



Dr. Ghafoor Memorial
M.E.S. MAMPAD COLLEGE
(AUTONOMOUS)

MES MAMPAD COLLEGE (Autonomous)

Revised Syllabus of
BA History Programme
(2019- Admissions onwards)

Choice Based Credit Semester System (CBCSS- UG)

**BOARD OF STUDIES IN HISTORY AND ISLAMIC
HISTORY**

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MES Mampad College
Board of Studies in History (UG)
2019 Admissions Onwards

The revised syllabus of BA History Degree of the University Calicut has been considered by the Board of Studies in History and Islamic History held on 14-02-2020. The meeting approved the syllabus with the modifications.

The following are the pedagogic objectives of teaching history at UG level

- a. Inculcating curiosity about past
- b. imparting intellectual skills to make sense of the past
- c. developing the critical faculty of the students
- d. developing an understanding of the presentness of the past

Criticality is the soul of the discipline of history. In the present context, a more important objective shall be enabling the students to understand the fertile plurality of Indian culture and tradition and the cultural symbiosis in India that developed through the ages. It is with these objectives in mind that the courses of the programme of History have been designed and the contents have been fixed.

The Board also feels that since history is one of the most dynamic disciplines, periodic revision of the syllabus in subjects like history is essential to incorporate most recent developments within the discipline. The board has taken much care to see that these new shifts in the domain of historical research are amply reflected in the revised syllabus.

Dr. OP Salahudheen
Chairman, Board of Studies in History (UG)
MES Mampad College (Autonomous)

BOARD OF STUDIES IN HISTORY (UG)

Sl. No	Name	Designation and Address
1	Dr. OP. Salahudheen (Chairman)	Head & Asst. Professor, Dept. of History, MES Mampad College
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10	Nominee, University of Calicut	Dr. KS Madhavan, Department of History
11	Nominee from Industry: Mr. Noushad M	Other Books Calicut
12	Nominee from Students: Dr. Shebeeb Khan P	Asst. Professor, Dept. of Islamic History, SIAS, Vazhayoor.

GENERAL SCHEME OF THE PROGRAMME

The duration of a UG programme shall be 6 semesters distributed over a period of 3 academic years. The odd semesters (1, 3, 5) shall be from June to October and the even semesters (2, 4, 6) shall be from November to March.

The UG programme shall include five types of courses, viz; Common Courses (Code A), Core courses (Code B), Complementary courses (Code C), Open Course (Code D) and Audit courses (Code E).

Course code:

Each course shall have a unique alphanumeric code number, which includes abbreviation of the subject in three letters, the semester number (1 to 6) in which the course is offered, the code of the course (A to E) and the serial number of the course (01,02). The course code will be centrally generated by the university.

Sl. No	Course	No of Courses	Credits
1	Common Courses (English)	6	22
2	Common Courses (Additional Language)	4	16
3	Core Courses	15	57
4	Project (Linked to Core Courses)	1	2
5	Complementary Courses	2	16
6	Elective Course	1	4
7	Open Courses	1	3
	Total		120
8	Audit course	4	16
9	Extra Credit Course	1	4

	Total		140
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About the Course:

The structure of BA Programme in History is as follows:

A. Common Courses

Sl. No	Code	Title	Credits
1	A01	Common English Course I	I
2	A02	Common English Course II	I
3	A03	Common English Course III	II
4	A04	Common English Course IV	II
5	A05	Common English Course V	III
6	A06	Common English Course VI	IV
7	A07	Additional Language Course I	I
8	A08	Additional Language Course II	II
9	A09	Additional Language Course III	III
10	A10	Additional Language Course IV	IV
TOTAL CREDIT			38

In general, every undergraduate student shall undergo 10 common courses (Total 38 credits). Common courses 1-6 shall be taught by English teachers and 7-10 by teachers of additional languages.

Common courses Semester wise

No.	Semester I	Semester II	Semester III	Semester IV
1	1,2,7	3,4,8	5,9	6,10

B. Core Courses

Core courses are the courses in the major (Core) subject of the degree programme chosen by the student. Core courses are offered by the parent department. The number of core courses offered to the students of History is 15, including project work.

C. Complementary Courses

Sl. No	Code	Title	CONTACT HOURS	SEMESTER	CREDIT
1		COMPLEMENTARY 1 COURSE 1	6	I	4
2		COMPLEMENTARY 2 COURSE 1	6	II	4
3		COMPLEMENTARY 2 COURSE 2	6	III	4

4		COMPLEMENTARY 1 COURSE 2	6	IV	4
TOTAL					16

Complementary courses cover one or two disciplines that are related to the core subject and are distributed in the first four semesters. There shall be one complementary course in a semester for B.A Programmes. The complementary courses in first and fourth semester (Type 1) shall be the same. Similarly the complementary courses in second and third semester (Type 2) shall be the same. The college can choose any complementary course either in Type 1 or in Type 2 for a programme. Once they choose the complementary courses that should be intimated to the university. If a college wants to change the complementary course pattern (Type 1 or Type 2) prior sanction has to be obtained. All other programmes, existing pattern will follow. The complementary courses of History UG programme shall be from the complementary courses offered by Social Science programmes; Economics, Political Science, Sociology, Anthropology, Journalism, West Asia, Gender Studies, etc. (U.O.No. 8047/2017/Admn dtd. 9.06.2017) However, a few colleges, who have been offering complimentary courses from the complementary courses of History syllabi, due to the issue of workload of the teachers may be allowed to continue the practice.

Open Courses

There shall be one open course in core subjects in the fifth semester. The open course shall be open to all the students in the institution except the students in the parent department. The students can opt that course from any other department in the institution. Each department can decide the open course from a pool of three courses offered by the University. Total credit allotted for the open course is 3 and the hours allotted is 3. If there is only one programme in a college, they can choose either language courses or physical education as open course.

D. Elective Courses

There shall be one Elective course in core subjects in the Sixth semester. The institutions can opt the elective course. Total credit allotted for the elective course is 3 and the hours allotted is 3.

Ability Enhancement courses/Audit courses

These are courses which are mandatory for a programme but not counted for the calculation of SGPA or CGPA. There shall be one Audit course each in the first four semesters. These courses are not meant for class room study. The students can attain only pass (Grade P) for these courses. At the end of each semester there shall be examination conducted by the college from a pool of questions (Question Bank) set by the University. The students can also attain these credits through online courses like SWAYAM, MOOC etc (optional). The list of passed students must be sent to the University from the colleges at least before the fifth semester examination. The list of courses in each semester with credits is given below.

Course with credit Semester

Course	Credit	Semester
Environment Studies	4	1
Disaster Management	4	2
*Human Rights/Intellectual Property Rights/ Consumer Protection	4	3
*Gender Studies/Gerontology	4	4

* Colleges can opt any one of the courses.

Extra credit Activities

Extra credits are mandatory for the programme. Extra credits will be awarded to students who participate in activities like NCC, NSS and Swatch Bharath. Those students who could not join in any of the above activities have to undergo Calicut University Social Service Programme (CUSSP). Extra credits are not counted for SGPA or CGPA.

Credits

A student is required to acquire a minimum of 140 credits for the completion of the UG programme, of which 120 credits are to be acquired from class room study and shall only be counted for SGPA and CGPA. Out of the 120 credits, 38 (22 for common (English) courses + 16 for common languages other than English) credits shall be from common courses, 2 credits for project/corresponding paper and 3 credits for the open course. (In the case of LRP Programmes 14 credits for common courses (English), 8 credits for additional language courses and 16 credits for General courses). The maximum credits for a course shall not exceed 5. Dual core programmes are having separate credit distribution. Audit courses shall have 4 credits per course and a total of 16 credits in the entire programme. The maximum credit acquired under extra credit shall be 4. If more Extra credit activities are done by a student that may be mentioned in the Grade card. The credits of audited courses or extra credits are not counted for SGPA or CGPA.

Attendance

A student shall be permitted to appear for the semester examination, only if he/she secures not less than 75% attendance in each semester. Attendance shall be maintained by the Department concerned. Condonation of shortage of attendance to a maximum of 10% in the case of single condonation and 20% in the case of double condonation in a semester shall be granted by University remitting the required fee. Benefits of attendance may be granted to students who attend the approved activities of the college/university with the prior concurrence of the Head of the institution. **Participation in such activities may be treated as presence in lieu of their absence on production of participation/attendance certificate (within two weeks) in curricular/extracurricular activities (maximum 9 days in a semester).** Students can avail of

condonation of shortage of attendance in a maximum of four semesters during the entire programme (Either four single condonations or one double condonation and two single condonations during the entire programme). If a student fails to get 65% attendance, he/she can move to the next semester only if he/ she quires 50% attendance. In that case, a **provisional registration** is needed. Such students can appear for supplementary examination for such semesters after the completion of the programme. Less than 50% attendance requires Readmission. Readmission is permitted only once during the entire programme.

Readmission

There shall be provision for Readmission of students in CBCSS UG 2019. The Principal can grant readmission to the student, subject to the conditions detailed below and inform the matter of readmission to the Controller of Examinations within one month of such readmission. This readmission is not to be treated as college transfer. There should be a gap of at least one semester for readmission. The candidate seeking readmission to a particular semester should have registered for the previous semester examination. Readmission shall be taken within two weeks from the date of commencement of the semester concerned. For readmission, the vacancy should be within the sanctioned strength in the parent college. If there is no vacancy in the junior batch of the parent college, readmission can be taken in another college with the junior batch if there is vacancy within the sanctioned strength in the concerned college. If there is a change in complementary courses, it can be done with following conditions: i) the external and internal marks/grade obtained in the previous semesters for the earlier complementary courses will be cancelled. ii) the students have to write the external examinations for the previous semester for the new complementary courses along with the subsequent batch iii) An undertaking to the effect that “the internal evaluation for the previous semesters of the new complementary courses will be conducted”, is to be obtained from the Principal of the college in which the student intends to take readmission. If change in scheme occurs while readmission, provision for credit transfer is subject to common guidelines prepared by Board of Studies/ Faculty concerned. For readmission to CBCSSUG 2019 involving scheme change, the Principal concerned shall report the matter of readmission to the Controller of Examinations with the

details of previous semesters and courses undergone with credits within two weeks in order to fix the deficiency/excess papers.

Grace marks

Grace marks may be awarded to a student for meritorious achievements in co-curricular activities (in Sports/Arts/NSS/NCC/Student Entrepreneurship) carried out besides the regular hours. Such a benefit is applicable and limited to a maximum of 8 courses in an academic year spreading over two semesters. In addition, maximum of 6 marks per semester can be awarded to the students of UG Programmes, for participating in the College Fitness Education Programme (COFE).

Project

Every student of a UG degree programme shall have to work on a project of 2 credits under the supervision of a faculty member or shall write a theory course based on Research Methodology on Writing Local History as per the curriculum. College shall have the liberty to choose either of the above. But SDE/Private Registration students shall write the Research Methodology course instead of the project. The Board of Studies concerned shall prepare the syllabus for the same.

Study Tour

Compulsory study tour to destinations of architectural, archaeological, historical and cultural importance is to be conducted either in 5th or in 6th semesters. The students should submit the tour report as an assignment and present seminar papers based on the historical importance of places visited during the study tour in the sixth semester. These should be considered as the Assignment and Seminar components of the internal assessment for the HIS6B14- Indian Heritage and Plurality of Cultures.

Examination

There shall be University examinations at the end of each semester. External **Viva-voce** will be conducted along with the project evaluation. **Project** evaluation shall be conducted at the end of sixth semester. 20 % of marks are awarded through internal assessment.

Course Evaluation

The evaluation scheme for each course shall contain two parts (1) Internal assessment (2) external evaluation. 20% weight shall be given to the internal assessment. The remaining 80% weight shall be for the external evaluation.

Internal Assessment

20% of the total marks in each course are for internal examinations. The marks secured for internal examination only need be sent to university by the colleges concerned. The internal assessment shall be based on a predetermined transparent system involving written test, assignments, seminars and attendance in respect of theory courses and lab test/records/viva and attendance in respect of practical courses. Internal assessment of the project will be based on its content, method of presentation, final conclusion and orientation to research aptitude. Components with percentage of marks of Internal Evaluation of Theory Courses are- Test paper 40% Assignment 20%, Seminar 20% and Classroom Participation based on Attendance 20%. (If a fraction appears in internal marks, nearest whole number is to be taken)

For the test paper marks, at least one test paper should be conducted. If more test papers are conducted, the mark of the best one should be taken. To ensure transparency of the evaluation process, the internal assessment marks awarded to the students in each course in a semester shall be notified on the notice board at least one week before the commencement of external examination. There shall not be any chance for improvement for internal marks. The course teacher(s) shall maintain the academic record of each student registered for the course, which shall be forwarded to the University by the college Principal after obtaining the signature of both course teacher and Head of the Department. The Split up of marks for Test paper and Class Room Participation (CRP) for internal evaluation are as follows.

