of Mahajanapadas?
18. Explain the concept of state in Arthasastra?

**C. Long Essay. Answer any two questions. (Weightage 5, Total-10)**

19. Critically Evaluate Nationalist perspectives on “Ancient India”?
20. Describe the nature of polity and structure of power in the Vedic period?
21. Critically analyse the socio- economic dimensions of Buddhist Philosophy?
22. Narrate the salient features of society and economy in early Tamilakam with special focus on Sangham period?

**MA. DEGREE (C.S.S.) EXAMINATION, MARCH 2023**

**First Semester**

**Programme- M.A. History**

**PG1HISC03- HISTORIOGRAPHY OF KERALA**

**( 2022 Admission )**

**Time: Three Hours**

**Maximum Weight:30**

**Part A**

**Short Answer Questions**

*(Answer any eight questions. Each question carries Weight 1)*

1. ST. Thomas Legend
2. Sheik zainuddin
3. Chengannurati
4. B K Thaper
5. Buchanan
6. Canter Visher's notes
7. P. Sanal Mohan.
8. *There comes Papa*
9. Peasant History
10. J. Devika

(8X1=8 weights)

**Part B**

**Short Essay Questions**

*(Answer any six questions. Each question carries Weight 2)*

11. Can Moosakavamsahkavya be regarded as the first historical work produced in Kerala
12. Explain the historical importance of Kavalappara papers.
13. Write a note on Pattanam Excavation.
14. Sketch the contribution of William Logan.
15. What is meant by Colonial Ethnography?
16. Explain the criticisms against the thesis of Elamkulam.



17. Assess the works of K. N Panikker.
18. Describe the term Modernity of slavery.

(6X2=12 weights)

### **Part C**

#### **Long Essay Questions**

( Answer any **two** questions. Each question carries weight 5)

19. Assess the role of European scholars in promoting archaeological studies in Kerala.
20. Give an account of K.P. Padmanabha Menon and the emergence of academic history.
21. Highlight the significance of the local history initiative.
22. Briefly describes the women perspective on the history of Kerala.

(2X5=10 Weights )

Reg. No.

Name.

**M.A. DEGREE (C.S.S.) EXAMINATION, APRIL 2019**

Second Semester

Faculty of Social Science

Branch - History

**PG2HISC06 - HISTORY AND SOCIAL THEORY**

(2016 Admission – Regular/Improvement/Supplementary)

Time: Three Hours

Maximum: 80 Marks

Part A

(Answer any ten questions. Each question carries 2 marks)

1. Reciprocity
2. Potlatch
3. Forces of production
4. Base and Superstructure
5. Dialectic of Enlightenment
6. Hegemony
7. Cultural history
8. Discourse
9. Deconstruction
10. New History
11. History from below
12. Hayden white

(10x2=20)

Part B

(Answer any six questions. Each question carries 5 marks)

13. Elaborate the concept of Gift put forward by Marcel Mauss.
14. Point out the nature of lineage based societies.
15. How far Marxist theories influenced in framing theories in the discipline of history?
16. What is critical theory of history?
17. Bring out the concept of mythologies put forward by Roland Barthes.
18. Explain Michel Foucault's "New kind of History".
19. Prepare a note on Inter disciplinary approach.
20. What are the major impacts of postmodernism on history?
21. Write a note on Meta narratives.
22. Point out the debate on Structure and agency.

(6x5=30)

Part C

(Answer any two questions. Each question carries 15 marks)

23. Critically analyze the writings of Claude Levi Strauss with reference to Myths.
24. Examine the influence of Antonio Gramsci's theory in Indian historical writing.
25. Explain the concept of Public sphere developed by Habermas.
26. What are the major contemporary trends in the writing of Indian History?

(2x15=30)

**M.A HISTORY EXAMINATION**  
**Model question paper**  
**Maharaja's College (Autonomous)**  
**Second Semester**  
**Faculty of social sciences**  
**Branch-1 –History**  
**PG2HISC07-History of India from Circa BC 200 to AD 1190**

Time-Three Hours

Maximum Weight-30

**Part A.**

**Short Answer Questions**

**(Answer any eight questions.Each question carries Weight 1)**

1. Any two works of R.S Sharma
2. Feudalism from Below
3. Pushya mitra shunga
4. Heliodorus
5. Shakas
6. Shreni
7. Gandhara Art
8. Allahabad pillar prashasti
9. Huan T sang
10. Huns

(8x1=8 Weights)

**Part B.**

**Short Essay Questions**

**(Answer any six questions.Each Question carries Weight 2)**

11. Critically evaluate the concept of Segmentary state?
12. Examine the salient features of Indian feudalism?
13. Briefly describe the achievements of Kharavela of Kalinga ?

