

Appendix to U.O.No.Acad/C1/11314/2019 dated 09.02.2021

**KANNUR UNIVERSITY  
DEPARTMENT OF HISTORY**



**Master of Arts in History (M. A. History)  
Choice Based Credit Semester System (CBCSS)**

**Revised Syllabus  
(Effective from Academic Year 2020-21)**

## CONTENTS

<b>I.</b>	<b>Department Profile</b>	<b>3</b>
<b>II.</b>	<b>Introduction to CBCSS, Scope &amp; Definition</b>	<b>3-6</b>
	Programme Objectives (PSOs)	
	Programme Outcomes (PCOs)	
	Post Graduate Attributes	
	Teaching /Learning Process	
<b>III.</b>	<b>M.A History Programme Details</b>	<b>6-9</b>
<b>IV.</b>	<b>Programme Structure</b>	<b>9-11</b>
	Eligibility for Admission	
	Assessment of Students' Performance	
	Scheme of Examination	
	Guidelines for the Award of Internal Assessment Marks	
	Pass Percentage & Promotion Criteria/	
	Criteria for Semester to Semester Progression	
<b>V.</b>	<b>Span Period</b>	<b>11</b>
<b>VI.</b>	<b>Conversion of Marks into Grades/Grade Points</b>	<b>11</b>
	CGPA Calculation &Division of Degree into Classes	
<b>VII.</b>	<b>Attendance Requirement</b>	<b>11</b>
<b>VIII.</b>	<b>Syllabus Drafting Committee</b>	<b>11</b>
<b>IX.</b>	<b>Advisory Committee (Comments &amp; Suggestions)</b>	<b>12</b>
<b>X.</b>	<b>Course-wise Content Details for M.A History Programme</b>	<b>13-117</b>

## **I. Department Profile**

The Department of History was established in 2007, as Department of History & Heritage Studies. The Department had its initial focus on Heritage Studies, for which courses like Cultural Heritage of Kerala, Art and Architecture, History of Science and Technology, Museology and Archaeology were included. In 2018, when the Department was re-designated as Department of History, the programme structure was reorganized on a par with that of other universities inside and outside Kerala.

The Department has been organizing several academic programmes since its beginning which included, among others, two sessions of the Indian History Congress organized in 2008 and 2019.

## **II. Introduction to CBCSS (Choice Based Credit Semester System)**

The CBCSS provides an opportunity for students to choose courses from a prescribed list comprising core, elective and open-elective/skill-based courses. The courses are evaluated according to the grading system, which is considered to be better than the conventional marking system. Grading system provides uniformity in the evaluation and computation of the Cumulative Grade Point Average (CGPA) based on student's performance in examinations which enables students to move across institutions of higher learning. Uniformity in the evaluation system also enables the potential employers in assessing the performance of the candidates.

**(i) Programme Structure** means a list of courses (Core, Elective, Open Elective) that makes up an Academic Programme, specifying the syllabus, credits, hours of teaching, evaluation and examination schemes, minimum number of credits required for successful completion of the programme etc., prepared in conformity to University Rules and eligibility criteria for admission.

**(ii) Core Course** means a course that a student admitted to a particular programme must successfully complete for receiving the degree and which cannot be substituted by any other course.

**(iii) Elective Course** means an optional course to be selected by a student out of such courses offered in the same Department/Centre.

**(iv) Open Elective** means an elective course which is available for students of all programmes, including students of the same Department. Students of other Departments may

opt these courses subject to fulfilling the eligibility criteria as laid down by the Department offering the course.

(v) **Credit** means the value assigned to a course which indicates the level of instruction: normally one-hour lecture per week equals 1 Credit.

(vi) **SGPA** means Semester Grade Point Average calculated for individual semester.

(vii) **CGPA** is Cumulative Grade Point Average calculated for all courses completed by the student in the last year of the course by clubbing together SGPA of four semesters.

### **Programme Objectives (PSOs)**

The programme aims to: -

1. Develop an understanding of the basic ideas and concepts in History and build up an ability to assess the relationship/difference between events and processes, history and theory, and ideology and perspective.
2. Enable students to use primary and secondary sources as well as qualitative and quantitative data in historical research/analysis.
3. Familiarize students with the questions of chronology, periodization and processes in history.

### **Programme Outcomes (PCOs)**

The programme aims to achieve the following learning outcomes: -

1. Study the key concepts in history through extensive reading and coursework activities.
2. Understand and evaluate historical ideas, arguments, and perspectives.
3. Learn the theories and methods current in historical research to undertake projects and to publish the results through papers/books.

### **Post-Graduate Attributes**

- a. Disciplinary Knowledge:** Develops comprehensive knowledge and understanding in the subject – such as understandings of material culture in different ecological and chronological spaces and major perspectives and debates in history – and learns the techniques and skills to apply knowledge, especially to carry out quantitative and qualitative research.
- b. Communication Skills:** Develops communication skills through arguments, analysis, seminar/project presentations, and by interacting with society through co-curricular

activities, and learn to convey ideas and information effectively in collaborative manner to achieve common goals.

- c. Critical Thinking:** Acquire capacity for critical thinking by evaluating scholarly arguments and debates which help to develop fresh insight into the subject.
- d. Problem Solving:** Develop practical skills in problem solving and apply critical and creative thinking to perceive innovative responses.
- e. Analytical Reasoning:** Develop ability for analytical reasoning in the subject and learn the importance of objectivity and subjectivity in historical analysis.
- f. Research-related skills:** Develop the skill to prepare a research proposal and the ability to execute research projects.
- g. Self and Time Management:** Acquire the ability to work independently, choose research area/specialization and complete research within a time-frame.
- h. Team Work:** Develop and achieve group goals and evaluate one's own strengths and weaknesses as a leader or team member.
- i. Scientific Reasoning:** Attain capacity to explore into the discipline with a scientific attitude and settle problems and debates.
- j. Digital Literacy:** Attain ability to use digital technology to search for high-quality information and to engage with latest streams of information technology.
- k. Multi-Culture Competence:** Develop understanding of, and admiration for, multi-cultural values and knowledge of cultures across the world.
- l. Moral and Ethical Value:** Ability to follow moral and ethical values in all walks of life.
- m. Leadership Readiness:** Develop leadership qualities in select areas, careers and in their community.
- n. Life-long Learning:** Develop ability to identify and to address the needs of a changing world and to maintain competency in respective areas.
- o. Global Competency:** Develop the capacity to grow as a global citizen whose personal values and practices are consistent with their roles as responsible members of society.

### **Teaching /Learning Process**

The teaching/learning process is designed to attain the specified programme/course/module outcome for which various methods are followed such as classroom instruction through lecture as well as audio/video/ppt presentation, assignment preparation/seminar presentation, continuous evaluation through class/unit tests and semester-end examinations, library/archival reference, project/dissertation work and fieldwork/study tour. All these are

devised to invest among students basic knowledge/skill to undertake research confidently or pursuesuitable job opportunities.

### III. M.A History – Programme Details

M.A History is a two-year programme divided into four semesters. A student is required to complete 72 credits for the completion of the programme and award of the degree. During the fourth semester there shall be a project/dissertation and a comprehensive viva voce.

#### Semester Scheme

1. Semester Part-I – First Year (Semesters 1&2)
2. Semester Part-II – Second Year (Semesters 3&4)

#### Course Credit Scheme:

Sl. No	Semester	Total Credits
1	I Semester	16
2	II Semester	16
3	III Semester	16
4	IV Semester	24
Total		<b>72</b>

#### LIST OF CORE COURSES

Sl. No	Course Code	Course Title	Instructional Hours/Sem	Credits
1	MAHIS01C01	Ancient Civilizations and Societies	64	4
2	MAHIS01C02	Select Problems in Ancient Indian History	64	4
3	MAHIS01C03	Pre-Colonial Kerala: Problems and Perspectives	64	4
4	MAHIS02C04	Aspects of the Medieval World	64	4
5	MAHIS02C05	Problems and Debates in Medieval Indian History	64	4
6	MAHIS03C06	Modern World: Select Themes	64	4
7	MAHIS03C07	Colonialism and Nationalism in Modern India	64	4
8	MAHIS03C08	Economic History of Modern India:Fromthe EighteenthCentury to 1964	64	4
9	MAHIS04C09	Theory and Method in Historiography	64	4

### LIST OF ELECTIVE COURSES

Sl. No	Course Code	Course Title	Instructional Hours/Sem	Credits
1	MAHIS01 E 01	Archaeology: Theory and Practice	64	4
2	MAHIS02 E 02	History of Medieval Kerala	64	4
3	MAHIS02 E 03	Museum Studies	64	4
4	MAHIS03 E 04	Themes in Modern Kerala History	64	
5	MAHIS04 E 05	Social History of Modern India	64	4
6	MAHIS04 E 06	Local History: Theory & Practice	64	4
7	MAHIS04 E 07	Archival Studies	64	4
8	MAHIS04 E 08	Science and Technology in India	64	4
9	MAHIS04 E 09	Cultural Heritage of Kerala	64	4
10	MAHIS04E10	Gender, Ecology and Dalit Movements	64	4
11	MAHIS04E11	Economic And Social History of Ancient India	64	4
12	MAHIS04 E12	Art and Architecture in Pre-Modern India	64	4
13	MAHIS04 E13	Dissertation/Project + Viva Voce	64	4

### LIST OF OPEN-ELECTIVE COURSES

Sl. No	Course Code	Course Title	Instructional Hours/Sem	Credits
1	MAHIS04O01	Digital Humanities	64	4
2	MAHIS04O02	History of Contemporary India	64	4

### SEMESTER 1

Course Code	Course Title	Core/ Elective	Credit	Instructional Hrs/Sem	Internal Marks	End-Sem Marks	Total
MAHIS01C01	Ancient Civilizations and Societies	Core	4	64	40	60	100
MAHIS01C02	Select Problems in Ancient Indian History	Core	4	64	40	60	100
MAHIS01C03	Pre-Colonial Kerala: Problems and Perspectives	Core	4	64	40	60	100
MAHIS01E01	Archaeology: Theory and Practice	Elective	4	64	40	60	100
<b>Semester Total</b>			<b>16</b>	<b>256</b>	<b>160</b>	<b>240</b>	<b>400</b>

### SEMESTER 2

Course Code	Course Title	Core/ Elective	Credits	Instructional Hrs/Sem	Internal Marks	End-Sem Marks	Total
MAHIS02C04	Aspects of the Medieval World	Core	4	64	40	60	100
MAHIS02C05	Problems and Debates in Medieval Indian History	Core	4	64	40	60	100
MAHIS02E 02	History of Medieval Kerala	Elective	4	64	40	60	100
MAHIS02E 03	Museum Studies	Elective	4	64	40	60	100
<b>Semester Total</b>			<b>16</b>	<b>256</b>	<b>160</b>	<b>240</b>	<b>400</b>

### SEMESTER 3

Course Code	Course Title	Core/ Elective	Credits	Instructional Hrs/Sem	Internal Marks	End Sem Marks	Total
MAHIS03C06	Modern World: Select Themes	Core	4	64	40	60	100
MAHIS03C07	Colonialism and Nationalism in Modern India	Core	4	64	40	60	100
MAHIS03C08	Economic History of Modern India: From the Eighteenth Century to 1964	Core	4	64	40	60	100
MAHIS03 E 04	Themes in Modern Kerala History	Elective	4	64	40	60	100
<b>Semester Total</b>			<b>16</b>	<b>256</b>	<b>160</b>	<b>240</b>	<b>400</b>



## SEMESTER 4

Course Code	Course Title	Core/ Elective	Credit	Instructional Hrs/Sem	Internal Marks	End Sem Marks	Total
MAHIS04C09	Theory and Method in Historiography	Core	4	64	40	60	100
MAHIS04E05	Social History of Modern India	Elective	4	64	40	60	100
MAHIS04E06	Local History: Theory & Practice	Elective	4	64	40	60	100
MAHIS04E07	Archival Studies	Elective	4	64	40	60	100
MAHIS04E13	Dissertation/Project +Viva Voce	Elective	4	-	-	<b>75+25</b>	100
MAHIS04O01	Digital Humanities	Open Elective	4	64	40	60	100
<b>Semester Total</b>			<b>24</b>	<b>320</b>	<b>200</b>	<b>400</b>	<b>600</b>
<b>GRAND TOTAL</b>			<b>72</b>	<b>1,088</b>	<b>680</b>	<b>1120</b>	<b>1800</b>

### IV. Programme Structure

#### Eligibility for Admission:

Bachelor's Degree in any subject from Kannur University, or other universities recognized by Kannur University, with a minimum of 45% marks, or equivalent grade in core courses. Relaxation in marks will be given to SC/ST candidates as per the university admission rules. Admission is purely through entrance examination as per the rules and regulations prescribed by Kannur University. There will be objective type questions for the entrance examination. The duration of examination, number of questions and other information regarding entrance examination will be as per the admission information bulletin of Kannur University.