Split up of marks for Test paper

<i>Range of Marks in Test Paper</i>	<i>Out of 8 (Maximum internal Marks is 20)</i>
Less than 35%	1

35%- 45%	2
45%- 55%	3
55%- 65%	4
65%- 85%	6
85%- 100%	8

Split up of marks for Classroom Participation

Range of CRP	<i>Out of 4 (Maximum internal Marks is 20)</i>
50% ≤CRP <75%	1
75% ≤CRP <85%	2
85 % and above	4

Scheme of External Examination

Core courses consist of fifteen theory papers and project work. There will be **THREE types of scheme of examinations.**

Question Paper Type 1 for the papers having 4 or 5 credits: (Without Map)

This scheme consists of an external **question paper with 80 marks and internal examination with 20 marks**. Duration of each external examination is 2.5 hours. The students can answer all the questions in A & B sections. But there shall be a ceiling in each section. Answer can be written either in English or in Malayalam

Section A

Short Answer type that carries 2 marks each 15 questions Ceiling 25 marks

Section B

Paragraph/problem type that carries 5 marks each 8 questions Ceiling 35 marks

Section C

Essay type that carries 10 marks (2 out of 4) 2X10= 20 marks

Question Paper Type 2 for the papers having 4 or 5 credits: (With Map)

This scheme consists of **external question paper with 80 marks and internal examination with 20 marks**. Duration of each external examination is 2.5 hours. The students can answer all the questions in A & B sections. But there shall be ceiling in each section. Answer can be written either in English or in Malayalam

Section A

Short Answer type that carries 2 marks each 15 questions Ceiling 25 marks

Section B

Paragraph/problem type that carries 5 marks each 7 questions Ceiling 30 marks

Section C

Map Question that carries 5 marks (1 question) 1X5= 5 marks

Section D

Essay type that carries 10 marks (2 out of 4) 2X10= 20 marks

Question Paper Type 3 for the papers having 2 or 3 credits:

This scheme consists of external question paper with 60 marks and internal examination with 15 marks. Duration of each external examination is 2 hours. The students can answer all the

45 To below 55	C	Average	5	4.5 -5.49	Second class
35 to below 45	P	Pass	4	3.5 -4.49	Pass
Below 35	F	Failure	0	0	Fail
Incomplete	I	Incomplete	0	0	Fail
Absent	Ab	Absent	0	0	Fail

For the project work, out of the total 50 marks, 10 for internal assessment and 40 for External evaluation.

Evaluation of Project

This is done under a mark system. There will be an internal assessment by the supervising teacher of the Project and an External evaluation by an External Examiner appointed by the University. Grades will be awarded to the candidates by combining the external and internal marks. The internal and external components are to be taken in the ratio 1:4. The internal will be 20 percent of the total and external will be 80 percent of the total.

COMPONENTS	Internal in Marks Total in 10 Marks	External in Marks Total in 40 Marks
Originality Relevance of the topic, statement of the objectives	2	8

Methodology- Reference/ Bibliography, Presentation, quality of analysis/ use of statistical tools	2	8
Scheme/ Organisation of report-Findings and Recommendations	3	12
Viva-Voce	3	12
Total	10	40

Improvement Course

Improvement of a particular semester can be done only once. The student shall avail of the improvement chance in the succeeding year after the successful completion of the semester concerned. The students can improve a maximum of two courses in a particular semester (for SDE/Private registration students also). The internal marks already obtained will be carried forward to determine the new grade/mark in the improvement examination (for regular students). If the candidate fails to appear for the improvement examination after registration, or if there is no change in the results of the improved examination, the mark/grade obtained in the first appearance will be retained.

Improvement and supplementary examinations cannot be done simultaneously.

History Courses

The syllabus appended herewith is a thoroughly restructured and reformed one in accordance with the proposed changes in curriculum. The opinions of veteran scholars and teachers as well as young scholars have been incorporated in to the new syllabus. Opinions of teachers were pooled in and the syllabus is prepared giving due importance to these opinions.

The syllabus reconstituted here primarily aims at introducing the fundamentals of historical knowledge in a wider range so as to equip the students with better understanding of Society and Historical processes. It also aims at exposing the spirit of research, analysis, criticism, innovation and invention among the students.

The present syllabus consists of 34 courses - fifteen core courses, twelve complementary courses, three open courses and four elective courses.

Details of the Courses

1. 15 core courses including the Project, all compulsory (in the place of the main papers), each having 4 credits. Code of the course - B
2. 12 complementary courses. Thus there are six groups of complementary courses -Modern Indian History (1857 to the Present), Modern World History from AD 1500, Social and Cultural History of Britain, West Asian Studies, Archaeology in India and History of Journalism. Each group consists of four courses. Only one group is to be opted.

CORE COURSES

(15 courses including project work)

Sl. No	Code	Title	Contact Hours	Semester	Credit
1	HIS1B01	TRENDS IN HISTORIOGRAPHY	6	I	5
2	HIS2B02	TRENDS IN INDIAN HISTORIOGRAPHY	6	II	5
3	HIS3B03	WORLD HISTORY- 1	4	III	4
4	HIS3B04	INDIAN HISTORY- 1	5	III	4

5	HIS4B05	WORLD HISTORY- 2	4	IV	4
6	HIS4B06	INDIAN HISTORY- 2	5	IV	4
7	HIS5B07	WORLD HISTORY- 3	5	V	4
8	HIS5B08	INDIAN HISTORY- 3	5	V	4
9	HIS5B09	KERALA HISTORY-1	5	V	4

10	HIS5B10	METHODOLOGY OF THE WRITING OF HISTORY	5	V	4
11	HIS6B11	INDIAN HISTORY- 4	5	VI	4
12	HIS6B12	KERALA HISTORY- 2	5	VI	4
13	HIS6B13	GENDER STUDIES	5	VI	4
14	HIS6B14	INDIAN HERITAGE AND PLURALITY OF CULTURES	5	VI	4
15	HIS6B15	DISSERTATION/ METHODOLOGY OF LOCAL HISTOICAL WRITING	2 Hours each in 5th and 6th Semesters	V&VI	2

TOTAL CREDIT	60
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COMPLEMENTARY COURSES (12 courses) Offering Two for BA Economics

Sl. No.	Code	Name of the Courses	Credit	Contact Hours/week	Sem
1	HIS1C01	Modern Indian History (1857 to the Present): I	4	6	
2	HIS2C01	Modern Indian History (1857 to the Present): II	4	6	

OPEN COURSES (3 courses) Opted One

Sl. No	Code	Title	Contact Hours	Semester	Credit
1	HIS5D01	HISTORICAL TOURISM	3	VI	4

ELECTIVE COURSES

(4 courses) Opted One

Sl. No	Code	Title	Contact Hours	Semester	Credit
1	HIS6E01	HISTORY OF ARCHAEOLOGY IN INDIA	3	VI	3

Programme Specific Outcome & Course Outcomes

PSO1	Being a subject of social science, history has its own value in society and human life. It helps the students to develop their ethical and social values and to understand the background of our religion, customs, institutions, administration and so on.
PSO2	They could gather knowledge about the heritage and tradition of their own country and the others. Also, to understand the existing social, political, religious and economic conditions of the people
PO3S	Analyze the relationship between the past and the present while understanding the different courses offered.
PSO4	Develop practical skills helpful in the study and understanding of historical events. They are: <ul style="list-style-type: none"> a) Draw historical maps, charts, diagrams etc. b) Prepare historical models, tools etc.
PSO5	Develop interests in the study of history and activities relating to history. They are: <ul style="list-style-type: none"> a) Collect ancient arts, old coins and other historical materials b) Participate in historical drama and historical occasions c) Visit places of historical interests, archaeological sites, museums and archives d) Read historical documents, maps, charts etc. e) Play active roles in activities of the historical organizations and associations f) Write articles on historical topics
PSO6	The study of history helps to impart moral education.
PSO7	History installs the feeling of patriotism in the hearts of the pupils
PSO8	<ul style="list-style-type: none"> a) There is a huge potential in the future of a history student. Various options are opened to history students to choose their career. b) History being taught from primary education level to higher study, they can opt teaching as a profession in primary, secondary and higher secondary schools c) History is also highly essential to qualify Kerala Administrative Service and an attraction for Civil Service aspirants d) A history student may choose his or her career in journalism, tourism and in heritage They may get jobs in museums, archives and libraries e) Beside those, they can also build their career in the field of research and archaeology

Core Courses

HIS1B01 Trends in Historiography

Course Category: Core Course 1

No. of Credits: 5

No. of Contact Hours: 6 Hours per week

This course is designed to expose first semester students to the basic understanding regarding the development of History as a discipline. The emphasis will be on the major trends in the arena of Historical Writing and Thought. The course will illustrate how the methodological and philosophical shifts have contributed for the development of History as a discipline.

CO1	Develop a basic understanding on the development of History as a discipline.
CO2	Comprehend the major trends in the arena of historiography along with the theory that informs it
CO3	Conceive the original historical arguments based on different schools of historiography

Module I

- © Meaning of Historiography – Quasi History
- © Past and History- Differentiation and Conceptualization
- © Nature and Character of Greek Historical Writings- Herodotus
- © Nature of Medieval Historical Writings- St: Augustine – Ibn Khaldun

Books for Study

1. R G Collingwood, *The Idea of History*, OUP, 1994.
2. Shashi Bhushan Upadhyay, *Historiography in the Modern World: Western and Indian Perspectives*, OUP, 2016.
3. Sreedharan E, *A Textbook of Historiography*, Orient BlackSwan, 2004.
4. Jeremy Black & Donald Macraill, *Studying History* 4th edition, Palgrave, 2017.

Module II

- © Vico and New science – Positivism- Auguste Comte and Ranke
- © Marx and Historical Materialism
- © Cultural History- Jacob Burckhardt
- © A J Toynbee and the Study of Civilizations

Books for Study

1. R G Collingwood, *The Idea of History*, OUP, 1994.
2. Shashi BhushanUpadhyay, *Historiography in the Modern World: Western and Indian Perspectives*,

OUP, 2016.

3. Sreedharan E, *A Textbook of Historiography*, Orient BlackSwan, 2004.
4. Jeremy Black & Donald Macrauld, *Studying History* 4th edition, Palgrave, 2017.
5. Georg G. Iggers & Edward Wang, *Global History of Modern Historiography*, Pearson, 2010.

Module III

- © The Annales – Marc Bloch, Fernand Braudel
- © History of Mentalities- Philippe Aries
- © History from Below- E P Thompson
- © Post Modernism – Keith Jenkins

Books for Study

1. Peter Burke, *The French Historical Revolution: The Annales School, 1929-89*, Polity Press Cambridge, 1990.
2. Patrick H Hutton, 'The History of Mentalities: The New Map of Cultural History' In *History and Theory*, Vol. 20, No. 3 (Oct. 1981), pp. 237-259.
3. Shashi Bhushan Upadhyay, *Historiography in the Modern World: Western and Indian Perspectives*, OUP, 2016.
4. Jeremy Black & Donald Macrauld, *Studying History* 4th edition, Palgrave, 2017.
5. Georg G. Iggers & Edward Wang, *Global History of Modern Historiography*, Pearson, 2010.
6. Anna Green & Kathleen Troup, *The Houses of History*, Manchester University Press, 1999.

Module IV

- © Gender History– Gerda Lerner
- © Food History – Felipe Fernandez- Armesto
- © Environmental History – Alfred W Crosby
- © Oral Tradition and Oral History – Jan Vansina and Allan Nevins

Books for Study

- 1) Shashi Bhushan Upadhyay, *Historiography in the Modern World: Western and Indian Perspectives*, OUP, 2016.
- 2) Gerda Lerner, *The Creation of Patriarchy*, OUP, 1987.
- 3) Felipe Fernandez- Armesto, *Near A Thousand Tables: A History of Food*, The Free Press, 2002
- 4) Alfred W Crosby, *Ecological Imperialism: The Biological Expansion of Europe, 900- 1900*, Cambridge University Press, 2004.
- 5) Jan Vansina, *Oral Tradition as History*, The University of Wisconsin Press, 1985.
- 6) Gerald L Fetner, *Immersed in Great Affairs: Allan Nevins and the Heroic Age of*
- 7) *American History*, State University of New York Press, 2004.
- 8) Anna Green & Kathleen Troup, *The Houses of History*, Manchester University Press, 1999.
- 9) Marek Tamm, Peter Burke, *Debating New Approaches to History*, Bloomsbury, 2019

HIS2B02 Trends in Indian Historiography

Course Category: Core Course 2

No. of Credits: 5

No. of Contact Hours: 6 Hours per week

This course is designed to expose Second semester students to the basic understanding regarding the development of Historical consciousness in India. It will also provide a basic understanding regarding the major trends in the arena of Historical Writing and Thought in India. It will also expose the students to the major paradigms associated with the study of Indian History, which will help them to understand the Indian History Courses in the following semesters.