14. Make an assessment of the achievements of Rudradaman?
15. Describe the Knowledge systems in early medieval India?
16. Give an account of the Developments in Literature, Architecture and Art in the period of Guptas?
17. Give an account of the achievements of Harsha vardhana ?
18. Trace the evolution jati in early medieval India?

(6x2=12 Weights)

### **Part C**

#### **Long Essay Questions**

**(Answer any two questions.Each Question carries Weight 5)**

20. Critically examine the Debate on feudalism in India ?
21. Make a critical assessment of the achievements of Kanishka?
22. Examine the impact of Budhism on the architecture of early medieval India?
23. ‘Gupta age was a golden age in the History of India’ Do you agree or not?

(2x5=10 Weight)

**MA. DEGREE (C.S.S.) EXAMINATION, MARCH 2023**

**Second Semester**

**Programme- M.A. History**

**PG1HISC08- HISTORY OF PRE MODERN KERALA**

**( 2022 Admission )**

**Time: Three Hours**

**Maximum**

**Weight:30**

**Part A**

**Short Answer Questions**

*(Answer any eight questions. Each question carries Weight 1)*

1. Hippalus
2. Edakkal Shelters
3. Manimekhalai
4. Avanam/Angadi
5. Kesavan Veluthatt
6. Parambu Purayidam
7. Cherikkal Land
8. Kachchams
9. Kanam
10. S.Raju

(8X1=8 weights)

**Part B**

**Short Essay Questions**

*(Answer any six questions. Each question carries Weight 2)*

11. Write a note on the Roman coins unearthed from Kerala.
12. Analyse the impact of Kerala's trade with Arabs.
13. Define Kudi.

14. How the classical Tamil accounts help for the reconstruction of Kerala history ?
15. Examine the concept of Cultural Symbiosis .
16. Which are the important Megalithic sites of Kerala ? Assess the culture of that period.
17. Assess the role played by Anjuvannam and Manigramam in ancient Kerala.
18. Describe the term Modernity of slavery.

(6X2=12 weights)

### Part C

#### Long Essay Questions

( Answer any **two** questions. Each question carries weight 5)

19. List out the pre-historic sites of Kerala. Elucidate the pre-historic culture of culture.
20. Discuss the nature of Agricultural expansion in early medieval Kerala.
21. Discuss the emergence of Swarupam as medieval political power centers.
22. Analyse the various theories regarding the nature of monarchy under Perumals.

(2X5=10 Weights )

Reg. No.

Name.

**M.A. DEGREE (C.S.S.) EXAMINATION, APRIL 2019**

**Second Semester**

Faculty of Social Science

Branch - History

**PG2HISC06 - HISTORY AND SOCIAL THEORY**

(2016 Admission – Regular/Improvement/Supplementary)

Time: Three Hours

Maximum: 80 Marks

**Part A**

(Answer any ten questions. Each question carries 2 marks)

1. Reciprocity
2. Potlatch
3. Forces of production
4. Base and Superstructure
5. Dialectic of Enlightenment
6. Hegemony
7. Cultural history
8. Discourse
9. Deconstruction
10. New History
11. History from below
12. Hayden white

(10x2=20)

**Part B**

(Answer any six questions. Each question carries 5 marks)

13. Elaborate the concept of Gift put forward by Marcel Mauss.
14. Point out the nature of lineage based societies.



15. How far Marxist theories influenced in framing theories in the discipline of history?
16. What is critical theory of history?
17. Bring out the concept of mythologies put forward by Roland Barthes.
18. Explain Michel Foucault's "New kind of History".
19. Prepare a note on Inter disciplinary approach.
20. What are the major impacts of postmodernism on history?
21. Write a note on Meta narratives.
22. Point out the debate on Structure and agency.

(6x5=30)

### Part C

(Answer any two questions. Each question carries 15 marks)

23. Critically analyze the writings of Claude Levi Strauss with reference to Myths.
24. Examine the influence of Antonio Gramsci's theory in Indian historical writing.
25. Explain the concept of Public sphere developed by Habermas.
26. What are the major contemporary trends in the writing of Indian History?