#### Reservation

Reservation rules of Government of Kerala/Kannur University will be followed.

#### Number of Seats Available: 25

#### Assessment of Students' Performance:

Evaluation of the students shall be done by the faculty who teaches the course on the basis of continuous assessment and 10 percent of answer papers shall be valued by an external examiner in the semester-end examination. Continuous assessment includes

preparing Assignments, presenting seminars, periodic written examinations, submitting reports on site visits etc. Performance of students in each semester shall be intimated to him/her within one month of the assessment and published on the notice board of the Department. English shall be the medium of instruction and examination.

**Scheme of Examination:**

Year I

Semesters I &III (June-November)

Year II

Semesters II&IV (December-May)

**Guidelines for the Award of Internal Assessment Marks (Semester-wise)  
Internal Marks-Split up Details (For Each Course)**

<b>Theory</b>	
<b>Components</b>	<b>% marks</b>
Test Papers	40% (16 marks)
Tutorial with viva, seminar presentations, Discussion, Debate etc	40% (16 marks)
Assignment:	20%(8marks)
<b>Total Internal marks</b>	<b>40</b>

**Question Pattern:**

<b>Sl. No.</b>	<b>Type</b>		<b>Total Questions</b>	<b>Total Questions to be Attend</b>	<b>Mark for each Question</b>	<b>Total</b>
1	Section-A	Short Note	6	5	3	15
2	Section-B	Short Essay	5	3	5	15
3	Section-C	Essay	5	3	10	30
					<b>Total</b>	<b>60</b>

**Pass Percentage & Promotion Criteria:**

Minimum marks for passing the examination in each semester shall be 50% in each course and 50% in aggregate of a semester. A student failed in a Course can reappear for the End-Semester Examination of the same Course along with the next batch without taking re-admission or choose another Course in the subsequent Semesters of the same programme to acquire the minimum credits needed for the completion of the Programme. There shall not be any provision for improvement of CE and ESE.

**Promotion Criteria:**

A minimum of Grade Point 5 (Grade C) is needed for the successful completion of a Course.

**V. Span Period:**

The minimum duration for completion of two year M.A History is 4 (four) semesters. The maximum period for completion of a four-semester programme is 8(eight) Semesters (**4 Years**) from the starting date of the program. No student shall be allowed to take more than eight/twelve consecutive Semesters for completing a four-Semester Programme from the date of enrolment.

**VI. Conversion of Marks into Grades/Grade Points**

Performance of a student at the end of each Semester is indicated by the Semester Grade Point Average (SGPA) and is calculated by taking the weighted average of grade points of the Courses successfully completed. The following formula is used for calculation. The average will be rounded off to two decimal places.

$$\text{CGPA} = \frac{\text{Sum of (grade points in a course multiplied by its credit)}}{\text{Sum of Credits of Courses}}$$

**Sum of Credits of Courses**

At the end of the Programme, the overall performance of a student is indicated by the Cumulative Grade Point Average (CGPA) and is calculated using the same formula given above. Empirical formula for calculating the marks will be % Marks = (CGPAx10) +5.

**VII. Attendance Requirement:**

Sixty percentages (60%) of attendance is compulsory for each semester failing which candidates shall not be permitted to appear for the examinations.

### **VIII.SyllabusDrafting Committee**

1. Prof.Gopinath Ravindran (Vice Chancellor, Kannur University)
2. Dr.Manjula Poyil (Head, Department of History)
3. DhanasreeNandana (Assistant Professor on Contract)
4. Muhammad Iqbal.P (Assistant Professor on Contract)
5. Sujitha.K (Assistant Professor on Hourly Basis)

### **IX. Advisory Committee (Comments & Suggestions)**

1. Prof.K.N Ganesh(External Expert, Syllabus Drafting Committee)
2. Prof. Shereen Ratnagar, Former Professor, Centre for Historical Studies, JawharlalNehru University, New Delhi.
3. Prof. Amar Farooqui, Professor, Faculty of Social Sciences, University of Delhi.
4. Prof. Margret Frenz, Historical Institute, University of Stuttgart, Germany.
5. Prof. Susanne Rau, Humanities Center For Advanced Studies, University of Erfurt, Germany.
6. Prof. Sabine Schmolinsky, Humanities Center For Advanced Studies, University of Erfurt, Germany.
7. Dr.Sudeshna Guha, Associate Professor, Department of History, Siv Nadar Sundaram University, Utter Pradesh.
8. Dr.Selvakumar, Associate Professor & Head, Department of Maritime History and Marine Archaeology, Tamil University, Thanjavur.
9. Dr.ManmathanM.R,AssociateProfessor,P.G Department of History,FarookCollege,Kozhikode.
10. Abdul Majeed, Former Archivist, Regional Archives, Kozhikode.

## **X. Course-wise Content Details for M.A History Programme**

# **SEMESTER-1**

## **MAHIS01C01: ANCIENT CIVILIZATIONS AND SOCIETIES**

**Total Credits: 4**

### **Course Objectives**

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

### **Course Outcome**

Students develop an understanding of the merits and shortcomings of ancient civilizations and identify the eastern societies as having played a centrifugal role in disseminating culture world-wide.

### **MODULE 1**

Mesopotamian civilization – The river system – Sumerian origins – Advent of Acadians – Renewal of Sumerian supremacy – Emergence of the Babylonians – Hammurabi and second Semitic Empire – Urban civilization – State system – Social structure – System of Law – Dunci and Hammurabi – Script and literature – Evolution of religion – Material culture – Intellectual achievements.

### **Module Outcome**

Students understand the nature of early social formations in the Euphrates valley and get an outline of the antecedents of urbanism and early social/political system.

### **MODULE 2**

Egyptian civilization – River Nile – Pre-dynastic period – Political history under Pharaohs – History of Old Kingdom – Middle kingdom – New Kingdom – Evolution of religion – Early Polytheism – Upheaval under Akhnaton – Revival of polytheism – Intellectual contributions – Social classes – Economic life – Trade and transaction.

### **Module Outcome**

Students identify the greatness of the Egyptian Civilization and appreciate the contributions of ancient Egypt to world civilization.

### **MODULE 3**

Chinese Civilization – Unmatched Durability – Geography and History – Yellow River – Chang culture – Political structure – Material life – System of writing – Social institutions – Religious practices – Confucian philosophy – Buddhism in China – Chou dynasty and the classical age – Chinese urbanism – Calendar – Chinese legacy.

### **Module Outcome**

Students understand the historical foundations of Ancient China and identify the great contributions of China to the world.

### **MODULE 4**

Greco-Roman civilizations – Greek city states – Athens and Sparta – Greek democracy – war with the Persians – Science, medicine and astronomy – Alexander and the Macedonians – The Roman empire – Republicanism – Roman law – wars with Carthage – Republic to

empire – The Caesars – Rome and the world – Maritime contacts – Religion in the Greco-Roman world – System of slavery – Decline of the Romans – The Barbarian factor – Gibbon’s thesis.

### **Module Outcome**

Students realize the glory and grandeur of Greece and Rome, examine the concept of ‘Classical’ Civilizations, and identify their legacy towards democracy, republicanism and science.

### **Module 1: Lecture Plan**

#### **Week1**

##### **Topics:**

1. Concept of civilization
2. Geography of Mesopotamia
3. Sumerian origin
4. Akadians and Assyrians

##### **Assignment:**

Discuss various theories on the origin of ancient civilizations.

#### **Week 2**

##### **Topics:**

5. Rise of Babylonians
6. Hammurabi and his code of law
7. Mesopotamian State system
8. Urbanisation in the Euphrates valley

##### **Assignment:**

Examine the nature of urbanism and state system in Mesopotamia.

#### **Week 3**

##### **Topics:**

9. Social structure of ancient Mesopotamia
10. System of Law
11. Cuneiform script
12. Literature

##### **Assignment:**

Write a note on the evolution of the Mesopotamian script.

#### **Week 4**

##### **Topics:**

13. Evolution of religion
14. Emergence of trade
15. Intellectual achievements
16. Mesopotamian legacy

##### **Assignment:**

Assess the contributions of ancient Mesopotamia to world heritage.



**Compulsory Reading:**

- Mieroop, Mare Van de, *The Ancient Mesopotamian City*, Clarendon, Oxford, 1997.  
Pollock, Susan, *Ancient Mesopotamia: An Eden that Never Was*, Cambridge University Press, Cambridge 1999.  
Postgate, J.N, *Early Mesopotamia: Society and Economy at the Dawn of History*, Routledge, London, 1992.

**Module 2: Lecture Plan****Week 5****Topics:**

17. Ancient Egypt
18. Geography and history
19. Pre dynastic period
20. Egyptian Pharaohs

**Assignment:**

Analyse the role of geography in shaping the culture of ancient Egypt.

**Week 6****Topics:**

21. Concept of Old kingdom
22. Middle kingdom
23. New kingdom
24. Political history

**Assignment:**

Examine the evolution of politics and power structure in the Nile valley.

**Week 7****Topics:**

25. Egyptian religion
26. Features of polytheism
27. Intellectual contributions
28. Society during old kingdom

**Assignment:**

Assess the character of religion in ancient Egypt.

**Week 8****Topics:**

29. Egyptian society under middle kingdom
30. Social transformation under new kingdom
31. Economic activities
32. Trade relations

**Assignment:**

Discuss the nature of society and economy in ancient Egypt.

**Compulsory Reading:**

- Gardiner, A., *Egypt of the Pharaohs*, Clarendon Press, Oxford, 1966.  
Kemp, Barry J., *Ancient Egypt*, Routledge, London, 1989

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

### **Module 3: Lecture Plan**

#### **Week 9**

##### **Topics:**

33. Introduction to ancient China
34. Geographical peculiarities
35. River and culture in the Yangtze valley
36. Chang culture

##### **Assignment:**

Write a note on the beginning of social formation on Yellow river valley.

#### **Week 10**

##### **Topics:**

37. Political structure
38. System of writing
39. Social formation
40. Role of Religion

##### **Assignment:**

Examine the evolution of Chinese political and social systems.