Course Outcomes

CO1	Develop basic understanding on the development of Historical consciousness in India
CO2	To know the major trends in the arena of Historical Writing and Thought in India
CO3	It will also expose the students to the major paradigms associated with the study of Indian History
CO4	Enable to distinguish different schools and their tools and techniques in interpreting and writing history

Module I Historical Consciousness in Pre- British India

- © Concept of time in early India Jain and Buddhist Tradition Ithihasa – Purana Tradition Charithas and Kavyas- Harshacharitha – Mooshakavamsa- Rajatharangani
- © Kitab-al- Hind- Al- Biruni
- © Historical Writings of Sultanate Period- Barani- Amir Khusrau
- © Historiography of Mughal period Babur Nama -AbulFazal
- © Historical consciousness in other parts of India - Ferishta- Sheikh Zainuddeen

Module II Colonial and Nationalist Historiography

- © Indology- William Jones- Max Muller
- © James Mill and the Division of Indian History- The History of British India
- © Vincent A Smith- Great Men History
- © Nationalist Historiography- K.P Jayswal- R.C Majumdar- R.C Dutt- K.A.N Sastri- Elamkulam P N Kunjan Pillai

Module III Critique of Paradigms

- © Oriental Despotism
- © Asiatic Mode of Production
- © Hydraulic Society
- © Aryan Racial Supremacy Theory
- © Romila Thapar's Critique on Colonial and Nationalist Historiography

Module IV Historiographical Trends in Independent India

© Marxist Approach to Indian History- D.D Kosambi- R.S Sharma- Irfan Habib- Bipan Chandra

© Subaltern Studies- Ranajith Guha- Dipesh Chakraborty

© Cambridge and new Cambridge school- Anil Seal- C A Bayly

© Gender History- Uma Chakravarti

© Environmental History- Ramachandra Guha

Books for Study

Dr. S P Sen, *Historians and Historiography in Modern India*, Institute of Historical Studies, 1973

Elliot and Dowson, *History of India as told by its own Historians*

Romila Thapar, *The Past and Prejudice*, NBT, 1975

Romila Thapar, *Time as a Metaphor of History: Ancient India*, OUP, 1997 Romila Thapar, *The Past as Present*, Aleph, 2014

Romila Thapar, *Indian Cultures as Heritage Contemporary Pasts*, Aleph, 2018 James Mill, *The History of British India*

Ranajit Guha (ed), *Subaltern Studies, Vol. 1*, OUP, 1996

Shashi Bhushan Upadhyay, *Historiography in the Modern World: Western and Indian Perspectives*, OUP, 2016.

Henry Schwarz, *Writing Cultural History in Colonial and Postcolonial India*, University of Pennsylvania Press, 1997

Georg G. Iggers & Edward Wang, *Global History of Modern Historiography*, Pearson, 2010.

Sreedharan E, *A Textbook of Historiography*, Orient BlackSwan, 2004.

HIS3B03 WORLD HISTORY -1

State, Society and Civilization in the Ancient World

Course Category: Core Course -3

No. of Contact Hours per week -4 No. of Credits-4

The course is to introduce the ancient state and society. Studying global history is important as it helps us to understand our past which in turn allows us to understand our present. A history of the ancient world ties all information together by asking certain kinds of historical and thematic questions. In a world history course, we look at big patterns, similarities, differences, continuities, changes and broad movements with a micro level understanding of society and culture. Studying ancient world history can provide us insight on culture, origin of human species, origin and growth of civilizations and also about the stages of human development. Every segment of this world, be it a city or a country has a meaningful past and a history as well.

World histories expose to recognize the multiple spatial and temporal contexts of early civilizations. It teaches about human nature and provides cultural awareness, political understanding and society of civilizations. It also contains reference to varied economic and cultural patterns and a familiarization of social activities of the period. World history reveals that people are to look at other civilizations in comparative context and to look at one's own society and civilization in the context of other societies and civilizations. World historical themes are focused on comparison and connection, broad systems and global interactions.

Course outcome:

CO1	To know a general timeline and outline of ancient civilizations, including key events and cultural achievements of different ancient civilizations
CO2	The course provides an overview of early cultures and meetings between cultures and similar trends across cultures
CO3	Ability to recognize the multiple spatial and temporal contexts and to look at one's own society and civilization in contrast to other societies and civilizations
CO4	The course provides an overview of different state systems, its socio- cultural contributions and its impact on later society
CO5	The course provides an overview on medieval European state and society, Along with the study it focuses on the socio- political and economic currents of medieval Central Asia, West Asia and East Asia
CO6	Compares and contrasts past with medieval events, issues and problems
CO7	The course would provide an understanding of scientific and intellectual interactions that took place between the East and the West in the medieval period.
CO8	It also explains the pattern of the medieval medicinal system and its efficacy in dealing contagious diseases of the period.

Module-I - Prehistoric Societies

- © Geological time and the phase of human evolution; Pleistocene and Holocene- Stone age; Paleolithic food gatherer's –Mesolithic- animal husbandry-beginning of agriculture; division of labour and role of women in agriculture process
- © Neolithic Revolution; beginning of settlements- rock shelters and rock art- cultural changes transition to metal age

Essential Readings

Edward Mac Nall Burns et.al, *World Civilizations, Vol.A*

Thomas Walter Wall Bank and Alastair Mac Donald Taylor.*Civilization Past and Present*

Gordon Childe. *What Happened in History*

References

Brain M Fagan. *Ancient Lives: An Introduction to Archaeology and Pre-History*

Gordon Childe. *Man Makes Himself*

M.C. Burkkit. *The Old Stone Age*

Hendrik Willem Van Loon. *The Story of Mankind*

Rev.JamesBaikie. *Wonder Tales of the Ancient World*

G. Dalton (ed.). *Tribal and Peasant Economies: Readings in Economic Anthropology*

L. De Blois and R. J. Van Der Spek. *An Introduction to the Ancient World*

Barbara Bender. Farming in Prehistory Amar Farooqi. *Early Social Formations*

D. Rindos. *The Origins of Agriculture*, Academic Press, New York, 1984

Module-II- Bronze Age Civilizations.

- © Mesopotamian Civilization; geographical settings- archaeological evidences- from village to city life -Uruk- the world's first City-Cuneiform Script- social life-religion- technology intellectual contribution
- © The rise of Babylon-Hammurabi of Babylon-The Law Code of Hammurabi
- © The rise of Civilization in Egypt; Pharaohs and their history- social stratification religion technology-intellectual contribution
- © Chinese Civilization –essential features

Essential Readings

Edward Mac Nall Burns et.al, *World Civilizations, Vol.A*

Thomas Walter Wall bank and Alastair Mac Donald Taylor;*Civilization Past and Present*

References

Barbara Watterson. *The Egyptians*

Harriet EW Crawford. *Sumer and Sumerians*

Rev.JamesBaikie. *Wonder Tales of the Ancient World*

Thomas Walter Wall bank and Alastair Mac Donald Taylor.*Civilization Past and Present*

Georges Roux. *Ancient Iraq*

Alexandre Moret.*The Nile and Egyptian Cvilization*

K. Polanyi. et. Al. *Trade and Market in Early Empires*
Bruce. G.Trigger. et al. *Ancient Egypt: A Social History*
Daniel Potts, *Mesopotamian Civilization: The Material Foundation*

Module-III- Iron Age Civilizations-Polity and state in the Greco –Roman world

- © The Homeric Age- Greek City states- Athens and Sparta- Periclean Age - Legacy of Greek Civilization- changes in the idea of citizenship and democracy- excluded classes -position of women- political philosophy and literature- science-art and architecture
- © Roman Empire- economic foundations-empire and Christianity-legacy of Roman Civilization- Pax-Romana-religion- literature-art-science- technology involved in architecture and construction

Essential Readings

Edward Mac Nall Burns,et.al, *World Civilizations, Vol.A*
Antony Andrews, *Greek Society*
Geza Alföldy, *The Social History of Rome*

References

Felipe Fernandez. *Civilizations:Culture, Ambition and the Transformation of Nature*
Thomas Walter Wall bank and Alastair Mac Donald Taylor-*Civilization Past and Present*

Module-IV- Decline of the Ancient World

Decline of Roman Empire- changing socialscapes- impact of Christianity

Essential Readings

Edward Mac Nall Burns, et.al, *World Civilizations, Vol.A&B*
Perry Anderson, *Passages from Antiquity to Feudalism*, NLB, London, 1978

References

Edward Gibbon, *Decline of Roman Empire*
Thomas Walter Wall bank and Alastair Mac Donald Taylor-*Civilization Past and Present*

Map Study

1. Distribution of Important Paleolithic and Neolithic Settlements
2. Important Bronze age Cities
3. Important Iron Age Centres
4. Early Trade Routes

HIS3 B04 INDIAN HISTORY-1

Course Category: Core Course 4 No. of Credits: 4

No. of Contact Hours: 5 Hours per week

State and Society in Early India

The main objective of this syllabus is to provide a broad historic outline about the process of socio-political formations in the north and south India up to 1300 CE. Four modules introduce four main processes of the socio-political formations; the emergence of the first urbanization in the north western part of early India during bronze age, the socio-political formations of Indo- Gangetic plains in the Iron Age, the emergence of an empire under Mauryas in the north and Muvendars in the South and the formation of feudal cultures in the north and south.

Course Outcomes

CO1	Describe Prehistory and Protohistory
CO2	Classify urbanisation in the Gangetic Basin
CO3	Distinguishing between Buddhism and Jainism
CO4	Analysing the causes for the emergence of Magadha out of the 16 Mahajanapadas
CO5	Acquire knowledge about Early Tamilakam and importance of Tinai
CO6	Identify Early Indian Maps

Module- I

Towards Civilization

- © pre-Harappan cultures; - extension of the Harappan culture- features of the Harappan Sites; Harappa, Mohenjodaro, Lothal, Dholavira, Kalibangan
- © Debates on the nature of society and polity: Dravidian and Indo Aryan
- © Debate on the decline of Indus civilization
- © Debate on Harappan script: Airavatham Mahadevan –Asko Parpola

Essential Readings

D.N Jha. *Ancient India an Introductory Outline*
Shareen Ratnagar. *Understanding Harappa*
M.K Bhavalikar. *Cultural Imperialism*
R.S. Sharma. *India's Ancient Past*
Upinder Singh. *A History of Ancient and Early Medieval India*

Module-II

Socio-Political Formations in the Indo-Gangetic Plains

- © Vedic literatures and Archaeological evidences - PGW, NBPW- early tribal pastoral and agrarian society in the Gangetic plains
- © Aryan debate: Central Asian/indigenous theory
- © Early and later Vedic polity- formation of urban centers- Mahajanapadas
- © Nature of state; oligarchies, Monarchies and republics
- © Material setting of the formation of Jainism and Buddhism

Essential Readings

R.S. Sharma. *Material Culture and Social formations in Ancient India*

.....*India's Ancient Past*

RomilaThappar. *From Lineage to State*

.....*Early India*

Upinder Singh. *A History of Ancient and Early Medieval India*

Module-III

Mauryan and Muvendar

© From Mahajanapadas to the empire- domination of Magadha- foundation of Mauryan polity

© Asokan Edicts and Megasthenees's Indica

© Extension of the empire

© Arthasasthra and early Indian treatise on the theory of state; *Sapthanga* – nature of Asoka dharma

© Debates on Mauryan polity

© Tamizhakam – Tinai based production and exchange—Indo-Roman trade- nature of Muvendar polity- Chera, Chola and Pandya

Essential Readings

K.A. NilakantaSastri. *Age of Nandas and Maurya*

RomilaThapar. *Ashoka and Decline of the Maurya*

..... *Maurya Revisited*

Upinder Singh. *A History of Ancient and Early Medieval India*

N. Subrahmanyam. *Sangam Polity* RajanGurukkal. *Social Formations in South India* Kailasapati.

Tamil Heroic Poetry

Rajan Gurukkal. *Rethinking Indo-Roman Classical Trade*

Module-IV

Into a Feudal Society

© Land grants under Satavahanas and Gupta- revival of Vedic traditions- art- literature and architecture as the symbols of feudalism

© Debates on Indian feudalism; R.S Sharma, Herbans Mukhia

© South Indian feudalism- Temple based Bhakti traditions of Alwars and Nayanars in South India.

Essential Readings

R.S. Sharma. *Indian Feudalism*

.....*Early Medieval Indian Society*

VijaykumarTakkur. *Historiography of Indian Feudalism*

D.N. Jha (ed.). *Feudal Order*

HerbansMukhia (ed.). *Feudalism Debate*

KesavanVeluthat. *The Political Structure of Early Medieval South India, The Early Medieval in South India*

Upinder Singh. *A History of Ancient and Early Medieval India*

Map studies

1. Harappan cities
2. PGW and NBPW sites
3. Distribution of Major and Minor Rock edicts of Asoka
4. Port towns of Ancient Tamilakam

HIS4 B05 WORLD HISTORY- 2

Course Category: Core Course 5 No. of Credits: 4

No. of Contact Hours: 4 Hours per week

Medieval World: State and Society

The course is prepared to create knowledge on the medieval world through which students were able to understand different state systems, its socio- cultural contributions and its impact on later society. Along with a study on medieval European state and society, it focuses on the socio- political and economic currents of medieval Central Asia, West Asia and East Asia. The course would provide an understanding of scientific and intellectual interactions that took place between the East and the West in the medieval period. It also explains the pattern of the medieval medicinal system and its efficacy in dealing contagious diseases of the period.

Course Outcomes

CO1	To know a general timeline and outline of Medieval world, including key events and cultural achievements of different medieval society
CO2	The course provides an overview of different state systems, its socio- cultural contributions and its impact on later society
CO3	The course provides an overview on medieval European state and society, along with the study it focuses on the socio- political and economic currents of medieval Central Asia, West Asia and East Asia
CO4	Compares and contrasts past with medieval events, issues and problems
CO5	The course would provide an understanding of scientific and intellectual interactions that took place between the East and the West in the medieval period.
CO6	It also explains the pattern of the medieval medicinal system and its efficacy in dealing contagious diseases of the period.