(2x15=30)

**M.A. DEGREE (C.S.S.) EXAMINATION,**  
**Second Semester**  
Faculty of Social Science  
Branch - History  
**PG2HISC10 - GLOBAL HISTORY – MEDIEVAL WORLD**  
(2022 Admission)

Time: Three Hours

Maximum Wt:30

Part A

*(Answer any **eight** questions. Each question carries 1 weight)*

1. Chivalry
2. Medieval universities
3. Printing Technology
4. Dominicans
5. Incas
6. Hanseatic League
7. Romanesque
8. Magellan
9. Fief
10. Fluits
11. Treaty of Utrecht
12. Bishop Jacques Bossuet

Part Bt )

*(Answer any **six** questions. Each question carries 2 weight)*

13. Explain the characteristic features of Manorialism.
14. Analyze the structure and functioning of Guild system in medieval period.
15. Prepare a note on humanism.
16. Discuss the growth of Dutch as a mercantile power.
17. Trace out the important scientific inventions in medieval period.
18. Bring out the importance of Gothic architecture.
19. Assess the role of Harun-al-Rashid in Abbasid period.
20. Analyze the results of reformation in medieval period.

21. Discuss the views of Maurice Dobb in the transition from feudalism to capitalism.
22. Examine the growth of nation states in Europe.

(6x2=12wt)

### Part C

*(Answer any **two** questions. Each question carries **5** weight)*

23. Assess the emergence of Papacy as an important institution in medieval Europe.
24. Explain the term Renaissance. Discuss its impact on literature.
25. Discuss the factors that favoured the growth of money economy in Europe.
26. Assess the growth of Monastic orders in Europe.

(2\*5=10 wt)

**M.A Degree(CSS) Examination**  
**Model question paper**  
**Maharaja's College(Autonomous)**  
**Third Semester**  
**Faculty of social sciences**  
**Branch-1 –History**

**PG1HISC14-History of India from AD 1858 to 1947**

**Time-Three Hours**  
**Weight-30**

**Maximum**

**A. Short Answer(Answer any Eight questions)(Weightage-1,Total-8)**

1. Cambridge Historians
2. Who is the first Indian to call 1857 Rebellion in India as first war of National Independence?
3. Vernacular press act
4. Indian Association
5. Poverty and un british rule in india
6. Champaran Satyagraha
7. Hegdewar
8. Self respect movement
9. Swaraj Party
10. Bhagat Singh

**B. Short Essay .Answer any six questions.(Weightage2,Total-12)**

11. What do you mean by Cultural Nationalism.Elaborate?
12. Make an assessment of views of Aloysius on Indian Nationalism?
13. Mention the course of Anti-caste movements in Pre-Independent India?
14. Examine the critique of Gandhian Programme's by Subhash Chandra Bose?
15. Make an Assessment of the role of Nehru in freedom movement?

16. Point out the constructivist Programmes Initiated by Mahatma Gandhi ?

17. Examine the critique of Gandhian Programme's by Periyar?

18. Mention the course of events leading to the partition of British India ?

**C. Long Essay .Answer any two questions.(Weightage5,Total-10)**

19. Discuss different approaches to Nationalist movement?

20. Describe various factors leading to the emergence of nationalism in India?

21. Make an assessment of the role of Mahatma Gandhi in Freedom movement?

22. Examine the role of revolutionaries in Freedom movement?

MA History  
Third Semester

CORE 13

PG 1 HIS C13

**History of Modern Kerala**

Time: 3 hrs

Maximum weight: 30

Part A

Short Answer Questions

Answer any 5 Questions: Each Question carries weight 1.5

- 1) Herman Gundert
- 2) LMS
- 3) Kundara Proclamation
- 4) Paliath Achan
- 5) Aruvippuram Revolution
- 6) Makthi Thangal
- 7) Peoples Planning
- 8) Grantha Sala Movement
- 9) Silent Valley Movement
- 10) SNDP Yogam

Part B

Short Essay Questions

Answer any 5 Questions. Each Question carries 2.5 weight

- 11) Describe the Kurichya Revolt
- 12) Analyse the impact of Vaikom Satyagraha
- 13) Describe how the caste structure underwent transformation under Colonialism
- 14) Describe the contributions of Sahodaran Ayyappan to the development of Kerala
- 15) Temple Entry Movement
- 16) Describe the Kerala Model of Development. Analyse its challenges

- 17) Analyse the Contributions of Sreenarayana Guru to Social transformation of Kerala
- 18) Describe the contributions of Yoga Kshema Sabha

Part C

Long Essay Questions. Attempt any 2 of the following.