#### **Week 11**

##### **Topics:**

41. Origin of Chinese Philosophy
42. Taoism and Confucianism
43. Buddhism in China
44. Chou Dynasty

##### **Assignment:**

Assess the rise and evolution of Chinese philosophy.

#### **Week 12**

##### **Topics:**

45. China in the Classical age
46. Chinese Urbanism
47. Continuity of Chinese culture
48. Chinese legacy

##### **Assignment:**

Identify contributions of ancient China to the world.

#### **Compulsory Reading:**

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

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

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

## **Module 4: Lecture Plan**

### **Week 13**

#### **Topics:**

49. Introduction to Greco-Roman civilization
50. Greek city states
51. Athenian democracy
52. Spartan system

#### **Assignment:**

Identify important Greek city states and their characteristics.

### **Week 14**

#### **Topics:**

53. Greco-Persian wars and its impact
54. Science, astronomy and medicine
55. Philosophy and history
56. Alexander and the Macedonian empire

#### **Assignment:**

Analyze the characteristics of politics and imperialism in ancient Greece.

### **Week 15**

#### **Topics:**

57. Roman republicanism
58. Nature of Roman law
59. Punic wars
60. Formation of the Empire

#### **Assignment:**

Discuss Roman legacy towards Republicanism.

### **Week 16**

#### **Topics:**

61. Roman trade
62. Roman slavery
63. Greco-Roman religion
64. Decline of the Romans

#### **Assignment:**

Examine the role of the Roman system in its own decline.

#### **Compulsory Reading:**

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

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

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

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

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

### **Recommended Reading:**

- Adams, Mc Robert, *Heartland of Cities*, Chicago Press, Chicago, 1981.
- Alfred. C, *The Egyptians*, Thames and Hudson, London, 1998.
- Andrews, Antony, *Greek Society*, Pelican, Harmondsworth, 1991.
- Aufrecht, W.E., N.A. Mirauand, S.W. Gauley (editors), *Urbanism in Antiquity: Mesopotamia to Crete*, Sheffield Academic Press, Sheffield, 1997.
- Bahn, Paul, *The Atlas of World Archaeology*, Brown Reference Book, London, 2009
- Bender, Barbara, *Farming in Prehistory, From Hunter- Gatherer to Food Producer*, St. Martin's Press, London, 1975
- Childe, Gordon, *The Bronze Age*, Cambridge University Press, Cambridge, 1930.
- Childe, V.Gordon, *What Happened in History*, Penguin, Harmondsworth, 1962.
- Daniel, Glyn, *First Civilization: The Archaeology of Their Origins*, Thames and Hudson, London, 1968.
- Oates, David and John, *The Rise of Civilisation*, Elsevier/ Phaidon, Oxford, 1976.
- Fagan, Brian M. and Nadia Durranni, *People of the Earth: An Introduction to World History*, Routledge, USA, 2015.
- Farooqui, Amar, *Early Social Formations*, Manak Publications, Delhi, 2001
- Finley, M.I, *The Ancient Greeks*, Penguin Books, Hamondsworth, 1963.
- Hammond, M, *The City in the Ancient World*, HarvardUniversity Press, Harvard, 1972.
- Karlovsky L. and Sabloff,. J. (eds), *Ancient Civilizations: A Study of the Near Eastern and Mesoamerican Civilizations*, Colombia University, New Edition, New York, 1995
- Murrey, A. Margaret, *Splendor that was Egypt General Survey of Egyptian Culture and Civilization*, Sidwick and Jackson Ltd., London, 1949.
- Bellwood, P., *First Farmers*, Blackwell Press, London, 2005.
- Redman, C, *The Rise of Civilisation*, Charles L Redman, San Francisco, 1978.
- Sasson, J.M, (ed.), *Civilizations of the Ancient Near East*, Charles Scribner, New York, 1990.
- Tarn, W.W, *Hellenistic Civilization*, Oxford University Press, New York, 1952.
- Trigger, Bruce, *Understanding Early Civilizations: A Comparative Study*, Cambridge University Press, Cambridge, 2003.
- Yoffee, Norman, *Myths of the Archaic State: Evolution of the Earliest Cities, States and Civilizations*, Cambridge University Press, New York, 2005.

## **MAHIS01C02: SELECT PROBLEMS IN ANCIENT INDIAN HISTORY**

**Total Credits: 4**

### **Course Objectives**

The course discusses the dominant debates on ancient Indian history, focusing on perspectives. It will help the students to learn the historiographic process through which the image of ancient India was constructed.

### **Course Outcome**

Students get a picture of ancient Indian history much different from the usually projected 'golden' image. They also learn to focus on themes and issues rather than restricting themselves to the study of isolated events and facts.

### **MODULE 1**

Indus Civilization and the Aryan problem – Origin of the Harappan Culture – Pre-Harappan evidences – Indus, a Mesopotamian colony? – Nature of Indus society – Political structure – Trading activities – Enigma of the Indus script – Decline of Harappa – Various theories – The Aryan Invasion theory – Question of Indus-Saraswati civilization – Evidences from PGW archaeology – Interaction between Harappan and Vedic cultures – Post-Harappan cultures.

### **Module Outcome**

Students gain ideas and attitudes about the foundations of ancient Indian culture and examine the discourse on its Aryan/Non-Aryan roots. They also get familiarized with the minute details about Harappan and Vedic cultures.

### **MODULE 2**

Second Urbanization and NBP Culture – NBP archaeology – From jana to janapada – Nature of Janapada polity – Republics and monarchies – From state to Empire – Structure of the Mauryan state – Oriental Despotism? – Debates on Arthashastra – Seven castes of Magasthanes – Nature of the Asokan state – Policy of dharma and the decline of the Mauryan state.

### **Module Outcome**

Students develop an understanding of the concept of second urbanization in Indian history and the nature of India's early engagements with state formation after the Harappan experiment.

### **MODULE 3**

Transition towards feudalism – 'Golden Age' of the Guptas – Sharma's feudalism thesis – Decline of Roman trade and Urban Decay in India – Land grants and rise of landlordism – Concept of Kali age crisis – Kosambi's feudalism from above and below – Nature of Feudal polity – Critique of Indian feudalism thesis – HarbansMukhia and DC Sircar – Feudal or Asiatic mode?

### **Module Outcome**

Students discuss the relevance of Indian Feudalism thesis and analyze the debates on its origin.

### **MODULE 4**

Tamilakam in the early historic period – Interpreting the ‘Sangam period’ – Early Tamil historians and the ‘Great Age’ – Sivathamby and the Tinai concept – Indo-Roman trade – Power structure of the Muvendar chiefdoms – Question of pre-Aryan-ness of the Tamil culture – Decline of Tamilakam – Crisis theme and the making of a new social order.

### **Module Outcome**

Students discuss the social/state formation in early south India and examine the ‘difference’ between the north and south paradigms. They also compare the arguments raised in favour of a ‘unique’ Tamil culture and the possibilities of ‘cultural synthesis’. They get acquainted with the discourse on the role of land grants in the rise of feudal order in South India.

### **Module1: Lecture Plan**

#### **Week 1**

##### **Topics:**

1. Culture and Civilization
2. Pre- Harappan Cultures
3. Origin of Indus Valley civilization
4. Archaeology of the Indus sites

##### **Assignment:**

Prepare a list of the Indus sites and explain their common/unique features.

#### **Week 2**

##### **Topics:**

5. Urbanism in the Indus valley – theories of Origin
6. Pre-Harappan to the Harappan – Debates
7. Indus Society- Features
8. Indus Society – Nature

##### **Assignment:**

Examine the relationship between geography and urbanism on the Indus valley.

#### **Week 3**

##### **Topics:**

9. Indus Trade
10. Indus Script
11. Decline of the Indus – Theories
12. Post-Harappan phase – Debate

##### **Assignment:**

Prepare a table of Indus script and assumed meaning of it given by different scholars.

#### **Week 4**

##### **Topics:**

13. Vedic Age and PGW archaeology
14. Indus-Vedic Dialogue – Debate
15. ‘Aryan’ roots of Vedic Culture
16. Indus-Saraswati concept

**Assignment:**

Analyse the Vedic links of the Harappan Culture.

**Compulsory Reading:**

- Habib, Irfan and Vijay Kumar Thakur, *A Peoples’ History of India, Vol.3, The Vedic Age*, Tulika, New Delhi, 2003.
- Habib, Irfan, *A Peoples History of India, Vol.2, Indus Civilization*, Tulika, New Delhi, 2017.
- McIntosh, Jane R, *Ancient Indus Valley: New Perspectives*, Abc Clio, California, 2008.
- Ratnagar, Shereen, *Understanding Harappa: Civilization in the Greater Indus Valley*, Tulika Books, New Delhi, 2006.
- Ratnagar, Shereen, *Encounters: The Westerly Trade of the Harappan Civilization*, Oxford University Press, Delhi, 1981.
- Ratnagar, Shereen, *Enquiries into the Political Organization of Harappan Society*, Ravish Publishers, Pune, 1991.
- Sharma, R.S., *India’s Ancient Past*, OUP, New Delhi, 2006.
- Thaper, Romila, *A History of India, Vol.1*, Penguin India, New Delhi, 2000.

**Module 2: Lecture Plan**

**Week 1**

**Topics:**

17. Later Vedic Phase
18. Second urbanization
19. PGW and NBPW archaeology
20. Post Vedic Social Formations

**Assignment:**

Examine the nature of second urbanization in the Gangetic valley.

**Week 2**

**Topics:**

21. Jana and Janapada
22. Janapada Polity
23. GanaSanghas
24. Rise of Magadha

**Assignment:**

Assess the nature of Janapada polity and examine the factors for the rise of Magadha.

**Week 3**

**Topics:**

25. Rise of the Mauryan Empire
26. Asoka and the Ethical State
27. Nature of the MayryanState- Debate

## 28. Concept of State in Arthasastra

### **Assignment:**

Analyze the nature of the Mauryan State – Despotic to Welfare State – Thapar and ‘State as Empire’.

### **Week 4**

#### **Topics:**

29. Asoka and the policy of Dhamma
30. Seven Castes of Magasthenes
31. Asoka and the Decline of the MouryanEmpire
32. TheMouryanLegacy

### **Assignment:**

Discuss the role of Buddhism/dhamma in the state system of the Mouryas.

### **Compulsory Reading:**

- Kosambi, D.D., *Introduction to the Study of Indian History*, Popular Book Depot Bombay, 1956.
- Habib, Irfan and Vivekanand Jha, *A People’s History of India Vol.5, Mauryan India*, MunshiramManoharlal Publishers, New Delhi 2005.
- Sharma, R.S, *Aspect of Political ideas and institutions in Ancient India*, Motilal Banarsidas Publication, New Delhi, 1991.
- Sharma, R.S, *Material Culture and Social Formations in Ancient India*, Macmillan India, 2007.
- Sharma, R.S, *Sudras in Ancient India*, Motilal Banarsidass Publishers, New Delhi, 2016.
- Thapar, Romila, *Cultural Pasts: Essays in Early Indian History*, Oxford University Press, New Delhi, 2000.
- Thapar, Romila, *From Lineage to State*, Oxford University Press, India, 1991.
- Thapar, Romila, *Asoka and the Decline of the Mauryas*, OUP, London, 2012.
- Thapar, Romila, et.al., *Which of us are Aryans? Rethinking the Concept of Our Origins*, Aleph Book Company, New Delhi, 2019.