Module I

© Europe after the collapse of Rome

© Byzantine empire- 'Polity and Society'

© Carolingians – Charlemagne

© Spread of Christianity: Papacy

© Growth of Feudalism: Interactions of Germanic tribes with settled peoples- Features of feudalism Nobility-Serfdom

©Dynamics of change in feudal Europe-Technology- Demography

Essential Readings

Palmira Brummet et.al. *Civilization Past and Present*, volume A&B
Lynn Hunt et.al. *The Making of the West-Peoples and Cultures*
Edward Mc Nall Burns et.al. *Western Civilization*, Vol A & B
Perry Anderson. *Passages from Antiquity to Feudalism*
Henri Pirenne. *Medieval Cities*

References

Rosen Wein, Barbara. *A Short History of the Middle Ages*
John Bossy. *Christianity in the West, 1400-1700* Amar Farooqui. *Early Social Formations*
Marc Bloch. *Feudal Society*, Vol 2
Lopez Robert. *The Commercial Revolution of the Middle Ages, 950-1350* Henri Pirenne. *Mohammed and Charlemagne*

Module II- Medieval West Asia

- © Rise of Islam- Caliphate – Abbasids – Expansion of maritime trade
- © Iqta and changes in agrarian relations
- © Gunpowder Empires – The Ottoman empire and The Safavid empire in Persia
- © Arab Science – Mathematics, Astronomy, Alchemy, Optics and Medicine

Essential Readings

Edward McNall Burns et.al. *Western Civilization*, Vol A &B Philip K Hitty. *History of Arabs*
Palmira Brummett et.al. *Civilization Past & Present*, volume A&B
Lynn Hunt et.al. *The Making of the West-Peoples and Cultures*

References

Marshall Hodgson. *The Venture of Islam*
Hourani Albert. *A History of the Arab Peoples*

Module III- Medieval China

- © Unification of China and emergence of centralized state systems- Tang & Ming dynasties
- © Revival of Trade and Trade routes
- © Technological Advances
- © Peasant revolts
- © Maritime expedition – Cheng Ho

Essential Readings

Jacques Gernet. *A History of Chinese Civilization*

Wolfram Eberhard. *A History of China*

Adshhead, SAM. *China in World History*

References

Bonavia,David. *The Chinese*

Dun Jen Li. *The Ageless Chinese: A History*

Frederick W.Mote and Denis Twitchett (eds.). *The Cambridge History of China; The Ming Dynasty,1368-1644*

Module IV-Aspects of Transition

© Decline of Feudalism

© Diseases and medicine in Medieval Europe-brief introduction

© Scientific and intellectual interaction between Europe and Asia- Role of Crusades

Essential readings

Edward McNall Burns et.al. *Western Civilization, Vol A &B* Philip K Hitty. *History of Arabs*

Rodney Hilton. *Transition from Feudalism to Capitalism*

References

Perry Anderson. *Passages from Antiquity to Feudalism*

H. Butterfield. *The Origins of Modern Science*

Carlo M. Cipolla. *Before the Industrial Revolution, European Society and Economy, 1000 -1700*

Rosenwein, Barbara. *A short History of the Middle Ages*

Peter, Burke. *Popular Culture in Early Modern Europe*

Map Studies

1. Important Medieval European Towns
2. Important Centres of Medieval Arab World
3. Important Trade Centres
4. Important Centres of Education

HIS4B06 INDIAN HISTORY-2

Course Category: Core Course 6 No. of Credits: 4

No. of Contact Hours: 5 Hours per week

State and Society in Medieval India

The course is framed to explicate the nature of state and society in Medieval India. It familiarizes the students with the process of state formation; economic pattern of medieval India along with the social and cultural developments of the period. It explains the process of medieval trade related to Arabian Sea and Indian Ocean. Students could able to understand the changing pattern of agrarian system in medieval India. A new phase in Indian History began with the advent of the Arabs in Sindh in A.D.712. The Arabs brought a new religion, a new culture and civilization to the Indian Sub-Continent. The new form of religious ideas, culture, fine arts etc. have lasting impact on India.

Course Outcomes

CO1	Understanding of Delhi Sultanate
CO2	Analyse Mughal rule administrations, art, and architecture
CO3	Identify cultural synthesis medieval India
CO4	Analyse the state and society of Medieval Medieval South India
CO5	Prepare Maps- important centres in Delhi Sultanate, Mughal Empire under Akbar and Aurangazeb

Module I

Interpreting early medieval Indian History

- © Concept of early medieval
- © Indian Feudal model and its critics

Essential readings

B. D. Chattopadhyaya. *The Making of Early Medieval India*

Irfan Habib. *Medieval India; The Study of a Civilization*

D. N. Jha. *Early India: A Concise History*

R. S. Sharma. *Early Medieval Indian Society: A Study in Feudalization* Upinder Singh. *A History of Ancient and Early Medieval India*

References

T.J. Byres and Harbans Mukhia (eds.). *Feudalism and non-European societies*

Vipul Sing. *Interpreting Medieval India*

Burtain Stein. *Peasant state and society in Early Medieval South India*

Romila Thapar. *Early India: From the Origins to AD1300*

Upinder Singh. *A History of Ancient and Early Medieval India: From the Stone Age to the 12th century*

Kesavan Veluthat. *Political Structure of Early Medieval South India*

Module II- Delhi Sultanate, Vijaya Nagara empire and Bhamani Kingdom

- © Arab conquest of Sind- the Sultanate ascendancy in India- Battle of Tarain- Political consolidation under early Turkish Sultans- Reforms under Iltutmish and Balban
- © Delhi Sultanate under Khaljis and Thuglaqs; Alauddin Khalji- military measures and economic reforms –Administrative reforms and military experiments of Muhammadbin Thuglaq- Firozshah Thuglaq and welfare measures
- © Administrative system and institutions under Delhi sultanate- kingship- Administration- nobility – slavery-land revenue and forms of distribution- Iqta system
- © The Vijaya nagara Empire- Bahmani Kingdom: nature of Polity and cultural contributions

Essential Readings

Farooqui SalmaAhmed. *A Comprehensive History of Medieval India*
Satish Chandra. *Medieval India: From Sultanate to the Mughals (1206-1526)*
Sunil Kumar. *The Emergence of Delhi Sultanate, 1192-1286*
I.H. Quereshi. *Administration of the Sultanate of Delhi*
Satish Chandra. *History of Medieval India*
Mohammad Habib and KA Nizami (eds.). *A Comprehensive History of India: The Delhi Sultanate (1206-1526)*
Burton Stein. *Vijayanagara*
H.K.Sherwani. *The Bahmanis of the Deccan Deccan*

References

S.A.A. Rizvi. *The Wonder that was India, Part II*
K.A. Nizami, *State and Culture in Medieval India*
Ashraf.K.M. *Life and Conditions of the people of Hindustan*
Stewart Gordon, *The Marathas 1600 - 1818.*

Module III- Formation of Mughal Empire

- © Babur- warfare- military technology- Afghan conflicts and formation of Surr dynasty
- © Consolidation of the Mughal Empire under Akbar- expansion of the empire-Economic reforms- Mansabdari and Jagirdari Systems- Land Revenue- Zabt System- Akbar's religious policy- Aurengazeb and Decan policy
- © Rise of The Marathas- Shivaji and his administration- Land revenue policy
- © Ahom Kingdom of North-east India

Essential Readings

Irfan Habib. *Agrarian System of Mughal India, 1526 - 1707*
Farooqui SalmaAhmed. *A Comprehensive History of Medieval India*
Harbans Mukhia. *The Mughals of India*
Muzaffar Alam and Sanjay Subramanian (eds.). *The Mughal State, 1526 – 1750.*
Meena Bhargava. *Understanding Mughal India*
J.F. Richards. *The Mughal Empire*
Ashraf. K.M. *Life and Conditions of the people of Hindustan*
Satish Chandra. *History of Medieval India:800-1700*

-----Essays on Medieval Indian History

Module IV: Medieval Economy and Culture

- © Trade- Urbanisation-Indian Ocean Trade
- © Science and technology in Medieval India
- © Bhakthi and Sufi Traditions in India
- © Nature of medieval architecture

Essential Readings

- S.A.A. Rizvi. A History of Sufism in India, Vol. I.
S.A.A. Rizvi. Muslim Revivalist Movements in Northern India
Nisami KA . Some aspects of religion and politics in India
Nural Hasan. *Thoughts on Agrarian Relations in Mugal India*
Irfan Habib. *Agrarian System of Mughal India, 1526 û 1707*
S. Arsatnam. *Maritime India in the Seventeenth Century*
R. Champakalakshmi. *Trade Ideology and Urbanisation: South India 300BC- A.D. 1300*
Catherine Asher. *Architecture of Mughal India*
AJ. Qaisar, *Indian Response to European Technology*
J. C. Harle. *The Art and Architecture of the Indian Subcontinent*
Tapan Raychaudhuri et.al. *The Cambridge Economic History of India*

Map Studies

1. Important centres of Delhi Sultanate
2. Political and Cultural centres of Vijayanagara and Bahmani Kingdom
3. Mughal Empire under Aurangzeb
4. Trade Centres of Medieval India

HIS5 B07 WORLD HISTORY- 3

Course Category: Core Course 7

No. of Credits: 4

No. of Contact Hours: 5

Emergence of the Modern World

The course is designed to expose the students of Fifth Semester to the major political movements of the world in the Modern period and equip them with a basic understanding of the socio-economic ideas that contributed to the making of it. It is also expected to make them aware of how the people all over the world led various movements for the attainment of democratic rights. Moreover, it is intended to teach them the hardships and miseries of war and the need for the creation and maintenance of international peace and understanding.

Course Outcomes

CO1	Students acquaint with 'transition in history' by looking at social, political, economic and technological changes from medieval to modern
CO2	Develop new perspectives on the American War of Independence, English and French Revolution.
CO3	Create a fresh look at the Industrial Revolution and consequent development in all walks of modern world. It will peep into the colonialism and anti-colonial movements.
CO4	Appreciate the mass mobilization in Third World countries and appreciate the democratic ideologies tagged along with it.

Module I: Making of the Modern World

- ♥ The Renaissance- Medieval origin- nature and characteristics- art, literature and science- Humanism- Impact of Renaissance
- ♥ The Reformation- Martin Luther and Protestant Revolution- John Calvin- Catholic Reformation- Impact of Reformation
- ♥ Development of Science and Technology -Astronomy and Mathematics- Gunpowder- Mariners Compass – Shipping Technology- Geographical exploration and overseas trade- Columbus, Gama and Magellan- the Spanish conquistadors in South and Central America- colonialism a plunder- trade rivalry- missionaries
- ♥ Rise of nation states in Europe

Essential Readings

Edward MCnall Burns et al; *World Civilisations*, Volume B

Lynn Hunt et al., (ed), *The Making of the West*

Rick Szostak.*Making Sense of World History*

Module II: Knowledge and Economy

- ♥ The Scientific Revolution- Bacon, Descartes – Galileo and Newton
- ♥ The Enlightenment- concepts and characteristics -Enlightenment Thinkers
- ♥ Rise of industrial capitalism- ideology and practice
- ♥ The Industrial Revolution- concept, features and inventions – Factory System
- ♥ Development of Capitalism- Colonialism and imperialism – Whightman’s Burden and Enlightening Mission - Orientalism
- ♥ Socialism; Utopian and Scientific- Karl Marx

Essential Reading

David S. Mason; *A Concise History of Modern Europe*

Edward MCnall Burns et al; *World Civilisations, Volumes B and C*

Module III: Towards Democracy

- ♥ Movements against autocracy- The English Revolutions
- ♥ The American Revolution- causes and impact- American constitution
- ♥ The French revolution- Ancient Regime- society, economy and politics- intellectual background- course and Impact- Napoleon
- ♥ The American Civil War- emancipation of slaves
- ♥ Unification of Italy and Germany- Mazzini, Cavour, Bismarck- impact

Essential Readings

ArjunDev and Indira ArjunDev ; *History of the World*

David S. Mason; *A Concise History of Modern Europe*

Edward MCnall Burns et al; *World Civilisations, Volumes B and C*

Module IV: Contemporary World

- ♥ The First World War- origin and magnitude- impact
- ♥ The Russian Revolution- background, ideology and impact
- ♥ Inter War politics- The League of Nations- The Great Depression
- ♥ Italian Fascism- Mussolini- ideology
- ♥ German Fascism- Hitler- rise to power- Nazi ideology- impact
- ♥ The Second World War- background- theatres of war- consequences
- ♥ Post War world- the UNO- achievements and limitations- the Chinese Revolution- Mao Zedong

- ♥ The Third World- liberation of the colonies in Asia and Africa- Cold War
- ♥ Globalization- politics, economy and culture

Essential Readings

ArjunDev and Indira ArjunDev ; *History of the World*
David S. Mason; *A Concise History of Modern Europe*
Edward MCnall Burns et al; *World Civilisations, Volume*

Map Studies

1. Major geographical explorations
2. Major European Colonies in Asia
3. Important centres of World War I
4. Important centres of World War II

HIS5 B08 INDIAN HISTORY - 3

Course Category: Core Course- 8

No. of Credits: 4

No. of Contact Hours: 5 Hours per week

Making of Modern India

The objectives of the course comprise of inculcating a right understanding of the contours of India's struggle for independence from the colonial yoke. The course would familiarize the students with the several ways through which socio-political consciousness emerged in India as a general process. It would instruct the dimensions of the economic impact of colonialism. The course helps to understand how through different levels of the uprisings by the peasants, workers and the tribals as well as by the awakening of excluded sections like women and the untouchables contributed to the overall political consciousness leading to the liberation of the country from colonialism. Quite significantly, the course would impart the potential values of political freedom and worth of human independence, as they are born out of a long saga of struggle and sacrifice