Each Question carries weight 5

- 19) Analyse the contributions of Social reform Movements
- 20) Describe the early resistance movements against Colonialism
- 21) Analyse the factors contributed to Social transformation under Colonialism
- 22) Critically analyse the contributions of first EMS government to the development of Kerala.

**M.A HISTORY EXAMINATION**

**Model question paper**

**Maharaja's College (Autonomous)**

**Fourth Semester**

**Faculty of social sciences**

**Branch-1 –History**

**PG4HISE02-Social and Agrarian movements in Colonial India**

Time-Three Hours

Maximum Weight-30

**Part A.**

**Short Answer Questions**

**(Answer any eight questions.Each question carries Weight 1)**

1. William Bentinck
2. Macaulay's Minutes
3. Gift to Monotheists
4. Brahmasamaj of India
5. Dr.Palpu
6. Dravida Kazhakam
7. Indigo Commission
8. Variam kunnath kunjahammed Haji
9. Ulgulan
10. Rampa Revolt

(8x1=8 Weights)



**Part B.**

**Short Essay Questions**

**(Answer any six questions.Each Question carries Weight 2)**

11. Critically evaluate the Nature of Arya samaj ?
12. Examine the salient features of Neo Buddhism ?
13. Make a critical assessment impact of Aligarh Movement on Muslim community in India ?
14. Discuss the role played by Social legislations during the British period in shaping society of contemporary India?
15. Trace the origin and course of Indigo Revolt?
16. Give an account of the Deccan peasant riots ?
17. Give an account of Telengana Armed Struggle?
18. Trace the course of Birsa Munda Rebellion?

(6x2=12 Weights)

**Part C**

**Long Essay Questions**

**(Answer any two questions.Each Question carries Weight 5)**

20. Critically evaluate the role played by socio-economic policies of the British in shaping the society of Modern India?
21. Discuss the Nature of Moplah Revolt of 1921?
22. Make a critical assessment of Dravidian Movement and its ideology?
23. Give an account of Santhal Revolt?

(2x5=10 Weights)

**M.A. DEGREE (C.S.S.) EXAMINATION,**

**Fourth Semester**

Faculty of Social Science Branch I: History

PG4HISE03 - DEMOCRATIC REVOLUTIONS

*(2022 Admission – Regular)*

Time: Three Hours

Maximum weight:30

**Part A**

*(Answer any **eight** questions. Each question carries **1** weight)*

1. Treaty of Concordat
2. Whigs and Tories
3. Montesquieu
4. Oath of Tennis Court
5. Boston Massacre
6. Tithes
7. The Minutemen
8. Townshend Act
9. Commonwealth
10. Jacobin Club
11. The Concert of Europe
- 12.

Sans-culottes  
(8\*1=8wt)

**Part B**

*(Answer any **six** questions. Each question carries **2** weight)*

13. Explain the role of women in overthrowing the Ancient Regime in France.
14. What were the factors that worked in the drafting of American Constitution?
15. What were the effects of the Glorious Revolution on the history of Great Britain?

16. What were the factors that led to the 19<sup>th</sup> C revolutions?
17. Briefly explain the factors that led to the Reign of Terror.
18. How did Vienna Congress affect the future history of Europe?
19. Discuss the role of philosophers in the outbreak of French Revolution.
20. How did ideas from the Enlightenment contribute to American Revolution?
21. Why Declaration of Rights of Man and Citizen is considered as a Revolutionary document?
22. Write an essay on the struggle between King and the Parliament in England.

(6\*2=12wt)

### **Part C**

*(Answer any two questions. Each question carries 5weight)*

23. Revolutions occur when the existing system becomes unbearable to vast majority of people. Justify with the example of French Revolution.
24. Trace the events which led to the Glorious Revolution of 1688.
25. Explain the various factors responsible for American Revolution? What were the effects of the revolution?
26. Discuss Napoleon Bonaparte as a reformer.

(2x5=10wt)