## **Module 3: Lecture Plan**

### **Week 1**

#### **Topics:**

33. Feudalism – the concept
34. Indian Feudalism – DD Kosambi’s views
35. Indian Feudalism thesis of R S Sharma
36. Indian Feudalism – State and Economy

### **Assignment:**

Discuss the nature of Indian Feudalism according to DD Kosambi and RS Sarma.

### **Week 2**

#### **Topics:**

37. HarbansMukhyaand the critique of Indian Feudalism thesis



38. Indian Feudalism – the Debate
39. Indian Feudalism or Asiatic mode?
40. How feudal was Indian Feudalism?

**Assignment:**

Examine the arguments against, and in favour of, the Indian Feudalism thesis .

**Week 3**

**Topics:**

41. The concept of Kali age
42. Early Medieval in Indian History
43. Ideological Foundations of Indian Feudalism
44. Comparing Indian Feudalism with European Feudalism

**Assignment:**

Discuss the debate on Indian Feudalism.

**Week 4**

**Topics:**

45. DN Jha's views on Indian Feudalism
46. BNS Yadava's views on Indian Feudalism
47. BD Chadhoadhyaya's views on Indian Feudalism
48. Irfan Habib's views on Indian Feudalism

**Assignment:**

Point out the divergent views of various historians on Indian Feudalism.

**Compulsory Reading:**

- Gupta. P. L, *The Imperial Guptas, 2 Vols*, Vishwavidyalaya Prakashan, Varanasi, 1979.
- Jha, D.N, (ed.), *The Feudal Order: State, Society and Ideology in Early Medieval India*, Manohar, New Delhi, 2001.
- Kosambi, D.D, *Introduction to the Study of Indian History*, Popular Book Depot, Bombay, 1956.
- Maity, S. K, *Economic Life in Northern India in the Gupta period (c. AD300–550)*, Motilal Banarsidass, Delhi, 1970.
- Mukhia, Harbans, *The Feudalism Debate*, Manohar Publishers, New Delhi, 1999.
- Sharma, R.S, *Indian Feudalism*, Macmillan Publishers, New Delhi, 2005.
- Sircar, D.C, *Land system and Feudalism in Ancient India*, University of Calcutta, Calcutta, 1966.
- Thakur, Vijayakumar, *Historiography of Indian Feudalism: Towards a Model of Early Indian Economy, C AD 600-1000*, South Asia Books, New Delhi, 1989.

**Module 4: Lecture Plan**

**Week 1**

**Topics:**

49. Historiography of early Tamilakam
50. The 'Sangam' Literature
51. Archaeology of the Tamil country

## 52. Greeco-Roman Accounts

### **Assignment:**

Discuss the process through which the historiography of Early Tamilakam was constructed.

### **Week 2**

#### **Topics:**

53. Cultural geography of early Tamilakam
54. Tinai Concept
55. Sivathampy's re-reading of the Tinai Concept
56. Tinai – myth or reality

### **Assignment:**

Analyze the importance of the system of *tinai* in the history of ancient Tamilakam.

### **Week 3**

#### **Topics:**

57. Agrarian Economy of Ancient Tamilakam
58. Indo-Roman trade
59. Social structure of the Tamil country
60. Muvendar Polity

### **Assignment:**

Analyze the political economy of ancient Tamilakam.

### **Week 4**

#### **Topics:**

61. Nature of the Tamil culture
62. Aryan and Dravidian Elements in Early Tamilakam
63. Decline of the Tamil Culture
64. RajanGurukkal and the Crisis Theme

### **Assignment:**

Examine the nature of the Early Tamil culture and account for its decline.

### **Compulsory Reading:**

- Champakalakshmi, R, *Trade, Ideology and Urbanization*, Oxford University Press, New Delhi, 1996.
- Gurukkal, Rajan, *Rethinking Classical Indo-Roman Trade*, OUP, New Delhi, 2016.
- Sivathamby, K, *Studies in Ancient Tamil Society*, New Century Book House, Madras, 1998.
- Veluthat, Kesavan, *The Political Structure of Early Medieval South India*, Orient Blackswan, New Delhi, 2012.
- Zvelebil, Kamil, *The Smile of Murugan*, E.J. Brill, Leiden, Netherlands 1973.

### **Recommended Reading:**

- McAdams, Robert, *The Evolution of Urban Society*, Aldine Publishing Company, U.S.A, 1987.
- McIntosh, J, *The Ancient Indus Valley: New Perspectives*. ABC-CLIO, Santa, 2007.
- Allchin, Bridget and Raymond, *Origins of a Civilization: The Prehistory and Early*

- Archaeology of South Asia*, Penguin Viking, Delhi, 1997.
- Chattopadhyaya, B.D., *The Making of Early Medieval India*, OUP, India, 1998.
- Chakrabarti. D.K, *The External Trade of the Indus Civilization*, MunshiramManoharlal, New Delhi, 1990.
- Chattopadhyaya, B. D, *The Concept of Bharatavarsha and Other Essays*, Permanent Black, Ranikhet, 2017.
- Fox, Richard, *Realm and Region in Traditional India*, Vikas, New Delhi, 1977.
- Possehl, G.L. (ed.), *Ancient Cities of the Indus*, Vikas Publishing House, New Delhi, 1979.
- Gurukkal ,Rajan&RghavaVarier (eds.), *Cultural History of Kerala, Vol.1*, Dept of Cultural Publications, Govt of Kerala, Thiruvananthapuram, 1999.
- Jha, D.N, *Ancient India in Historical Outline*, Manohar Publishers, 2008.
- Kulke, Herman (ed.), *The State in India (1000-1700)*, Oxford University Press, Delhi, 1995.
- Possehl, G. L. (ed.), *Harappan Civilization: A Recent Perspective*, Oxford and IBH Publishing Co., New Delhi, 1982.
- Possehl, G.L, *Indus Age: The Beginnings*, Oxford and IBH, New Delhi, 1991.
- Wheeler, R.E.M., *The Indus Civilization*, Cambridge University Press, Cambridge, 1961.
- Rao, S.R, *Lothal and the Indus Civilization*, Asia Publishing House, Bombay, 1973.
- Thapar, Romila, *Ancient Indian Social History: Some Interpretations*, Orient Longman, Delhi, 1978.
- Thapar, Romila, *Interpreting Early India*, Oxford University Press, India, 1993.

## **MAHIS01C03: PRE-COLONIAL KERALA: PROBLEMS AND PERSPECTIVES**

**Total Credits: 4**

### **Course Objectives**

The course would impart basic awareness about the historical foundations of Kerala's society and culture. The focus is on separating history from legends and to discuss Kerala's past from varied perspectives.

### **Course Outcome**

Students obtain a basic understanding of Kerala's cultural heritage and the nature of its socio-political formations, and identify important source materials for writing Kerala history. As students often select research problems from regional and local history, the course enables them to locate themes having research potential.

### **MODULE 1**

Geography and Prehistory of Kerala – Landscape and climate – geological formations – Western Ghats, Arabian Sea and Monsoon winds – Early settlers – Palaeolithic tools and Neolithic sites – Iron Age Megaliths – Typology and site pattern – Important Megalithic sites – Question of chronology – Significance of Porkalam excavation – Megalithic builders – Death customs and material culture – Interpreting absence of settlement sites.

### **Module Outcome**

Students learn about the foundations of Kerala's social formation, from geographical, historical and archaeological perspectives, and appreciate its South Indian, as well as global, roots.

### **MODULE 2**

Kerala as part of Tamilakam – Literary evidences and archaeological data – Ilamkulam's concept of the classical age – RajanGurukkal and pre-state polity – Politics of the Muvendar – *Patittupathu* as a political narrative – Clannish chieftains and predatory economy – Tinai concept and uneven development – Social groups of *Aintinai* – Absence of caste? – Roman trade and exchange centres – Pattanam as Muziris – Emerging crisis and transition towards a new social order.

### **Module Outcome**

Students get a basic understanding about early social political/social/economic formations in Kerala – such as transition from tribal polity to state system, food gathering/nomadism to sedentary peasant economy, and the rise of social and cultural institutions.

### **MODULE 3**

The Perumal period – Legendary history of *Keralolpathi* – Ilamkulam and Second Cheras – Role of the Brahmin settlements in the new social/state formation – Nature of polity – Centralized vs feudal vs oligarchic – 'Companions of Honour' – 'Temple-centred' social life – Trading groups and port towns – Nature of trading corporations – Hundred Years' war –

Land ownership rights – Janmam-kanam-maryada – Brahmanical codes and customary rights – ‘Cultural Symbiosis’.

### **Module Outcome**

Students get an idea about Kerala’s first ‘experience’ with state formation and with the factors/process through which its social/economic/cultural systems were laid and about the indigenous as well as external elements which played their role in forming a truly syncretic culture. They also learn about the engagement of Brahmanical elements in the formation of Kerala’s culture and polity, the varied forces behind the evolution of state system, caste structure, family norms, inheritance pattern, cultural practices, etc.

### **MODULE 4**

Socio-economic and Cultural Trends – Janmi system – debate on origin and structure – Marumakkathayam – origin, features and conflicting perspectives – Tarawad and Sambandham – varna and jati – evolution and unique characteristics – question of slavery – craft, technology and artisan groups – AinkudiKammalar – Koothambalam culture – Kerala architecture — Bhakthi movement – literary traditions.

### **Module Outcome**

Students develop an understanding of the Brahmanical/feudal foundations of the social, economic and cultural institutions of the land. They also can distinguish the common/unique traits of Kerala from the pan-Indian tradition.

### **Module 1: Lecture Plan**

#### **Week 1**

##### **Topics:**

1. Geography of Kerala
2. Landscape, Climate and Settlement Pattern
3. Western Ghats and Arabian Sea
4. Political Isolation and Cultural Identity

##### **Assignment:**

Discuss how geographical factors influenced the the history and culture of Kerala.

#### **Week 2**

##### **Topics:**

5. Early inhabitants of Kerala
6. Paleolithic phase
7. Neolithic tools and sites
8. Iron Age in Kerala

##### **Assignment:**

Prepare a list of prehistoric/megalithic sites in Kerala.

#### **Week3**

##### **Topics:**

9. Megaliths- Typology and site pattern

10. Important megalithic sites
11. Question of chronology
12. Significance of Porkkalam excavation

**Assignment:**

Prepare a list of the prominent megalithic sites of Kerala. Discuss the nature of Megalithic archaeology in Kerala.

**Week 4**

**Topics:**

13. The Megalithic builders of Kerala
14. Funeral customs of the Iron Age
15. Material culture of the Iron Age
16. Why absence of settlement sites?

**Assignment:**

Assess the everyday life of the megalithic people. How can we reconstruct their material culture from the grave goods?

**Compulsory Reading:**

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

Gurukkal, Rajan and Raghava Varier, *Keralacharithram*, VallatholVidhyapeetham, Thrissur, 2013.

Menon, A. Sreedhara, *A Survey of Kerala History*, National Book Stall, Kottayam, 1967.

**Module 2: Lecture Plan**

**Week 1**

**Topics:**

17. Kerala as part of Tamilakam
18. Sangam Literature as historical evidence
19. Megalithic Archaeology
20. Pattanam Excavation

**Assignment:**

Evaluate how historians utilized diverse category of sources for reconstructing the history of ancient Tamilakam.

**Week 2**

**Topics:**

21. Ilamkulam's concept of classical Age
22. RajanGurukkal and pre state society
23. Patittupattu as political narrative.
24. Clannish chieftains and Politics of the Moovendar

**Assignment:**

Analyze the nature of polity in ancient Tamilakam.