Course Outcomes

CO1	Realise the impact of colonialism and its presence in contemporary India
CO2	Appreciate the values and ideologies of freedom struggle
CO3	Trace the mass basis of Indian national movement
CO3	Trace the dynamics of Indian economy that have rooted in both colonial and Native practices
CO3	Understand the process of class formations in Modern India

Module I: Colonialism and its Practice

- ♥ The British Imperialism in India; Interpreting colonialism-capitalism and imperialism- ideologies of the Raj; mission civilization
- ♥ Significance of the Battle of Plassey and the Buxar
- ♥ Experience of colonialism and its impact in British India: New agrarian practices- changes in native industries- capitalism and rural economy - revenue and tenurial system- condition of working class
- ♥ The revolt of 1857: interpretations, causes and significance

Essential readings

- Bipan Chandra et.al, *India's Struggle for Independence*
Sekhar Bandhopadhyaya, *From Plassey to Partition: A History of Modern India*
Sumit Sarkar, *Modern India (1885-1947)*

References

- Barbara D Metcalf and Thomas R Metcalf, *A Concise History of India*
Thomas R Metcalf, *Ideologies of the Raj*
Sugata Bose and Aysha Jalal, *Modern South Asia: History, Culture, Political Economy*
Catherine Basher and Cynthia Talbot, *India before Europe*
C. A. Bayly, *Indian Society and the Making of the British Empire, New Cambridge History of India*

Module II: Growing social consciousness and emergence of Social and Religious Reform Movements

- ♥ Social and religious consciousness in India- familiarisation of new ideologies- advent of printing and press
- ♥ Rajaran Mohan Roy and Brahmosamaj-Ramakrishna Mission and Vivekananda-Arya Samaj- Theosophical Society- Jyothiba Phule and Sathyashodak Samaj- Aligarh movement - Singh Sabha movement
- ♥ Social Reform Movements in Kerala- Ideology and Practice

Essential Readings

- Kenneth Jones, *Social and Religious Reform Movement*
V.C. Joshi (ed.), *Rammohan Roy and the Process of Modernization in India*

References

- AR Desai, *Social Background of Indian Nationalism*
KN Panikkar: *Culture, Ideology, Hegemony: Intellectuals and social consciousness in Colonial India*
TK Oommen (ed.), *Social Movements: Issues of Identity*
TK Oomen, *Social Movements II: Concerns of Equity and Security*

Module III: Dynamics of Indian Nationalism-trends up to 1919

- ♥ The pre Gandhian phase: Political ideology and organisations- economic critique of colonialism-tribal uprising;Santhal-Munda – Kurichiya uprising
- ♥ Formation of INC – different interpretations
- ♥ Moderates and extremists
- ♥ Cultural nationalism
- ♥ Revolutionaries: Ideology and Practice uprising
- ♥ Partition of Bengal- Swadeshi Movement –Home Rule Movement –Lucknow Pact

Essential readings

- Bipan Chandra, *Nationalism and Colonialism in Modern India*
Anil Seal, *Emergence of Indian Nationalism*
K.N. Panikkar, *Culture, Ideology, Hegemony: Intellectuals and Social Consciousness in Colonial India*

References

- Bipan Chandra, *Rise and Growth of Economic Nationalism in India*.
A.R. Desai, *Peasant Struggles in India*
Ranajit Guha (ed.), *A Subaltern Studies Reader*
Dadabhai Naroji, *Poverty and Un-British Rule in India*
Sumit Sarkar, *The Swadeshi Movement in Bengal, 1903-1908*

Module IV: National Movement after 1919

- ♥ Mahatma Gandhi; ideology and practices- Champaran- Ahmedabad mill strike- Kheda- Rowlet Act- Jalian walabagh
- ♥ Khilafat and Non-cooperation—Gandhian Constructive Programme
- ♥ Khilafat and Tenancy Movements in Malabar.
- ♥ First world war and Revolutionary movements- Left wing ideologies and its practice- Trade union and Labour movements
- ♥ Poorna Swaraj- Civil Disobedience Movement -Quit India movement and INA
- ♥ Communal ideology and its practice-- RSS, Hindu Mahasabha-Muslim league
- ♥ Negotiations for Independence and Partition-Simla conference-Independence -Partition of India

Essential Readings

- Judith Brown, *Gandhi's Rise to Power, 1915-22*.
Mohandas K. Gandhi, *An Autobiography or The Story of My Experiments with Truth*
Bipan Chandra, *Communalism in Modern India*
Gyanendra Pandey, *The Construction of Communalism in Colonial north India*

References

- A.R. Desai, *Peasant Struggles in India*
KS Singh, *Tribal Movements in India*

Map Studies

1. Major Sites of 1857 Mutiny: Jhansi, Meerut, Aarah, Delhi, Gwalior, Lucknow, Calcutta, Agra, Allahabad, Ambala, Bulandshahr, Kanpur
2. British India and Princely States in 1858
3. Major Sites of Annual sessions of Indian National Congress: Pune, Bombay, Calcutta, Banaras, Madras, Surat, Kakkinada, Lahore, Karachi, Allahabad, Lucknow, Gaya, Belgam, Haripura, Tripura, Meerut, jaipur
4. Major Sites of Civil Disobedience Movement: Ahmadabad, Dandi, Midnapur, Peshwar, Vedaranyam, Dharasana, Allahabad, Kanpur, Payyannur

HIS5 B09- KERALA HISTORY-1

Course Category: Core Course- 9

No. of Credits: 4

No. of Contact Hours: 5 Hours per week

State and Society in Pre-Modern Kerala

This paper aims to provide an overall picture of the state and society in pre-modern Kerala upto 1800 CE. The paper has four modules and each module has to be learned with a broad understanding of the source materials including archaeological, epigraphical, numismatical, literary and archival.

Course Outcomes

CO1	New thinking on major aspects of the evolution of Kerala history and culture in the light of new researches and findings.
CO2	Realise the importance of landscape and seascape of Kerala and its climate and engage in the activities related to the balanced use of natural resources
CO3	Realise the evolution of land relations in Kerala and its impact on social life
CO4	Identify the trade items of Kerala related to Arabian Sea and Indian Ocean
CO5	Realise the changes occurred in the landscape of Kerala especially its flora and fauna with the arrival of foreigners

Module I: Geopolitical Setting and Early Human Settlements

- ♥ Geographical boundaries; Western Ghats and Arabian Sea- topographical features; highland midland and coastal line- passes and rivers – climatic conditions
- ♥ Early human settlements- pre-historic evidences-rock shelters – Edakkal Cave- pre-historic arts- pre- historic societies.

Essential Reading

K. Damodaran, *Kerala Charithram*

A. Sreedhara Menon, *A Survey of Kerala History*

P. Rajendran, *Prehistoric Cultures and Environment: A Case Study of Kerala*

Rajan Gurukkal and Raghava Varier, *Kerala Charithram Vol.1, Cultural History of Kerala, History of Kerala- Prehistoric to the present*

Yashodhar Matpal, *Rock Art of Kerala*

Module II: Iron Age and Early Historical Society

- ♥ Sources; Archaeological evidences; Megaliths- Urn burials, Hat stone, Umberlla Stone-Cist – Menhirs- Rock Cut chambers
- ♥ Pattanam excavations- Evidences of overseas contacts- Classical Tamil Texts – Greek Roman Literature
- ♥ *Tinai* and multiple subsistence forms - settlement patterns- the emergence of Brahmin, Jain and Buddhist sects
- ♥ Exchange relations- Indo- Roman trade
- ♥ Nature of early historic polity- Kizhar, Velir, Vendar- early Chera in the *Patittuppattu*

Essential Readings

K. N. Ganesh. *Keralathinte Innalakkal*

KesavanVeluthat. *Brahmin Settlement in Kerala*

Rajan Gurukkal and RaghavaVarier. *Kerala Charithram Vol.1, Cultural History of Kerala, History of Kerala- Prehistoric to the present*

Module III: Early Medieval and Medieval Socio-Political Formation

- ♥ Sources; Epigraphs -Terisapalli- Paliyam-Parthivapuram- Mampilli- Jewish and Syriyan-Chokur- Literatures- Keralolpatti, Mushakavamsakavya, , Granthavaris - Mani-prvalam- Travelers accounts- Megatheres- Periplus of Erythriyan Sea- Ma Huwan-Ibn Batuta-Sulaiman- Nicolo Di Conti♥ Proliferation Brahmin settlements and temples
- ♥ Emergence of land ownership rights;Cherikkal, Devaswam, Brahmaswam- Virutti-Karanmai-Pattam and Otti/Kanam
- ♥ Formation of *Jati*
- ♥ Merchant corporations in the early medieval period
- ♥ Nadus and naduvazhis
- ♥ Nature of Second Chera state- Debates
- ♥ Formation of Swarupam-Nediyiruppu, Perumpadappu, Kolathiri and Venad-
- ♥ Medieval Trade - Arab and Chinese

Essential Readings

Elamkulam Kunjan Pillai. *Studies in Kerala history*

M.G.S. Narayanan. *Perumals of Kerala*

A. Sreedhara Menon. *A Survey of Kerala History*

KesavanVeluthat. *Brahmin Settlement in Kerala*

.....*Early Medieval in South India*

RajanGurukkal and RaghavaVarier. *Kerala Charithram Vol.1*

Rajan Gurukkal. *Kerala Temple and Early Medieval Agrarian System*

K.N. Ganesh, *Keralathinte Innalakkal*

RajanGurukkal and RaghavaVarier, *Keralcharithram Vol.2, History of Kerala- Prehistoric to the Present*

P.J. Cherian (ed.), *Perspectives on Kerala History*

RaghavaVarier, *Keraleeyatha Charithramanangal, Madhyakala*

Kerala Swarupaneetiyyude Charithram

V.V. Haridas, *Zamorins and the Political culture of Medieval Kerala.*

K.N. Ganesh, *Reflection of Pre-Modern Kerala*

Module IV: Fragmented Polity and the onset of Colonialism

- ♥ Sources; Kerala Pazhama and Tuhafatul Mujahidheen, travelers' records- Varthema
- ♥ Major and Minor political entities - Malabar- Kochi and Travancore
- ♥ Portuguese - Cartas and monopolization of trade in Indian Ocean- decline of Arab trade
- ♥ Kunjali's and the Portuguese
- ♥ Dutch in Malabar – Hortus Malabaricus
- ♥ Mysorian invasion Socio-Economic Changes
- ♥ British East India Company –foundation of colonial state and Early Settlements- Travancore- Cochin –Terlicherry

Essential Readings

A. Sreedhara Menon, *A Survey of Kerala History*

Rajan Gurukkal and RaghavaVarier. *Keralcharithram Vol.2, History of Kerala- Prehistoric to the present*

KM Panikker, *Malabar and the Portuguese*

KS Mathew, *Portuguese Trade with India in the Sixteenth Century*, New Delhi 1983

K.N.Ganesh, *Keralathinte Innalakkal*

P.J. Cherian (ed.), *Perspectives on Kerala History*

Margret Franz. *From Contact to Conquest*

CK Kareem, *Kerala Under Hyder Ali and Tipu Sultan, Cochin, 1973*

M.P. Mujeebu Rehman. *The Other Side of the Story: Tippu Sultan, Colonialism and Resistance in Malabar*

Map Studies

1. Pre-historic sites- Edakkal, Tovari, Tenmala, Chevayur, Marayur
2. Iron Age and Early historic sites- Feroke, Ummichipoyil, Porkkalam, Anakkara, Kadanadu
3. Early medieval sites- Chaliyam Fort, Iringal Fort, Kodungallur, Tiruvancikkulam, Tirunelli, Tiruvalla, Ezhimala
4. Colonial forts- Kannur, Talasseri, Kozhikkode, Pallippuram, Anjuthengu, Kollam

HIS5 B10 - METHODOLOGY OF THE WRITING OF HISTORY

Course Category: Core Course-10

No. of Credits-4

No. of Contact Hours per week -5

Course Outcomes

CO1	Enable the student to understand the techniques of writing History and the evolution of such techniques.
CO2	Students will learn the theory and practice of historical research as practiced by professionals in the field including traditional and current research methodologies
CO3	It enables the student to develop a thesis/argument, evaluate its historical probability, and place that argument in a historiographical context.
CO4	It helps to develop a historian's skills, including reading, writing, speaking, and critical inquiry and would be able to execute and guided independent research projects in accord with the research manuals.
CO5	Distinguish between various forms of presentation of history and the basic elements of research in history.
CO6	Prepare students for writing the local history projects using Ethnographic Research
CO7	Developing perspective and introducing methods of tribal research
CO8	Developing skills in preparing dissertations on topics local importance

Module I: Selecting Historical Problem

- ♥ Literary review and identification of a Historical Problem – making hypotheses and drafting Synopsis – Preliminary Bibliography.