### **Week 3**

#### **Topics:**

25. Prebendal/predatory economy
26. Tinai concept
27. Social groups of Aintinai
28. Was there caste in ancient Tamilakam?

#### **Assignment:**

Critically examine the Tinai concept and evaluate it in the context of the socio-economic condition of ancient Tamilakam.

### **Week 4**

#### **Topics:**

29. Exchange system and centres
30. Character of Roman trade with south India
31. Identifying Muziris
32. Transformation of the social order

#### **Assignment:**

Evaluate the nature of urbanism and system of exchange in the Tamil country

#### **Compulsory Reading:**

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

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

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

Varier, M.R. Raghva, *Keraleeyatha Charithramanagal*, Vallathol Vidyavidyalayam, Sukapuram, 1990.

Veluthat, Kesavan, *Early Medieval in South India*, OUP, New Delhi, 2010.

### **Module 3: Lecture Plan**

#### **Week 1**

##### **Topics:**

33. The period of the Chera Perumals
34. Keralolpathi and the Age of the Perumals
35. Ilamkulam's pioneering research
36. Brahmin settlements and the new social/state formation

##### **Assignment:**

Examine the points of compliance/disagreement in the history of the Second Cheras according to Keralolpathi and Ilamkulam's studies.

#### **Week 2**

##### **Topics:**

37. Nature of Cherapolity
38. Ilamkulam and centralized state model
39. MGS Narayanan and Feudal State model

40. Brahmin/Aristocratic role in the state system

**Assignment:**

Assess the nature of the Chera state – centralized, feudal or segmentary?

**Week 3**

**Topics:**

- 41. Maritime Trading groups and port towns
- 42. Nature of trading corporations
- 43. Indigenous Trading groups
- 44. Hundred years' war

**Assignment:**

Assess the nature of trade and commerce in the Chera country and examine its impact on urban development.

**Week 4**

**Topics:**

- 45. Land ownership rights
- 46. Janmam-kanammaryada
- 47. Brahmanical codes
- 48. Cultural symbiosis – the concept

**Assignment:**

Examine the caste-based rights and privileges and contrast it with the deprivation of the underprivileged groups.

**Compulsory Reading:**

Gurukkal, Rajan and Raghava Varier, *Keralacharithram*, VallatholVidhyapeetham, Thrissur, 2013.

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

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

Narayanan, M.G.S., *Perumals of Kerala*, Calicut University Press, Calicut, 1996.

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

Veluthat, Kesavan, *Brahmin Settlement in Kerala*, Sandhya Publications, Calicut, 1978.

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

**Module 4: Lecture Plan**

**Week 1**

**Topics:**

- 49. Janmi system in Kerala
- 50. Debate on origin



51. Structure – land ownership rights and agrarian relations
52. Janmi system as Feudal system

**Assignment:**

Discuss the features of the janmi/feudal system in Kerala and trace out its origin.

**Week 2**

**Topics:**

53. Marumakkathayam– Mother Right inheritance pattern
54. Origin and features – differing perspectives
55. Taravadu and sambandham
56. Role of the Brahmins in sustaining matriliney

**Assignment:**

Trace out the evolution of matriliney and examine the Brahmanical factor in its sustenance.

**Week 3**

**Topics:**

57. Unique characteristics of caste in Kerala
58. System of Slavery
59. AinkudiKammalar
60. Untouchability – features

**Assignment:**

Discuss the features of Kerala’s caste system – structure and ideology.

**Week 4**

**Topics:**

61. Koothambalam culture
62. Kerala architecture
63. Temples and Bhakti tradition
64. Sacred and Secular Literature

**Assignment:**

Asses the evolution and characteristics of regional culture mediated by Brahmanical elite in Kerala.

**Compulsory Reading:**

- Arunima, G, *There comes Papa: Colonialism and the Transformation of Matriliney in Kerala, Malabar, c 1850–1940*, Orient Blackswan, Hyderabad, 2003.
- Gurukkal, Rajan and Raghava Varier, *Keralacharithram*, VallatholVidhyapeetham, Thrissur, 2013.
- Narayanan, M.G.S., *Perumals of Kerala*, Calicut University Press, Calicut, 1996.
- Pillai, ElamkulamKunjan, *JanmisampradayamKeralathil*, National Book Stall, Kottayam, 1966.
- Pillai, ElamkulamKunjan, *MarumakkathayamKeralathil*, National Book Stall, Kottayam, 1968.

**Recommended Reading:**

- Balakrishnan, P.K., *JativyavasthayumKeralacharithravum*, D.C Books, Kottayam, 2004.
- Cherian, P.J. (Ed), *Perspectives in Kerala History*, Kerala Gazetteers Dept, Thiruvananthapuram, 1999.
- Gurukkal, Rajan and M.R. Raghava Varier, *History of Kerala: Prehistoric to the Present*, Orient Blackswan, Hyderabad, 2018.
- Jussay, P.M., *The Jews in Kerala*, Publication Division, University of Calicut, 2005.
- Kurup, K.K.N. (eds.), *New Dimensions in South Indian History*, University of Calicut, Calicut, 1996.
- Logan, William, *Malabar Manual*, Asian Educational Services, New Delhi, 2004.
- Manmathan, M.R. (Ed), *Archaeology in Kerala: Past and Present*, Publications Division, Farook College, 2007.
- Menon, K.P. Padmanabha, *History of Kerala (4 volumes)*, Asian Educational Services, New Delhi, 2001.
- Moore, Louis, *Malabar Land and Custom, part II*, Higginbotham, Madras, 1905.
- Mundadan, A.Mathias, *History of early Christianity*, Theological Publications in India for Church History Association of India, Bangalore, 1984.
- Pillay, K. Raghavan (ed), *Mushakavamsakavya*, University of Kerala, Trivandrum, 1977.
- Schneidher, David M. and Kathleen Gough (ed), *Matrilineal Kinship*, University of California Press, 1961.
- Shastri, K.A. Nilakanta (ed), *Foreign Notices of South India*, University of Madras, Madras, 1972.
- Veluthat, Kesavan and P.P. Sudhakaran (ed.), *Advances in History*, Professor M.P. Sridharan Memorial Trust, Calicut, 2003
- Venugopalan, T.R. (Ed.), *State and Society in Pre Modern South India*, Cosmo Books, Thrissur, 2002.

## **MAHIS01E01 ARCHAEOLOGY: THEORY AND PRACTICE**

**TotalCredits: 4**

### **Course Objective**

The course introduces key concepts in Archaeology as well as the basic methods of exploration/excavation and explains their applications in interpreting the human past. The course also examines the history of archaeology, methods and techniques involved, from the identification of sites to their excavation/discovery, and analyses the recovered archaeological evidences. It also provides an opportunity for the students to get familiarized with field methods including exploration and excavation techniques.

### **Course Outcome**

Students understand the role of archaeology in the study of history and learn how to identify archaeological sites/artefacts/structures and study the basic techniques of exploration and excavation. Students acquire skill in the essentials of field archaeology, learn to associate with a team of excavation and develop interest in local history by identifying ancient relics of the locality.

### **MODULE 1**

Definition – Aims and Scope – Methods – Types of Archaeology – Pre/Proto/Historic – Classical Archaeology – Ethno-archaeology – Experimental Archaeology – Salvage Archaeology – Geo-archaeology – Underwater Archaeology) – Archaeology and other sciences (Social and Natural) – Conservation – Ethnography – Relationship between Archaeology, History and Anthropology – Differences and similarities – Key terminologies used.

### **Module Outcome**

Students identify various types of Archaeology and its relation with other social sciences.

### **MODULE 2**

Theoretical Foundations and developments in Archaeology – History of Archaeology in Global Context – Antiquarianism to Traditional Archaeology – New Archaeology/ Processual Archaeology – Post-Processual Archaeology – Contemporary approaches to Archaeological Theory – Social Relevance of Archaeology – Heritage Management.

### **Module Outcome**

Students understand the evolution of Archaeology from antiquarianism and develop basic awareness in its theoretical foundations.

### **MODULE 3**

Exploration methods and Techniques Exploration Methods (Village to Village Survey, Sampling Methods, Scientific Methods, Remote Sensing, GIS) and Techniques – Methods of site survey – Documentation and Analysis – Excavation methods and Techniques – Excavation techniques for Burials, Structures and Stupas – Documentation and Analysis – Material Culture Studies – Lithic Studies and Ceramic Studies – Preparation of Excavation Reports –Development of Field Archaeology in India--Problem-oriented Research – Regional Surveys – Important Excavations in India – Selected Sites – Attirampakkam, Dholavira, Inamgaon – History of Archaeology in Kerala – Important Excavations – Porkkalam,

CheramanParambu, Feroke, Mangad, Perambra, Naduvil, Chitrari, Umichipoyil, Pattanam, Anakkara – Archaeology of Rock Art – Edakkal, Thovari, Thenmala, Angode, Marayur, Ettukudukka

### **Module Outcome**

Students get an understanding of the methods and techniques of exploration/excavation and learn about various excavation reports and also get a view of the evolution of archaeology in Kerala through a study of the history of important excavations.

### **MODULE 4**

Scientific Applications in Archaeological Research – Dating Techniques – Relative and Absolute Dating Techniques and their applications – Stratigraphy, Typology and other relative methods – Radio Carbon Dating, Thermo Luminescence, Potassium Argon & Dendro-Chronology – Archaeo-Magnetism – XRD Analysis – Provenance studies – Paleo-environmental Studies – Archaeo-Zoology, Palaeo-Botany – Pollen Analysis – Phytoliths – Paleodiet – DNA Studies – Isotope Studies.

### **Module Outcome**

Students acquire preliminary knowledge in various dating techniques in Archaeology.

### **Module 1: Lecture Plan**

#### **Week 1**

##### **Topics:**

1. Archaeology: Disciplinary features
2. Archaeology: Ideas and Concepts
3. Archaeology: Scope, Nature and Method
4. Archaeology: Functions & Values

##### **Assignment:**

Prepare a brief review of Clive Gramble's work *Archaeology: The Basics*.

#### **Week 2**

##### **Topics:**

5. Classification of Archaeology: Basic Principles
6. Pre-historic Archaeology: Paleolithic Tool Technology
7. Pre-historic Archaeology: Mesolithic Tool Technology
8. Pre-historic Archaeology: Neolithic Revolution

##### **Assignment:**

Prepare a list of prehistoric stone tools with a brief description of each tool technology.

#### **Week 3**

##### **Topics:**

9. Classification of Archaeology: Historic Archaeology
10. Classification of Archaeology: Classical/Ethno/Experimental Archaeology
11. Classification of Archaeology: Salvage/Geo-archaeology
12. Classification of Archaeology: Underwater Archaeology

**Assignment:**

Prepare a video of ten minutes' duration on any type of archaeology.

**Week 4****Topics:**

13. Inter -disciplinary/Multi-disciplinary approach in Archaeology-Relation with Social Sciences
14. Inter -disciplinary/Multi-disciplinary approach in Archaeology-Relation with Natural Sciences
15. Inter -disciplinary/Multi-disciplinary approach in Archaeology-Relation with Physical Sciences
16. Different Concepts and terms used in archaeology

**Assignment:**

Select the popular terms in archaeology and prepare a dictionary of archaeological terms.

**Compulsory Reading:**

Bahn, Paul, *Dictionary of Archaeology*, Harper Collins, Glasgow 1992.

Fagan, Brain, *In the Beginning: An Introduction to Archaeology*, Foresman and Company Glen View: Scott, 1988.