Essential Readings

Arthur Marwick, *The new nature of History*
E. H. Carr, *What is History*
Elton G.R., *The Practice of History*
Sharron Sorenson, *How to write Research Paper*
<https://libguides.usc.edu/writingguide>

Module II: The Historian at work

- ♥ Searching for historical sources- define historical facts- Primary and Secondary Sources; Archaeology - Epigraphy- Numismatics - Folklore –Toponymical – Literature – Archival Studies
- ♥ e-Sources— Infilbnet, Shodhganga, www.cds.edu/working-papers, <https://www.national.library.gov.in/>- National Digital Library- NPTL Resource-Digital Recourses of Oxford, Cambridge, Archives-
- ♥ Authenticity of data – Internal and External Criticism– Generalisations

Essential Readings

Arthur Marwick, *The New Nature of History*

G.R.Elton, *The Practice of History*

Marc Bloch, *The Historian's Craft*

Sharron Sorenson, *How to Write Research Paper*

E. H. Carr, *What is History*

Gottschalk L., *Generalisation in the Writing of History*

Rajaramanan.V; *Introduction to Information Technology, Pearson Prentice Hall*

Module III: Techniques of Historical Writing

- ♥ Research Card- Notes – Footnotes – Endnotes – Text notes
- ♥ Style of Footnoting and Text noting- MLA and APA– Style of Bibliography- Prude-OWL- Zotero
- ♥ Appendices – Tables - Charts – Diagrams – Photos – Maps – Glossary – Abbreviations – Index.

Essential Readings

Arthur Marwick, *The New Nature of History*

G. R. Elton, *The Practice of History*

Sharron Sorenson, *How to write Research Paper*

Module IV: Forms of Writing

- ♥ Research Paper – Project Report- Dissertation or Thesis
- ♥ Oral History – Local History – Micro History- Life history

Essential Readings

G.R. Elton, *The Practice of History*

Joseph Gibaldy, *MLA Handbook for the Writers of Research Papers*

Sharron Sorenson, *How to Write Research Paper*

NB: Each student should identify and submit the Problem and Preliminary Bibliography for the dissertation at the end of the Semester.

HIS6 B11-INDIAN HISTORY- 4

Course Category: Core

Course - 11 No. of Credits-4

No. of Contact- 5 Hours per week

The Making of Contemporary India

Course Outcomes

CO1	Realise the social and economic issues of contemporary India and engage in the socially useful productive works
CO2	Define a pluralistic society and its relationship to our democratic principle
CO3	Realise the importance of the constitution of India and recognize the contribution of leaders and personalities who prepared it.
CO4	Aware of the environmental issues of the country and contributed to the sustainable development activities
CO5	Identifying the cardinal principles of Foreign Policy of India and think highly of national leaders who contributed to the ideology of peaceful co-existence

Module I: Laying the Foundation of Modern India

- ♥ Partition and challenges; integration of princely states- strategies of Sardar Vallabhai Patel
- ♥ Framing of constitution; BR Ambedkar- significant features of Indian constitution- Preamble- Fundamental Rights and Duties- Directive Principles- nationality and citizenship
- ♥ linguistic reorganisation of states- Dhar Commission- Dr. Fazal Ali Commission – Multi cultural system and the principle of unity in diversity

Essential Readings

Durga Das Basu, *Introduction to the Constitution of India*
Bipan Chandra, *Essays on Contemporary India*
Bipan Chandra, Mridula Mukerjee and Aditya Mukerjee, *India since Independence*
Bipan Chandra. et. al (ed.), *India After Independence*

References

Gyanendra Pandey, *Remembering Partition*
Ramachandra Guha, *India After Gandhi: The History of the World's Largest Democracy*
Francis R Frankel, *India's Political Economy, 1947-77*
Joya Chatterji, *The Spoils of Partition: Bengal and India, 1947-67*
Granville Austin, *Indian Constitution: Cornerstone of a Nation*
Nonica Dutta, *Violence. Martyrdom and Partition: A Daughters Testimony*

Module II: Nation Building

- ♥ Nehruvian era; Development and reconstruction- focus on technology-economic planning- mixed economy-industrialisation-land reform measures-Green Revolution

♥ Growth of parliamentary democracy

♥ Indian foreign policy in the era of cold war; NAM and Panchsheel-India Pakistan Relations- Kashmir conflict- border disputes- relation with China- SAARC

Essential Readings

Bipan Chandra, *Essays on Contemporary India*
Appadurai, *Domestic Roots of India's Foreign Policy 1947-1972*

References

S.Gopal, Jawaharla Nehru. *A Biography*, vol. 2, 1947-1956
S.Gopal, Jawaharlal Nehru. *A Biography*, vol. 3, 1956- 1964
Amartya Sen, *Argumentative India*

Module III: Pattern of Indian Development- Post-Nehruvian Era

- ♥ Reforms of Indira Gandhi; Nationalisation- Growth of public sector- Morarji Desai and Demonetisation
- ♥ Reforms of Rajiv Gandhi; New Education Policy
- ♥ Changes after 1990; New economic reforms- Liberalization, Privatization, Globalization (LPG)- Policy of Disinvestment- Responses to new reforms
- ♥ Employment Generation Programmes; MGNREGP

Essential Readings

Bipan Chandra, Mridula Mukerjee and Aditya Mukerjee, *India Since Independence*
Bipan Chandra, et al (ed.) *India After Independence*
Ramanuj Ganguli, *Globalisation in India: New Frontiers and Emerging Challenges*
Rama Chandra Guha, *India after Gandhi*

References

TT Ram Mohan, *Privitisation in India: Challenging the Economic Orthodoxy*
Joseph Stiglitz, *Globalization and Its Discontents*
Amartya Sen, *Argumentative India*
Naomi Klein, *No Logo: No Space, No Choice, No Jobs*

Module IV: New challenges and responses

- ♥ Internal squabbles and declaration of Emergency in India
- ♥ Naxalite movements; general trends - Naxalbari-Purulia
- ♥ Regionalism and militant activities; Kashmir, Punjab and Assam
- ♥ Revival of caste politics; VP Singh and Mandal Commission
- ♥ Communalism and violence; The Delhi riots- Babri issue-Gujarat Carnage
- ♥ Development and ecology; Water disputes- Mullaperiyar-
- ♥ Social and environmental consciousness *Chipko* movement- *Narmada Bachavon Andolan* – Plachimada – Anti-Endosulfan Movement – Madhav Gadgil and Kasthuri Rangan Reports
- ♥ Dalit and Tribal movements in Kerala– Muthanga and Chengara Struggle
- ♥ Issues of human rights- RTI- Food Safety Bill- Right to education – Mass Media and social media

Essential Readings

Paul R Brass. *The Politics of India since Independence*
Bipan Chandra. *In the Name of Democracy: JP Movement and the Emergency*
KN Panikkar. *Communal Threat, Secular Challenge*

References

Mushirul Hasan. *In Search of Identity: Indian Muslims Since Independence*
Christopher Jafferlot . *The Hindu Nationalist Movement in Indian Politics*
KN Panikkar. *Before the Night Falls: Forebodings of Fascism in India*
KN Panikkar. *The Concerned India's Guide to Communalism*
Gail Omvedt. *Dalit Visions*
Ramachandra Guha. *The Unquiet Woods: Ecological Change and Peasant Resistance in Himalaya*
Ramachandra Guha and Madhav Gadgil. *This Fissured Land*
Vandana Shiva. *Staying Alive. Women, Ecology and Survival in India*
Vandana Shiva. *The Violence of Green Revolution*
Uma Chakravarti and Nanditha Haskar. *The Delhi Riots. Three Days in the Life of a Nation*
P Sainath. *Everybody Loves a Good Drought: Stories from India's Poorest Districts*
Ashis Nandy et.al. *Creating a Nationality: Ramajanmabhumi Movement and the Fear of self*
Amartya Sen. *The Argumentative Indian: Writing on Indian History, Culture and Identity*

Essential Readings

Rama Chandra Guha. *India after Gandhi*
Shashi Tharoor. *India from Midnight to the Millennium*

HIS6 B12- KERALA HISTORY- 2

Course Category: Core Course -12

No. of Credits-4

No. of Contact- 5 Hours per week

Kerala Towards Modernity

Objectives of the Course

- ♥ To enable the students to understand the circumstances for the colonial intervention in Kerala
- ♥ To introduce the students the inspiring incidents of early resistance movements against foreign domination in Kerala
- ♥ To enable the students to understand the role of individuals, institutions and popular movements in transforming the Kerala society.
- ♥ To enable the students to critically analyse the socio-political events in modern Kerala history.

Course Outcomes

CO1	Identify the real nature of the colonial intervention in Kerala
CO2	Trace the historical roots of progressive contemporary Kerala
CO3	Analyse critically the role of leaders and movements in the transformation of modern Kerala
CO4	Familiarise with Kerala Model of Development and engage in the rebuilding process of Kerala economy
CO5	Understand the issues in contemporary Kerala so as to be responsive to the same

Module I: Course of British Intervention

- ♥ Malabar in Transition- Joint Commission Reports and Revenue Settlements- Malabar under Madras Presidency – revenue and judicial Reforms- Civil and Criminal Procedure Codes
- ♥ Changes in the Princely States- Col. Munroe- modernization of Cochin and Travancore- Revenue Settlements- *Kandezhuthu* and *Kettezhuthu* – Monopolization of Trade
- ♥ Early Resistances- Anchutengu and Attingal revolts-Pazhassi Raja- Velu Thampi- Kurichiyas

Essential readings

A Sreedhara Menon. *A Survey of Kerala History*

K.N. Ganesh. *Keralathinte Innalekal*

T.K Ravindran., *Towards a Liberal Policy, A Study of the Munroe System in Malabar, Malabar Under Bombay Presidency - A Study of the early British Judicial System in Malabar, 1792-1802*

Margret Franz. *From Contact to Conquest*

RajanGurukkal and RaghavaVarier. *Kerala Charithram Vol 2, History of Kerala*

P.J.Chcrian. (ed.) *Perspectives on Kerala History*

M.P. MujeebuRehman. *Malabar in Transition*

Module II: Towards A New Society

- ♥ Caste and Religious Movements (Background of Caste and Religious Reform Movements- Sree Narayana Guru-Aruvupuram Parathishta- SNDP Movement- Chasttambi Swamikal- Vedathikara Niroopanam – Ayyankali- Sadujanaparipalana Yogam- Pandit Karuppan – Valamaha Sabha-Jatikummi- Vagbhadanathan- Prathyaksha Raksha Daiva Sabha – Poykayil Yohannan- Makti Tangal- Katorakootaram- Vakkom Abdul Qader Moulavi- VT. Bhattathirippad-Chavara Achhan- Arya Pallam- Parvathi Nenmenimangalam)
- ♥ Dress code agitation- Kallumala Agitation
- ♥ Spread of Modern Education- Role of Missionaries
- ♥ Changes in the Matrilineal System
- ♥ Temple entry Movements- Vaikom and Guruvayur satyagraha

Essential Readings

- P.K.K. Menon. *History of Freedom Struggle in Kerala*
- K N Panikkar, *Against Lord and State: Religion and Peasant Uprisings in Malabar 1836- 1921*
- A Sreedhara Menon, *A Survey of Kerala History*
- P.J. Cherian (ed). *Perspectives on Kerala History*
- Rajan Gurukkal & RaghavaVarier. *Kerala Charithram, Vol 2, History of Kerala*

Module III: Anti-Colonial Struggles

- ♥ Agrarian Discontent in British Malabar- Peasant Uprisings in the 19th Century- Report of William Logan
- ♥ National Movements in Malabar- Kochi and Travancore
- ♥ Khilafat Movement- Malabar Struggle- debate on its nature- Civil Disobedience Movement- Quit India
- ♥ Radical Movements- CSP- Peasant and Working-Class Movements
- ♥ Struggle for Responsible governments in Kochi and Travancore- Memorials- Punnappra-Vayalar Outbreaks
- ♥ Aikya Kerala Movement- State Re-organization

Essential Readings

- P.K.K. Menon. *History of Freedom Struggle in Kerala*
- M. Gangadharan, *The Malabar Rebellion*
- K N Panikkar, *Against Lord and State: Religion and Peasant Uprisings in Malabar 1836- 1921*
- P.J. Cherian (ed). *Perspectives on Kerala History*
- Rajan Gurukkal& Raghava Varier. *Kerala Charithram Vol 2, A Text Book of Kerala History*
- Rajan Gurukkal & Raghava Varier, *History of Kerala: Prehistoric to the Present*

Module IV: Kerala After 1956

- ♥ Land Reforms and the end of Feudalism
- ♥ Education Reforms- growth of Education
- ♥ Kerala Model Development- Health and Medical Sector
- ♥ Environmental issues
- ♥ Social welfare measures

Essential readings

Rajan Gurukkal & Raghava Varier, *History of Kerala: Prehistoric to the Present*
P. Radhakrishnan, *Peasant struggles, Land Reforms and Social Change: Malabar 1836- 1982*
T.C. Varguese. *Agrarian Changes and Economic Consequences: Land Tenures in Kerala 1850-1960*
M. A. Oommen. *A Study of Land Reforms in Kerala*
M.A. Oommen (ed.). *Rethinking Development: Kerala's Development Experience, Volume 1*
K. N. Ganesh, *Kerala Samooha Padanangal*
E M S, *Keralam Malayalikalude Mathrubhoomi*
<http://invest.kerala.gov.in/wp-content/uploads/2019/02/Economic-Review-2018.pdf>

Map Studies

1. British settlements in Malabar
2. Centers of socio-religious reform movements
3. National movement in Kerala
4. Kerala after 1956

HIS6 B13-GENDER STUDIES

Course Category: Core Course -13

No. of Credits: 4

No. of Contact Hours: 5 Hours per week

The syllabus primarily aims to introduce the area of gender studies to graduate students. The present course explains the socio-historical constructions of sexual differences in Indian society by emphasizing the plural backgrounds. The Course is designed in such a way that the students will be able to understand the concept of gender, how genderization takes place in society, how it creates inequalities, and how these inequalities become the basis for gender-based violence, and provides an outline of how gender norms can be altered for better human relationships in society. The course is designed to prepare students to challenge the conventional social norms about gender.

Course Outcomes

CO1	Explain conventional social norms about male-female dichotomy and can device policies and strategies to foster gender equality and gender justice
CO2	Contribute to creative interventions that may result in a world with less inequality
CO3	Critically interrogate and actively engage in social processes related to the construction of gender
CO4	Analyse social and cultural phenomena through the lens of gender in a way that appreciates a range of disciplinary perspectives

Module I: Key Terminologies and Concepts

- ♥ Conceptualising Gender; define gender and sex- sexuality and sexism- gender as social construction- concept of masculinity and femininity-gender discrimination
- ♥ Patriarchy and Matriarchy; concept and practice, Gerda Lerner., The Creation of patriarchy
- ♥ Origin and concept of feminism; black feminism-Dalit feminism-eco feminism
- ♥ Judith Butler., Gender Performativity Theory

Essential readings

Jane Pilcher and Imelda Whelehan. *Fifty, Key Concepts in Gender Studies*
Judith Butler. *Gender Trouble: Feminism and Subversion of Identity*
Kamla Bhasin. *What is Patriarchy?*
Gerda Lerner. *Creation of Patriarchy*

References

- Ruth Vanita and Saleem Kidwai (eds.). *Same Sex Love in India: Readings in History and Literature*
- Sushila Agarwal. *Status of Women*
- Uma Chakravarti. *Gendering Caste through a Feminist Lens*
- Vandana Shiva. *The Violence of Green Revolution*
- Leela Dube. *Anthropological Explorations in Gender*
- Kamla Bhasin. *Understanding Gender*
- Simon de Bouver. *The Second Sex*
- Luce Irigaray. *This Sex Which is Not One*

Module II: Indian Society through Gender Perspective

- ♥ Division of labour in pre- proto historic period- women in agriculture- involvement in technology and tool making-women images and ideas in Indus seals and crafts
- ♥ Gender order in Brahmanical patriarchy- Uma Chakravarty- women in Buddhism and Jainism - Seed and Earth-Stridharma - Niyoga Practice- Devadasis-
- ♥ Medieval Islamic law and women- rights of women in marriage and inheritance- women in royal courts- life in Mughal harem-concubinage- marginalised women- slave girls
- ♥ British rule of law and women- Prohibition of Sati – Female infanticide- Widow remarriage- Promotion of Women Education
- ♥ Gayatri Chakravorty Spivak on women

Essential Readings

- Kunkum Roy(eds.). *Women in Early Indian Societies: Readings in Early Indian History*
- Thomas. P. *Indian Women through the Ages*
- Uma Chakravarti. *Gendering Caste through a Feminist Lens*
- Gayatri Chakravorty Spivak. Can subaltern speak?

References

- A.S. Altekar, *The Position of Women in Hindu Civilization*. Thomas. P, *Indian Women through the Ages*.
- Kiran Pawar, *Women in India History: Vision and Venture*
- Madhu Vij, et al. *Women Studies in India, A journey of 25 Years*
- Sushila Agarwal. *Status of Women*
- Vandana Siva. *Staying Alive*
- Uma Chakravarti. *Everyday Lives, Everyday Histories: Beyond the Kings and Brahmanas of 'Ancient India'*

Module III: Social, labour, educational and health issues of women at present

- ♥ Changing concept of family and marriage- labour and health issues- participation of women in politics-women literacy
- ♥ Law Relating to Crimes against Women and transgender (study main features only)
- ♥ Indian Penal Code -1860, 1983
- ♥ Dowry Prohibition Act,1961
- ♥ Protection of Women from Domestic Violence Act, 2005
- ♥ Indecent Representation of Women [Prohibition]Act,1986-

Essential readings

Nivedita Menon. *Gender and Politics in India*
Sushila Kaushik. Panchayati Raj in Action: *Challenges to Women's Role*
Usha Sharma. *Women Education in Modern India*
Reshmi.G. and Anil Kumar K.S, *Transgender, Charithram, Samskaram, Pradinidanam*
A comprehensive Guide to Women's Legal Rights for Indian Institute of Technology, IIT Kanpur

References

Indian Law related to Women and Children, Wikigender, www.wikigender.org
www.legalservicesindia.com
www.ncw.nic.in
<https://wcd.nic.in>
Law Relating to Women, <https://shodganga.inflibnet.ac.in>

Module IV: Contemporary Issues (short answer only)

- ♥ Gender Identity- Heterosexuality-Queer Theory-Third Gender – Cross Dressers- - problems of Sexual Minorities- Coming Out- MIX- Organizations of Sexual Minorities; Queerala-Queerythm-SGMFK- Transngender Organisation Kerala-Sahayathrika- MATA- - Transgender cell under Social Justice Department

Essential Readings:

Ruth Vanita and Saleem Kidwai (eds.). *Same Sex Love in India: Readings in History and Literature*
Richard Ekins and Dave King. *Blending Genders: Social Aspects of Cross Dressing and Sex Changing*
Reshmi.G and Anil Kumar K.S. *Transgender, Charithram, Samskaram, Pradinidanam*
A comprehensive Guide to Women's Legal Rights for Indian Institute of Technology, IIT Kanpur

References

Judith Butler, *Gender Trouble: Feminism and Subversion of Identity*
KumKumSangari and Uma Chakravarthi,(eds.)*From Myths to Markets;Essays on Gender*
Reshmi.G, and Anil Kumar, K.S*Transgender, Charithram, Samskaram, Pradinidanam* (Mal.)
Vina Mazumdar, "Emergence of Women's Question in India and the Role of Women's Studies", Occasional Paper, No. 7, Centre for Women's Development Studies, New Delhi, 1985.

HIS6 B14-INDIAN HERITAGE AND PLURALITY OF CULTURES

Course Category: Core Course -14 No. of

Credits: 4

No. of Contact Hours: 5 Hours per week

(Topics should be studied in relation to the core theme; Indian Heritage and Plurality of Cultures)

Course Outcomes

CO1	Realise the diverse nature of Indian culture
CO2	Involve in nation building process with an understanding on multicultural system of the country
CO3	Realise the values and ideologies of secular movements and ideologies of the Country

Module I: Plurality and the elements of dissent in Ancient India

- ♥ Pluralism; definition and scope-Monism- Coercive singular
- ♥ Multiculturalism in the formation of Early India- the concept of *Vasudaiva Kudumbakam*- the idea of *Tatwamasi*
- ♥ Cultural confluence in Buddhism and Jainism
- ♥ Ashoka Dhamma and setting of social norms; principle of tolerance and environmental concerns
- ♥ Dissent and protest to existing knowledge and philosophy; Ajitha Kesakambali and Indian materialism- Lokayatas

Essential readings

Romila Thapar. *Early India from the Origins to AD 1300*
Tony Joseph. *Early Indians: The Story of Our Ancestors and Where We Came From*
Asok Vajpeyi (ed.). *India Dissents: 3000 years of Difference, Doubt and Agreement*
Yuval Noah Harari. *Sapience: A Brief History of Humankind*
Vijaya Ramaswamy. *Devotion and Dissent in Indian History*

References

Mark Bevir. *Modern Pluralism: Anglo American Debate Since 1880*
William E Connolly. *Pluralism*
DN Jha. *Ancient India in Historical Outline*
AL Basham. *The Wonder that was India*
-----*Cultural History of Early India*
Pooja Lamba Cheema. *The Crucible Dhamma* Irfan Habib and Vivekananda Jha.
Mauryan India Irfan Habib and Vijay Thakur. *The Vedic Age*

Debi Prasad Chattopadhyaya. *Lokayata :A Study in Ancient Indian Materialism*
L. Egair Humphrey. *Ajita Kesakambali*
Romila Thappar. *Asoka and the Decline of the Mauryas*
BS Prasad. *Jainism and Buddhism: Comparative Study*

Module II: Medieval Synthesis

- ♥ Bhakti and Sufi tradition; making of a composite culture- cross fertilization of religious ideas – Kabirdas, Gurunanak; Adigranth and concept of equal justice - Lal Ded- Basava cult
- ♥ Akbar- Sulh-i-kul (Universal peace)-Ibadathkhana and idea of secular nationalism- Darashikho-*Majmaulbahrain* (sagarasangamam)- Razam nama
- ♥ Cultural confluence in Indo Islamic art- architecture and paintings

Essential Readings

Athar Ali. *Medieval India: Ideas, Tradition and Cultural Values*
Paul Smith. *The Book of Dara Shikoh: Life, Poems and Prose*
Upinder Singh. *A History of Ancient and Early Medieval India: From the Stone age to the 12th century*

References.

Shahabuddin Iraqi. *Bhakti Movement in Medieval India: Social and Political Perspectives*
Satish Chandra. *Medieval India : From Sultanate to the Mughals*
-----*Medieval India: The Story of a Civilization*
-----*State, Pluralism and Indian Historical Tradition*
Meenakshi Khana. *Cultural History of Medieval India*
Anne Marie Schimmel. *The Empire of the Great Mughals: History, Art and Culture*
KN Chitnis. *Socio Economic History of Medieval India*

Module III: National movement and After: The idea of 'India'

- ♥ 1857 revolt and Hindu Muslim Unity- National Movement and practice of multiculturalism
- ♥ Tagore and the idea of Universal brotherhood-*Geethanjali*
- ♥ Gandhi's programme on Hindu Muslim Unity
- ♥ Multicultural discourses and claiming spaces; Jothiba Phule, Tarabai Shinde- Ambedkar- *Gulam Giri (reading)*
- ♥ Constitution as a multicultural document- preamble of the Constitution
- ♥ Indian advocates of Pluralism-Nehru and the Democratic India- Amartya Sen and the 'Argumentative Indian'
- ♥ Threat to the principle of secularism-shift from pluralism to communal and caste politics- citizen unbecoming; politics of exclusion-pluralism to fragmentation- Globalisation and homogenisation of cultures

Essential Readings

Jawaharlal Nehru. *The Discovery of India*
Amartya Sen. *The Argumentative Indian: Writings on Indian History, Culture and Identity*
Irfan Habib. *The National Movement. Studies in Ideology and History*

References.

Bipan Chandra, *Essays on Contemporary India*
Bipan Chandra, Mridula Mukerjee and Aditya Mukerjee, *India Since Independence*
Bipan Chandra. et. al (ed.), *India After Independence*
Ramachandra Guha, *India After Gandhi: The History of the World's Largest Democracy*
S.Gopal, Jawaharlar Nehru. *A Biography*, vol. 2, 1947-1956
S.Gopal, Jawaharlal Nehru. *A Biography*, vol. 3, 1956- 1964
KN Panikkar. *Communal Threat, Secular Challenge*
Mushirul Hasan. *In Search of Identity: Indian Muslims Since Independence*
Shashi Tharoor. *India from Midnight to the Millennium*

Module IV: Plurality: The Kerala Experience

- ♥ The idea of cultural symbiosis; Tarisappally-Jewish and Muccunti inscriptions
- ♥ Socio-religious movements and Kerala modernity; Vaikuntaswamy-Narayanaguru and idea of brotherhood - Ayyankali-Poyikayil Appacchan-Vakkom Abdul Khadar Moulavi
- ♥ Modern education and accommodation of societal diversity

Essential Readings

MGS Narayanan. *Cultural Symbiosis in Kerala*
MGS Narayanan. *Perumals of Kerala*
A Sreedhara Menon. *A Survey of Kerala History*
K N Ganesh. *Keralathinte Innalekal*
Raghava Varier and Kesavan Veluthat. *Tarisappallippattayam*
A Sreedhara Menon, *Kerala History and Its Makers*
TK Ravindran, *Institutions and Movements in Kerala History*
KN Panikkar, *Essays on the History and Society of Kerala*

OPEN COURSES

HIS5D01 HISTORICAL TOURISM

Course Category: Open Course 1 No. of
Credits: 3

No. of Contact Hours: 3 Hours per week

Course Outcomes

CO1	Realise the Tourism potential of India and Kerala
CO2	Serve as mentors and tourism operators
CO3	Realise the importance of ecotourism and sustainable tourism

Module I: Historicising Travel in India

- ♥ Tourism; basic concepts-definitions-elements of tourism-types of tourism
- ♥ Travelers and Travel accounts; Megasthanese- Pliny - Fa -Hien- Marcopolo -Ibn Batuta- Ralf Fitch
- ♥ Tourism and Economy
- ♥ Tourism and Acculturation
- ♥ Tourism and Heritage
- ♥ Tourism and leisure
- ♥ Transport and communication technology and Tourism
- ♥ Eco Tourism
- ♥ Sustainable Tourism
- ♥ Adventure Tourism - Indian Himalayan Centre for Adventure and Eco-Tourism- Sikkim- Kerala Adventure Tourism Promotion Society- Iduki- Calicut-Wayanad
- ♥ Medical Tourism- Ayurveda

Essential Readings

- Viswanath Ghosh. *Tourism and Travel Management*
- Pran Nath Seth and Sushma Seth Bhat. *An Introduction to Travel and Tourism*
- AK Bhatia. *Tourism Development: Principles and Practices*
- S.P Gupta. *Cultural Tourism Module II*
- Salini Modi. *Tourism and Society Module III*
- Ratan Deep Singh. *Dynamics of Modern Tourism*
- Kunol Chattopadhyaya. *Tourism Today- Structure, Marketing and Profile Module IV*
- Ratan Deep Singh. *Economic Impact of Tourism development: An Indian Experience*
- Sampadkumar Jain. *Tourism Principles and Practices (Oxford)*
- Cooper, Fletcher and Wanhill. *Gilbert, Tourism Principles and Practices*
- Harish Bhattand BS Badan., *Sustainable Tourism*