Gramble, Clive, *Archaeology the Basic*, Routledge, London,2003

Petrie, WM.F, *Methods and Aims in Archaeology*, Macmillan, London. 1904.

Renfrew, Colin and Paul Bahan, *Archaeology: Theories, Methods and Practice*, Thames & Hudson, New York, 1991.

Trigger, Bruce. G, *A History of Archaeological Thought*, Cambridge University, Cambridge, 1989.

**Module 2: Lecture Plan****Week 1****Topics:**

17. Origin and development of archaeological theories
18. Archaeological theories: early and latest
19. Concept of archaeology in the Western context
20. Concept of archaeology in the Global context

**Assignment:**

Prepare a note on Lewis R Binford's career and his contribution to scientific archaeology.

**Week 2****Topics:**

21. Archaeology in Western traditional context
22. Archaeology in modern Western context
23. Archaeology in 19<sup>th</sup> century Indian context
24. Archaeology in 20<sup>th</sup> century Indian context

**Assignment:**

Compare the rise of archaeology in the West and India and prepare a similarity/dissimilarity chart.

### **Week 3**

#### **Topics:**

25. New archaeology: Theory and concept
26. New archaeology: Merits&Defects
27. Post-Processual Archaeology: the Concept
28. Post-Processual Archaeology: Merits&Defects

#### **Assignment:**

Compare and contrast New Archaeology and Post-Processual Archaeology.

### **Week 4**

#### **Topics:**

29. New trends in archaeological theory-Concept of Ian Hodder.
30. New trends in archaeological theory- Concept of Bruce Trigger
31. New trends in archaeological theory-Concept of Structuralism.
32. Relevance of archaeology in the present world

#### **Assignment:**

Prepare an audio presentation on Heritage Monuments and Public Awareness.

#### **Compulsory Reading:**

- Bahn, Paul and Colin Renfrew, *Archaeology, Theories, Methods and Practice*, Thames &Hudson, New York, 1991.
- Binford, Lewis R., *An Archaeological Perspective*, Seminar Press, New York, 1972.
- Hodder, Ian, *Theory and Practice in Archaeology*, Routledge, London, 1992.
- Sankalia, H.D, *Pre-History and Proto-History of India and Pakistan*, University of Bombay, Bombay, 1962.

### **Module 3: Lecture Plan**

#### **Week 1**

#### **Topics:**

33. Field Archaeological Developments in India – Problem-oriented Research
34. Field Archaeological Developments in India – Site Survey Method
35. Field Archaeological Developments in India – Village Survey.
36. Important Excavations in India.

#### **Assignment:**

Visit an archaeological monument/site in your village/town and prepare a report.

#### **Week 2**

#### **Topics:**

37. Exploration Methods and Techniques-Sampling Methods.
38. Exploration Methods and Techniques-Scientific Methods.
39. Exploration Methods and Techniques-Remote Sensing.
40. Excavation Methods and Techniques-Introduction.

**Assignment:**

Conduct an Archaeological exploration in nearby historical site.

**Week 3****Topics:**

41. Excavation Methods and Techniques: Horizontal & Vertical
42. Excavation Methods and Techniques: the Grid & Quadrant Methods
43. Techniques employed for the excavation of stupa and burial
44. Artifact analysis and Excavation report preparation

**Assignment:**

Visit and observe any excavated site in your district and prepare a report.

**Week 4****Topics:**

45. Important excavations in India
46. Important excavations in India: Harappa, PGW, NBP, etc
47. Important excavations in Kerala: Megalithic Burials
48. Important excavations in Kerala: Kodungallur, pattanam, etc.

**Assignment:**

Prepare a brief history of archaeological excavations in India from 1823 to 1950.

**Compulsory Reading:**

- Thapar, B.K, "Porkalam 1948: Excavation of an Urn Burial", *Ancient India*, No.8, 1952.
- Agarwal, D.P, and M.G. Yadava, *Dating the Human Past*, Indian Society for Prehistoric, Pune, 1995.
- Agarwal, D.P, *Archaeology of India*, Curzon Press, London, 1982.
- Chakrabarti, Dilip K., *A History of Indian Archaeology: from the beginning to 1947*, Munshiram Manoharlal, Delhi, 1988.
- Chakrabarti, Dilip. K, *Archaeology in the Third World. A History of Indian Archaeology since 1947*, D.K Print World, New Delhi 2003.
- Kurup, K.K.N. (ed.), *New Dimensions in South Indian History*, Association for Peasant Studies, Calicut, 1996.
- M.R. Manmathan, (ed.), *Archaeology in Kerala: Past and Present*, Publications Division, Farook College, Kozhikode, 2007.
- Lahiri, Nayanjot, *Monuments Matter: India's Archaeological Heritage since Independence*, Marg Foundation, Mumbai, 2017.
- Crawford, O.G.S, *Archaeology in the Field*, Phoenix House, London, 1953
- Barker, Philip, *Techniques of Archaeological Excavation*, BT Batsford Ltd, London, 1977.
- Dancey, William S., *Archaeological Field Methods: An Introduction*, Burgess Pub. Co, USA, 1981.

**Module 4: Lecture Plan****Week 1**

**Topics:**

49. Development of Scientific methods in Archaeology
50. Historical dating techniques
51. Dating techniques and application – Introduction.
52. Scientific foundation of dating techniques

**Assignment:**

Prepare a chart of archaeological dating techniques and their features

**Week 2****Topics:**

53. Relative dating techniques and application – Glacial-Varve dating.
54. Relative dating techniques and Pollan Analysis
55. Absolute dating techniques and application – Radio-Carbon.
56. Absolute dating techniques and application – Thermoluminescence.

**Assignment:**

List the important absolute dating techniques and cases of their application in India.

**Week 3****Topics:**

57. Archaeomagnetism – Techniques and application.
58. Potassium-Argon Dating – Techniques and application.
59. Dendro-Chronology – Techniques and application.
60. XRD Analysis – Techniques and application.

**Assignment:**

Absolute dating and Harappan Archaeology: prepare a case study.

**Week 4****Topics:**

61. Stratigraphy and archaeology
62. Law of Stratification
63. Context and Matrix
64. Archaeology as a scientific discipline/primary source for reconstructing history

**Assignment:**

Prepare a diagrammatic representation of Law of Stratigraphy

**Compulsory Reading:**

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

**Recommended Reading**

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

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



- Bentley, R.A, H.G. Maschner, and C. Chippindale, (eds.) *In Handbook of Archaeological Theories*, Alta Mira Press, Lanham, 2009.
- Chakrabarti, Dilip K., *Oxford Companion to Indian Archaeology*, OUP, Oxford, 2006.
- Chakrabarti, Dilip K., *History of Indian Archaeology: From the Beginning to 1947*, MunshiramManoharlal, New Delhi,1988.
- Chakrabarti, Dilip K., *India: The Archaeological History*, Oxford University Press, New Delhi. 1999.
- Childe, V. Gordon, *A Short Introduction of Archaeology*, Collier, New York, 1960.
- Childe, V. Gordon, *What Happened in History*, Penguin Books, Britain, 1960.
- Childe, V. Gordon, *Piecing Together the Past*, Rutledge and Kegan Paul, London, 1956
- Clark, J.G.D, *Archaeology and Society Deconstructing the Pre historic Past*, Mathum, London, 1960.
- Daniel, Glyn, *The Origin and Growth of Archaeology*, Pelican Books, London, 1967
- Glover, Ian and Peter Bellwood, *South East Asia from Prehistory to History*, Routledge Curzon, New York, 2004.
- Glyn, E.Daniel, *A Hundred and Fifty Years of Archaeology*, Duckworth, London, 1975.
- Granet, Marcel, *Chinese Civilization*, Trench Tubner&Co., London,1930.
- Harris, Edward C, *Principles of Archaeological Stratigraphy*, Academic Press Ltd, London, 1989.
- Hodder, Ian, *Interpreting Archaeology: Finding Meaning in the Past*, Routledge, New York, 1995.
- Hurcombe, Linda, *Archaeological Artefacts as a Material Culture*, Routledge, New York, 2007.
- Jain, V.V, *Prehistory and Protohistory of India: An Appraisal - Paleolithic, Non-Harappan, Chalcolithic Cultures* (Perspectives in Indian Art & Archaeology S,D.K. Print World Ltd, New Delhi, 2006.
- Lie, Li and Xingcan Chen, *The Archaeology of China*, Cambridge University Press, Cambridge, 2000.
- Loyd, Stean L, *Archaeology of Mesopotamia from Old Stone Age to Persian Conquest*, Thames and Hudson , London,1984.
- Ruse, M, and J. Travis (eds.), *Human Evolution in Evolution: The First Four Billion Years*, Cambridge University Press, Cambridge, 2009.
- Marshell, John, *Mohenjo-Daro and the Indus Valley Civilization - 3 Vols*,Asian Educational Services,New Delhi,2004.
- McIntosh, Jane. R., *Ancient Indus Valley: New Perspectives*, Abe Clio, California, 2008.
- Mishra, F,*Researches in Archaeology and Conservation*, Sundeep Prakashan, Delhi, 1999.
- Murry, Margaret A., *Splendor that was Egypt General Survey of Egyptian Culture and Civilization*, Sidewick and Jackson Ltd, London,1949.
- Paddayya,K,*Archaeology*, Aryan Book International, New Delhi, 2014.
- Pearce, S.M (ed.), *Interpreting Objects and Collections*, Routledge, London, 1994.
- Pearce, S.M, *Archaeological Curatorship*, Leicester University Press, London, 1990.
- Peter, Drewett L, *Field Archaeology - An Introduction*, UCL Press, London, 1999.
- Piggott, Stuart, *Pre historic India*, Forgotten Books, rpt, London, 2018
- Rajan, K, *Archaeology: Principles and Methods*, ManooPathippakkam, Tanjavur, 2000.

- Rajan, K. *Churning the Ocean, Maritime Trade of Early Historic Peninsular India*, ManooPathippakam, Thanjavur, 2019.
- Rajan, K, *Understanding Archaeology*, ManooPathippakam, Thanjavur, 2016.
- Raman, K. V, *Principles and Practices of Archaeology*, Parthajan Publications, Madras, 1987
- Rao, S.R, *Marine Archaeology of Indian Ocean Countries*, Goa, National Institute of Oceanography, 1988.
- Roy, Sourindranath, *The Story of Indian Archaeology*, ASI, New Delhi, 1996.
- Sankalia, H.D, *New Archaeology, Its Scope and Application in India, Ethnographic and Folk, Culture Society*, Lucknow, 1977.
- Sankalia, H.D, *Introduction to Archaeology*, Deccan College, Pune, 1965
- Settar, S. and Ravi Kori Settar (ed.) *Archaeology and Historiography, History, Theory and Method, (IV- Vol)*, ICHR New Delhi, 2002
- Singh, Upinder, *A History of Ancient and Early Medieval India: From Stone Age to the 12<sup>th</sup> Century*, Pearson Education, New Delhi, 2008.

## **SEMESTER-2**

## MAHIS02C04: ASPECTS OF THE MEDIEVAL WORLD

Total Credits: 4

### Course Objectives

The course discusses selected themes of Medieval History. Students can identify the unique and uniform traits of various cultures. The course will familiarize them with several concepts associated with medievalism such as feudalism, papacy, Monasticism, scholasticism, Inquisition, Islam, Sufism, etc.

### Course Outcome

Students get a comprehensive knowledge of the history of Medieval World. It will help them to place the medieval world in true historical perspective and to re-examine the traditional notion to associate medievalism with Dark Age.

### MODULE 1

Feudalism in Western Europe – Origin of feudalism – The feudal order – *Feudal Society* of Marc Bloch – Feudalism as an economic system – Feudalism as a political system – Trade during feudal times – Serfdom – The feudal mind – Was feudalism a global system? – Factors for the decline of feudalism – Piranne Thesis – Debate on Transition towards Capitalism – Paul Sweezy, Maurice Dobb and Christopher Hill.

### Module Outcome

Students grasp the concept of feudalism in its totality and get a glimpse of the prominent debates on the issue, especially the transition debate.

### MODULE 2

Church and state in Medieval Europe – The Byzantine empire – Charlemagne – Medieval state: kingship, nobility, and clergy – Papacy, Church and Monasticism – Conflict between state and the church – Investiture ceremony – Heresy and inquisition – Crusades – Legacy of medieval church – Scholasticism – Medieval Universities.

### Module Outcome

Students understand the nature of state and church during medieval times and the roles they played in moulding the medieval social and institutional structures. They also assess medievalism against the debates on chaos, tyranny and cultural regression.

### MODULE 3

Islam in the medieval world – Basic ideals of Islam – Age of the Khaliphs – The Abbasids – Harun-al-Rashid – Intellectual contributions – Trade, commerce and taxation in the Arab world – Arab Contribution to Art and Architecture – Sufism – Arab conquest of Spain – Shia Islam and the Safavid kingdom – Ottoman Turks.

### Module Outcome

Students understand the role of Islam in shaping medieval history and its contributions to the dissemination of knowledge all over the world.

## **MODULE 4**

Medieval China – Sung, Mongol and Ming dynasties – Genghis Khan and Kublai Khan – Political isolation under the Ming dynasty- Bureaucracy and the examination system – The Manchus – ‘Cultural conservatism’ – Feudalism in China – China’s achievements in culture and knowledge.

### **Module Outcome**

Students get familiarized with the nature of Chinese culture during medieval times and identify the factors, despite great technological advancements, for China’s failure to resist European colonialism.

### **Module 1: Lecture Plan**

#### **Week 1**

##### **Topics:**

1. Medievalism – the concept
2. Feudalism – origin
3. Feudal society – features
4. Feudal society of Marc Bloch

##### **Assignment:**

Examine the origin and features of Feudal society in medieval Western Europe

#### **Week 2**

##### **Topics:**

5. Feudalism as an economic system
6. Feudalism as a Political system
7. Impact over trade
8. Feudalism and serfdom

##### **Assignment:**

Evaluate Feudalism as a system.

#### **Week 3**

##### **Topics:**

9. Feudalism: a global system or not
10. Feudalism in Europe
11. Feudalism in China
12. Indian Feudalism

##### **Assignment:**

Compare the feudal system of various medieval societies.

#### **Week 4**

##### **Topics:**

13. Decline of feudalism
14. Transition towards capitalism
15. TheTransitionDebate
16. Economic and social changes

**Assignment:**

Discuss the Debate on 'transition of European world from feudalism to capitalism'.

**Compulsory Reading:**

- Anderson, Perry, *Passages from Antiquity to Feudalism*, Verso Books, London, 2013.  
Barthelemy, Dominique, *The Serf, the Knight and Historian*, Cornwell, England, 2009.  
Bloch, Marc, *Feudal Society*, 2 vols, Routledge & Kegan Paul, London, 1961.  
Havighurst. A.F (ed.), *The Pirenne Thesis: Analysis, Criticism and Revision*, 1976.  
Dobb, H. Maurice, *Political Economy and Capitalism: Some Essays in Economic Tradition*,  
Routledge, London, 2012.  
Hill, Christopher, *The Century of Revolution, 1603-1714*, Psychology Press, New York,  
2002.  
Herlily, David (ed.), *The History of Feudalism*, Walker, New York, 1971.  
Pirenne, Henri, *Technology and Social Changes*, Oxford University Press, London, 1962.  
Sweezy, Paul, Maurice Dobb & Christopher Hill, *Transition from Feudalism to Capitalism*,  
Aakar Books, New Delhi, 2006.

**Module 2: Lecture Plan****Week 5****Topics:**

17. Church in medieval Europe
18. Papacy and clergy
19. Monasticism
20. Monastic orders

**Assignment:**

Assess the nature and role of Church in medieval Europe.

**Week 6****Topics:**

21. The Byzantine Empire
22. Charlemagne
23. Nature of medieval state
24. Conflict between State and church

**Assignment:**

Discuss the nature of state in Medieval Europe and examine its relation with the church.

**Week 7****Topics:**

25. Crusades
26. Heresy and Inquisition
27. Investiture ceremony
28. Legacy of medieval church

**Assignment:**

Assess the legacy of medieval church.

**Week 8****Topics:**

- 29. Medieval world view
- 30. Scholasticism
- 31. Medieval universities
- 32. Bologna, Rome, Vienna, Florence

**Assignment:**

Discuss the characteristics of medieval world of thoughts and ideas.

**Compulsory Reading:**

- Dale, Stephen, F., *The Muslim Empires of the Ottomans, Safavids, and Mughals*, CUP, Cambridge, 2010.
- McKitterick, Rosamond, *Charlemagne: The Formation of a European Identity*, CUP, Cambridge, 2008.
- Morris, Colin, *The Papal Monarchy: the Western Church from 1050 to 1250*, Oxford University Press, USA, 1991.
- Nelson, Janet, *King and Emperor: A New Life of Charlemagne*, University of California Press, USA, 2019.
- Rosenwein, Barbara, *Reading the Middle Ages: Source from Europe, Byzantium, and the Islamic World*, Broadview Press, Canada, 2006.

**Module 3: Lecture Plan**

**Week 9**

**Topics:**

- 33. Rise of Islam
- 34. Principles of Islam
- 35. Age of the Caliphs
- 36. Caliphate – structure

**Assignment:**

Trace out the origin of Islam and the evolution of the Khaliphate.

**Week 10**

**Topics:**

- 37. Age of Abbasids
- 38. Harun Al Rashid
- 39. Abbasid legacy
- 40. Intellectual contributions

**Assignment:**

Assess medieval society under the Abbasid Caliphs.

**Week 11**

**Topics:**

- 41. Trade and commerce in the Arab world
- 42. Taxation system
- 43. Arab contributions to art and architecture
- 44. ‘Saracenic’ culture

**Assignment:**

Evaluate how trade and urbanism coexisted in the Arab world.

## **Week 12**

### **Topics:**

45. Sufism
46. Sufi orders
47. Safavid Empire
48. Ottoman Turks

### **Assignment:**

Examine the rise of Sufism and its role in spreading Islam.

### **Compulsory Reading:**

- Catlos, Brian, *Muslims of Medieval Latin Christendom (1050-1614)*, CUP, Cambridge, 2014.
- Donner, Fred McGraw, *Muhammad and the Believers: At the Origins of Islam*, The Belknap Press of Harvard University Press, USA, 2010.
- Faroqhi, Suraiya, *The Ottoman Empire. A Short History*, InalcikHalil, Princeton, 2004.
- Pamuk, Sevket, *A Monetary history of the Ottoman Empire*, Cambridge University Press, Cambridge, 2000.
- Rosenthal, Franz, *Knowledge Triumphant: The Concept of Knowledge in Medieval Islam*, Brill, England, 2006.
- Saliba, George, *Islamic Science and the Making of the European Renaissance*, MIT Press, Cambridge, 2007.

## **Module 4: Lecture Plan**

### **Week 13**

#### **Topics:**

49. China in the middle ages
50. Medieval Chinese dynasties
51. Sung, Mongol and Ming dynasties
52. Genghis Khan and Kublai Khan

#### **Assignment:**

Analyze the political history of China in the middle ages.

### **Week 14**

#### **Topics:**

53. The Ming dynasty
54. Polity under Mings
55. Chinese Bureaucracy
56. The examination system

#### **Assignment:**

Assess the achievements of China under the Mings.

### **Week 15**

#### **Topics:**

57. The Manchus
58. Cultural conservatism
59. Chinese Feudalism
60. Power and politics under the Manchus

#### **Assignment:**



Evaluate the feudal character of Chinese society under the Manchus.

## **Week 16**

### **Topics:**

61. Chinese legacy
62. Trade and technology
63. Science and knowledge
64. Religion and ideology

### **Assignment:**

Identify China's contributions to medieval culture.

### **Compulsory Reading:**

- Fairbank, John, King and Dennis C. Twitchett (eds.), *The Cambridge History of China*, Cambridge University Press, UK, 1978-2020.
- Hammond, Kenneth J., *From Yao to Mao: 5000 Years of Chinese History*, The Great Courses, Virginia, 2013.
- Weatherford, Jack, *Genghis Khan and the Making of the Modern World*, Broadway Books, Portland, 2005.

### **Recommended Reading:**

- Armstrong, Karen, *Mohammed A Short History of Islam*, Modern Library, USA, 2001.
- Barracough, *The Medieval Papacy*, W.W Norton & Co, USA, 1979.
- Burns, Edward, *World Civilizations*, WW Norton & Co .Inc, USA, 1974.
- Chaudhuri, K.N, *Asia before Europe*, Cambridge University Press, London, 1990.
- Gonzalez, J., *The Story of Christianity*, Harper One, Sanfransisco, 2010.
- Greene, Molly, *A Shared World: Christians and Muslims in the Early Modern Mediterranean*, Princeton University Press, USA, 2000.
- Hitti, Philip. K, *History of the Arabs*, Palgrave Mac Millan, New York, 2002.
- Bloom, J. and Shiela Blair, *Islam: A Thousand years of Faith and Power*, Yale University, USA, 2002.
- Keen, Maurice, *The Penguin History of Medieval Europe*, Penguin, Middlesex, 1979.
- Latourette, K.S, *A History of Christianity, Vol.1*, Harper One, San Fransisco, 1975.
- Lawrence, C.H., *Medieval Monasticism*, Longman, London, 1984.
- Lewis, Bernard, *Islam in History: Ideas, People, and Events in the Middle East*, Open Court, London, 1993.
- Leyser, Henrietta, *Hermits and the New Monasticism*, Macmillan, London, 1984.
- MacCulloch, Diarmaid, *Christianity: The First Three Thousand Years*, Penguin Books, England, 2011.
- MacKay, A. and D. Ditchburn, *Atlas of Medieval Europe*, Routledge, 1997, London, 2007.
- Pirrene, Henri, *Economic and Social history of Medieval Europe*, Mariner Books, United Kingdom, 1956.
- Rubin, Miri, *The Middle Ages: A Very Short Introduction*, OUP, Oxford, 2014.
- Wickham, Chris, *Medieval Europe*, Yale University Press, USA, 2016.
- Wolly, L. and J. Hanks, *History of Mankind*, UNESCO Series, vol. IV& IV, London.

## **MAHIS02C05:PROBLEMS AND DEBATES IN MEDIEVAL INDIAN HISTORY**

**Total Credits: 4**

### **Course Objectives**

The course imparts the dominant trends in medieval Indian history. The focus is on social and economic perspectives and even religious trends are analysed from material milieu. Strong communal sensibilities persist in the history of Medieval India. A scientific approach to medieval history would reveal how material factors influenced the course of events and political attitudes. This would help cultivate much needed democratic and secular credentials.

### **Course Outcome**

Medieval Indian history is a sensitive area of study where several historical notions, which have the potential to destabilize social relations, persist. The course helps the students to evaluate events and developments from true historical perspective, separating history from passion.