Module II: Tourism Potential of India

- ♥ Geographical features-climate- biodiversity-multi cultural system
- ♥ Hill stations; Shimla- Nainital- Manali- Ooty
- ♥ Pilgrim sites and festivals; Puri- Prayaga-Ajmir-Shravanbelagola-Velankanni
- ♥ Historical and Cultural sites; Hampi- Ajantha-Ellora-Mahabalipuram- Thajmahal- Shanthinikethan-Wardha
- ♥ Wild life sanctuaries; Gir forest-Vedanthangal Bird Sanctuary, Silent Valley

Essential Readings

- Ratan Deep Singh. *Infrastructure Tourism in India*
Geoff Crowther. etal. *India-A Travel Survival Kit*
Pran Nath Seth. *India-A Travellers Companion*
I C Gupta and Sushama Kabekar. *Tourism Products of India*
V K Gupta. *Tourism in India*
Shahni Sign. *Cultural Tourism and Heritage Management*
Gillan Wright. *Hill Stations of India*
KK Sharma. *Tourism in India*
Vivek Sharma. *Tourism in India*
Ratnadeep Singh. *Tourism Today, Vol.I,II & III*
K T Usha, *The Splendor that was India*
A L Basham, *Wonder that was India*
BS Badan. *Tourism in India*

Module III: Kerala as a Tourism Destination

- ♥ Tourism Potential of Kerala; ‘Gods own country’ - Geographical features of Kerala- Climate-Cultural confluence- Kerala Tourism.org- DTPCs
- ♥ Food culture- Destination and Taste branding - hospitality of Kerala -
- ♥ Hill stations; Idukki and Wayanad – Home Stay
- ♥ Forts of Kerala; Palakkad- St Angelo Fort Kannur- Bekal Fort
- ♥ Palaces and its importance; Padmanabhapuram palace, Mattanchery Palace- Hill Palace:Thripunithura- Arakkal Palace
- ♥ Pilgrim sites: Shabarimala, Guruvayur, Malayattur- Maramon- Cherman Juma Mosque; Kodungallur- Parasinikadavu
- ♥ Backwaters and boat races: Aranmula -Nehru Trophy boat race
- ♥ Muziris Heritage Project
- Assignment Work on Tourist destinations in Malappuram

- Field Visit and report submission
(Field Trip and report submission or Assignment on 'Tourist destinations in Malappuram' shall be opted as the 2nd component of Internal Assessment)

Essential Readings

- A Sreedhara Menon. *Cultural Heritage of Kerala*
William Logan. *Malabar Manual* (2 Vol.) Roughguide. *Kerala and South India*
A Sreedhara Menon. *Cultural Heritage of Kerala*
A Sreedhara Menon. *Social and Cultural History of Kerala*
A Sreedhara Menon. *Legacy of Kerala*
A Sreedhara Menon. *Kerala Samskaram*
B.K.Gururaja Rao. *The Megalithic Culture of South India*
Rajan Gurukkal. *Cultural History of Kerala*

ELECTIVE COURSE

HIS6 B16 HISTORY OF ARCHAEOLOGY IN INDIA

Course Category: Elective Course-1

No. of Credits: 3

No. of Contact Hours: 3 Hours per week

This paper provides an overview about the archaeology discipline and the history of archaeology in India.

Course Outcomes

CO1	Engaged in excavation process to recover historical traits and cultural sites
CO2	Experimenting with various scientific dating methods
CO3	Expertise in setting of Museum and conservation and preservation of artifacts

Module I: Archaeology as a Discipline

- ♥ Definition- scope -basic concepts; Artifacts, Features, Eco-facts
- ♥ Mount or site or tell, Assemblage, Industry, Culture
- ♥ Antiquarianism- beginning of scientific archaeology- scientific exploration and excavation methods
- ♥ Absolute and relative dating techniques; C-14, Dendrochronology, Thermo luminescence- Stratigraphy-Fission Tracking

Essential readings

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

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

Peter.L. Drewett. *Filed Archaeology: An Introduction*

K.Rajan. *Archaeology Principles and Methods*

Module II: Archaeology in India

- ♥ Asiatic society of Bengal and the beginning of Archaeological studies in the colonial period- Alexander Cunningham and Archaeological Survey of India-Robert Bruce Foote and pre-historic studies
- ♥ Discovery of Harappan civilization- John Marshal, DayaramSahni and Mortimer Wheeler
- ♥ Post-independence Harappan archaeology- Amalananda Ghosh – RS Bisht- J.P. Joshi- S.R. Rao
- ♥ Excavations in the Indo- Gangetic and Yamuna doab -B.B. Lal- Dilip K Chakrabarti

Essential readings

Sourindranath Roy. *The Story of Indian Archaeology 1784-1947*

K.Rajan. *Archaeology Principles and Methods*

Upinder Singh, *A History of Ancient and Early Medieval India*

Dilip K. Chakrabarti. *Archaeological Geography of the Ganga Plain: The Lower and the Middle Ganga*

Dilip K. Chakrabarti, *The Oxford Companion to Indian Archaeology: The Archaeological Foundations of Ancient India, Stone Age to AD 13th century*

ShereenRatnagar, *Understanding Harappa*

Module III-Archeology in South India

- ♥ Alexander Rea and Adichanellur excavation
- ♥ Mortimer Wheeler and Areekamedu and Brahmagiri Excavations
- ♥ B.K.Gururaja Rao, A Sundara and Megalithic Studies
- ♥ K. Rajan and Porunthal - Kodumanal excavations
- ♥ Recent excavations at Keezhadi

Essential Readings

Alexander Rea. *Catalogue of Pre-Historic Antiquities*

B.K. Gururaja Rao, *Megalithic Culture in South India*

A. Sundara. *Early Chamber Tombs*

R.K. Mohanty, V.Selvakumar. "The Archaeology of Megaliths in India: 1947-1997" in S Settar, Ravi Korisetar. *PREHISTORY- Archaeology of South Asia Vol I*. pp 313-351

Udaya Ravi S Moorti. *Megalithic Culture of South India*

Dept. of Archaeology, Govt. of Tamilnadu. *Keeladi - An Urban Settlement of Sangam Age on the banks of River Vaigai*

V.P. Yatheesh Kumar and K Rajan. *Archaeology of Amaravathi River Valley: Porunthal Excavations*

Module IV: Archaeology in Kerala

- ♥ Pre-historic Archaeology- F. Fawcett and the discovery of Edakkal caves-Marayur cave Paintings- P. Rajendran and Prehistoric studies
- ♥ Megalithic Explorations and Excavations - J Babington's Chattaparamba- William Logan and Robert Sewell- A Ayyappan's Feroke excavation- B.K.Thappar's Porkkalam Excavation-T Sathyamurti's Mangadu excavation- Ummichipoyil excavation- Kadanad Excavation
- ♥ Early Historic Sites -Pattanam -excavations-Vizhinjam- Excavations

- ♥ Early medieval and Medieval sites; AnujanAchan's ChermanParampu- K.V Raman's Matilakam excavation- State Archaeology department's Kottappuram excavation- 'Parambathukkavu Explorations'
- ♥ Exploration of Historical Sites in Nilambur

Essential Readings

William Logan. *Malabar Manuel*

Robert Sewell. *Lists of the Antiquarian Remains in the Presidency of Madras*

RajanGurukkal and RaghavaVarier. *Cultural History of Kerala*

T. Satyamurti. *Iron Age in Kerala*

P. Rajendran. *Prehistoric Cultures and Environment: A Case Study of Kerala*

YashodharMathpal. *Rock Art in Kerala*

V.Selvakumar. P.K.Gopi and K.P. Shajan, "Trial Excavation at Pattanam- A Preliminary Report", *Journal of the Centre for Heritage Studies* Volume 2, 2005, pp. 57-67.

M.R. Manmathan (ed.). *Archaeology in Kerala-Past and Present*

Ajit Kumar. *Archaeology in Kerala: Emerging Trends*

P.J. Cherian (ed). *Pattanam Excavation Reports*, KCHR

K.R. Sona (ed.). *A Brief report on Archaeological Excavation at Kottappuram, Kerala State Archaeology Department*

, P. Shivadasan, *Local History of Kerala Transdisciplinary Investigation at Parambathukavu, Irumpiliyam Malappuram District, NBS November 2019*

NB : Study tour/Field trip is compulsory for this course

Complementary Courses

HIS1C01 MODERN INDIAN HISTORY (1857 TO THE PRESENT): I

Course Category: Complementary Course No. of Credits: 4

No. of Contact Hours: 6 Hours per week

This course is the first of the two courses designed to be introduced to the students of allied disciplines of History as complementary courses. The focus of this course is on Modern Indian History focusing the Colonialism and National Movement. This course covers the History of Colonialism and National Movement up to the Gandhian Age.

CO1	It will expose the students to the major events and periods which construct the discourses in Modern Indian History, which will help them to understand the making of India as a Nation.
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Module I Consolidation of Power by the British

© Consolidation of Power by the British- Plassey, Buxar and Allahabad Treaty – The Methods of Conquests and Treaties

© 'Economic and Land Revenue Reforms'.

© Early Resistance Movements- Sanyasi- Fakir- Santhal– Kurichya Revolt

© 'Revolt of 1857-Causes, Nature and Results'.

© Queen's Proclamation –Significance

Module II Socio- Religious Movements

© Background – Brahmosamaj – Arya Samaj– Aligarh Movement- Satyasodhak Samaj– Pandita Rama Bhai– Ramakrishna Mission- Sree Narayana Guru

© Emergence of Nationalism

Module III Indian National Congress- The Early Phase

- © Surendranath Bannerjee and the East India Association
- © Indian National Congress- The Genesis- Safety Valve Debate
- © Moderate Phase
- © Extremist Phase
- © Drain Theory

Module IV Swadeshi and Home Rule Movements

- © Partition of Bengal – Swadeshi and Boycott Movements
- © Muslim League
- © Minto- Morley Reforms 1909
- © Revolutionary Activities – Ghadar Party
- © Annie Beasant – Tilak – Role of Press
- © Identification of Cultural Icons and Programmes
- © Lucknow pact

BOOKS FOR STUDY

1. Percival Spear, *The History India, Vol 2*, Penguin, 2000
2. Sekhar Bandyopadhyay, *From Plassey to Partition and After*, Orient Blackswan, 2014
3. A. R, Desai, *Social Background of Indian Nationalism*, Sage 2016.
4. Bipan Chandra et.al., *India's Struggle for Independence*, Penguin 2016
5. Uma Chakravarti, *Rewriting History: The Life and Times of Pandita Ramabai*, Zubaan, 2013.
6. Ishita Banerjee- Dube, *A History of Modern India*, Cambridge University Press 2014.
7. Sumit Sarkar, *Modern India (1885-1947)* Pearson 2014

HIS2C01 MODERN INDIAN HISTORY (1857 TO THE PRESENT): II

Course Category: Complementary Course

No. of Credits: 4

No. of Contact Hours: 6 Hours per week

This course is the Second of the two courses designed to be introduced to the students of allied disciplines of History as complementary course. The focus of this course is on the Modern Indian History focusing the Colonialism and National Movement. This course covers the History of Colonialism and National Movement from the Gandhian Age to the Age of Globalization.

CO1	Students will be exposed to the nature and methods of Indian National Movement and the serious debates happening in the period.
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Module I Gandhian Tools for Struggles

- © Gandhian Ideology
- © Early Struggles
- © Rowlett Act – Hartal – Jallian Walla Bagh
- © Montague- Chelmsford Reforms, 1919
- © Non-Cooperation – Khilafat
- © Civil Disobedience Movement – Salt Satyagraha
- © Poona Pact
- © Quit India – Do or Die

Module II Gandhian Constructive Programmes

- © Anti Caste Movements – Temple Entry Programmes
- © Khadi and Village industries
- © Anti Communal Programmes
- © Hindswaraj

Module III Critique of Gandhi

- © Tagore
- © Ambedkar and His programmes
- © Subash Chandra Bose and His 'Mission'
- © Jawaharlal Nehru – Congress socialists

Module IV INDIA: The Republic

- © Indian constitution – Act of 1935- Rights and Duties
- © Federal Structure – Re- Organisation of Linguistic states
- © Emergency
- © Liberalisation –Privatisation –Globalisation –Narasimha Rao – Man Mohan Singh

BOOKS FOR STUDY

1. Percival Spear, *The History India, Vol 2*, Penguin, 2000
2. Bipan Chandra et.al., *India's Struggle for Independence*, Penguin 2016

3. Sumit Sarkar, *Modern India (1885-1947)* Pearson 2014
4. Sekhar Bandyopadhyay, *From Plassey to Partition and After*, Orient Blackswan, 2014
5. Bipan Chandra et.al., *India after Independence*, Penguin, 2000.
6. Bipan Chandra, *In the Name of Democracy: JP Movement and the Emergency*. Penguin, 2003
7. Ramachandra Guha, *India after Gandhi: The History of World's Largest democracy*, Pan Macmillan, 2017
8. T T Ram Mohan, *Privatisation in India: Challenging the Economic Orthodoxy*, Routledge, 2005
9. Ramanuj Ganguli, *Globalisation in India: New Frontiers and Emerging Challenges*, Prentice Hall India, 2010