### **MODULE 1**

Interpreting Medieval India – Court historians – Travellers’ accounts – Colonial perspectives – Nationalist Historiography – Aligarh school of Historians – Cambridge and Neo-Cambridge school – Hindutva line of interpretation – Issues and debates in Medieval Indian History – Thousand Years’ Tyranny – Forced conversion – Demolition of temples – Economic stagnation – Social evils – Hindu-Muslim divide – Oriental luxury.

### **Module Outcome**

Students realize the prolonged historiographical process through which the concept of medieval India was formed and figure out the various types of vested interests involved in it.

### **MODULE 2**

Political Structure – Delhi Sultanate – Sultan, Ulema and the nobility – The Mughals – Central and Provincial administration – Revenue System – Mansabdari and Jagirdari – debates on centralized/patrimonial kingship – Theocratic and secular elements in medieval state – nature of South Indian Kingship – Segmentary model – Polity of Regional States – Rajputs and Marathas.

### **Module Outcome**

Students identify the basic characteristics of various medieval Indian states, examine their potential and differentiate the theocratic and secular elements in them.

### **MODULE 3**

Economy – Agriculture – Question of land ownership – Agrarian technology – tax and rent – State and the peasants – craft production and trade – Artisan groups and their organization of production – Local trade and markets – Jajmani system – Overseas trade and coastal trading centres – Nature of Medieval Indian economy – Debates on potential for capitalist growth.

### **Module Outcome**

Students understand the strengths and weaknesses of medieval Indian economy and assess its potential for capitalist development.

#### **MODULE 4**

Society – Caste in Medieval India –Social stratification among the Muslims – Slaves and eunuchs – Social classes in the villages – Chaudhuri and Muqaddam –Balutedari – Ayagar – Zamindari – Brahmana and the Ulema – Women in medieval Indian society-Religion – Islam in India – Sufism – Silsilas and practices – Din Ilahi – Bhakti Movement in North India – Kabir, Ramdas and Tulasidas – South Indian Bhakti Movement – Rise of Sikhism – Indo-Muslim culture – Impact of Islam on India.

#### **Module Outcome**

Students identify the nature of Medieval Indian society, conflict and co-existence between Muslims and non-Muslims and the social impact of Islam on Indian life. They also understand the impact of Islam on India and identify its role in transforming the social space – such as the rise of an Indian Islam, its role in the origin of the Bhakthi cult and Sikh religion, and its contributions to the rise of an Indo-Islamic culture.

#### **Module 1: Lecture Plan**

##### **Week 1**

##### **Topics:**

1. Medieval India- introduction
2. Court historians
3. Ferishta, Barani and others
4. Travellers' accounts

##### **Assignment:**

Prepare a list of medieval court Historians

##### **Week 2**

##### **Topics:**

5. Colonial perspectives on medieval India
6. Colonial perspectives on medieval India
7. Nationalist Historiography
8. Communal writings on medieval India

##### **Assignment:**

Analyse the nationalist and communalist historiography on medieval India

##### **Week 3**

##### **Topics:**

9. Aligarh school of Historians
10. Cambridge and Neo-Cambridge school
11. Hindutva line of interpretation
12. Issues and debates in Medieval Indian History

**Assignment:**

Analyse the recent historiographical perspectives on Medieval India.

**Week 4****Topics:**

13. Religion and Politics in Medieval india
14. Society and Religion
15. Progressive/regressive role of Religion
16. Hindu-Muslim divide

**Assignment:**

Point out the role of religion in medieval Indian social life.

**Compulsory Reading:**

Elliot, Henri, and Charles Dowson, *History of India as told by its own Historians*, 8 Vols, Nabu Press, CUP, 2013.

Grewal, J.S, *Medieval India: History and Historians*, Gurunanak University, Amritsar, 1975.

Hardy, Peter, *Historians of Medieval India*, MunshiramManoharlal, New Delhi, 1997.

Hasan, Mohibul (ed), *Historians of Medieval India*, Meenakshi Prakshan, Meerut, 1968.

Mukhia, Harbans, *Historians and Historiography in the Reign of Akbar*, Vikas Publishing House, Delhi, 1976.

Nizami, K.A., *On History and Historians of Medieval India*, MunshiramManoharlal, New Delhi, 1983.

Philips, C.H, (ed.), *Historians of India, Pakistan and Ceylon*, School of Oriental and African Studies, University of London, 1961.

Thapar, Romila, HarbansMukhia and Bipan Chandra, *Communalism and the Writing of Indian History*, People's Publishing House, Bombay, 1969.

**Module 2: Lecture Plan****Week 5****Topics**

17. Emergence of Delhi Sultanate
18. Sultan, Ulema and the nobility
19. Delhi Sultanate- Political structure
20. Delhi Sultanate- Administrative system

**Assignment:**

Assess the nature of the Administrative apparatus under Delhi Sultanate.

**Week 6****Topics:**

21. Coming of the Mughals
22. The Mughals – political History
23. The Mughals – political structure

## 24. The Mughals - Provincial administration

### **Assignment:**

Analyse the structure of Mughal polity and administration.

### **Week 7**

#### **Topics:**

25. The Mughals – Central Administration
26. The Mughals -Revenue System
27. Mughals - Mansabdari and Jagirdari System
28. Nature of the Mughal State

### **Assignment:**

Discuss the nature of the Mughal revenue system and examine its relation with the political structure.

### **Week 8**

#### **Topics**

29. Nature of South Indian Kingship – Segmentary State system
30. Rajput polity
31. Maratha state system
32. State system in Deccan

### **Assignment:**

Analyse the structure of state in regional kingdoms of Medieval India.

### **Compulsory Reading:**

- Alam, Musaffar and Sanjay Subrahmanyam (eds.), *The Mughal State*, Oxford University Press, 1998.
- Banerjee, AC, *Aspects of Rajput State and society*, Rajesh Publications, New Delhi, 1983.
- Gordon, Stewart, *The Marathas:1600-1818(The New Cambridge History of India)*, Cambridge University Press, Cambridge, 1998.
- Jackson, Peter, *The Delhi Sultanate*, Oxford University Press, Oxford, 2000.
- Kulke, Herman (ed.), *The State in India (1000-1700)*, Oxford University Press, Delhi, 1995.
- Nizami, K.A. and Muhammad Habib (eds.), *Comprehensive History of India, Vol. V, Parts I and II*, Peoples Publishing House, New Delhi,1970.
- Richards, J. F., *The Mughal Empire*, Cambridge University Press, Cambridge, 1993.
- Stein, Burton, *Peasant State and Society in Medieval South India*, OUP, 1986.

## **Module 3: Lecture Plan**

### **Week 9**

#### **Topics:**

33. Medieval Economy
34. Medieval Agriculture
35. Question of land ownership Medieval India

### 36. Agrarian technology Medieval India

**Assignment:**

Critically examine medieval Indian agrarian economy.

**Week 10**

**Topics:**

- 37. Tax and rent in Medieval India
- 38. Craft production and trade
- 39. Local trade and markets
- 40. Bandar and Pattanam

**Assignment:**

Analyse the nature of trade and industry in medieval India.

**Week 11**

**Topics**

- 41. Mughals - Mansabdari and Jagirdari System
- 42. State and the peasants in Medieval India
- 43. Nature of Agricultural Production
- 44. Jagirdari Crisis

**Assignment:**

Conduct a debate on Jagirdari crisis.

**Week12**

**Topics**

- 45. Nature of Medieval Indian Economy
- 46. Industry and Trade
- 47. Urbanism
- 48. Potential for Capitalist Growth

**Assignment:**

Analyse the possibilities for capitalist growth in late Medieval india.

**Compulsory Reading**

- Aziz, Abdul, *Mansabdari System and the Mughal Army*, Manohar Publishers, Delhi, 1972.  
Chandra, Satish, *Essays on Medieval Indian History*, Oxford University Press, Delhi, 2003.  
Chandra, Satish, *Medieval India, Vol. 1 and II*. Har- Anand Publishers, New Delhi, 2004.  
Chandra, Satish, *History of Medieval India*, Orient Black Swan, Hyderabad, 2007.  
Habib, Irfan, *Agrarian System of Mughal India*, Oxford University Press, Delhi, 1999.  
Moosvi, Shireen, *The Economy of Mughal India*, Oxford University Press, 1996.  
Raychaudhuri, T and Irfan Habib (eds.), *Cambridge Economic History of India, Vol. I*, Cambridge University Press, Cambridge, 1982.

**Module 4: Lecture Plan**

### **Week 13**

#### **Topics**

49. Medieval Society
50. Caste in Medieval India
51. Social stratification among the Muslims
52. Medieval Society -Slaves and eunuchs

#### **Assignment:**

Analyse the nature of caste society in medieval India.

### **Week 14**

#### **Topics:**

53. Social stratification
54. Social classes in the villages
55. Brahmana and the Ulema
56. Women in medieval Indian society

#### **Assignment:**

Examine the structure of society in Medieval Indian villages.

### **Week 15**

#### **Topics:**

57. Sufism
58. Sufi Orders
59. Din Ilahi
60. Bhakti Movement in North India

#### **Assignment:**

Compare and contrast the Sufi and Bhakthi movements in Medieval India.

### **Week 16**

#### **Topics:**

61. Impact of Islam on India
62. Bhakti Movement and Islam
63. Rise of Sikhism
64. Islam and India – Conflict and Consensus

#### **Assignment:**

Assess the impact of Islam on Medieval Indian society.

#### **Compulsory Reading:**

Aquil, Raziuddin, *Sufism and Society in Medieval India (Debates in Indian History & Society)*, OUP, Delhi, 2010.

Aquil, Raziuddin, *Sufism, Culture and Politics: Afghans and Islam in Medieval North India*, OUP, Delhi, 2012.

- Chand, Tara, *Influence of Islam on Indian Culture*, Akar Books, New Delhi, 2018.
- Delhvi, Sadia, *Sufism: The Heart of Islam*, Harper Collins, 2009.
- Dumont, Louis, *Homo Hierarchicus: The Caste System and Its Implications*, University of Chicago, Chicago, 1981.
- Green, Nile, *Indian Sufism since the Seventeenth Century: Saints, Books and Empires in the Muslim Deccan*, Routledge, 2009.
- Habib, Irfan (ed.), *Medieval India-Researches in the History of India 1200-1750*, Oxford University Press, Delhi, 1993.
- Kulke, Herman, (ed.), *The State in India (1000-1700)*, Oxford University Press, Delhi, 1995
- Leslie, Julia, *The Perfect Wife: Status and Role of the Orthodox Hindu Woman as Described in the "Stridharmapaddhati" of Tryambakayajvan*, OUP, Delhi, 1989.
- Mecauliffe, Max Arthur, *The Sikh Religion: Its Gurus, Sacred Writings and Authors*, Low Price Publications, Delhi, 1996.
- Naqvi, H.K., *Urbanism and Urban Centres in Medieval North India*, Oxford University Press, Delhi, 1968.
- Narayanan, M.G.S and KesavanVeluthat, *Bhakti Movement in South India*, Manohar Publishers, New Delhi, 2009

### **Recommended Reading:**

- Rizvi, SAA, *A History of Sufism in India: To AD 1600*, Munshiram, Delhi, 1994.
- Shahabudhin, Iraqi, *Bhakti Movement in Medieval India: Social and Political Perspectives*, Rahman, A. (ed.), *Science and Technology in Medieval India*, Oxford University Press, Delhi, 1994.
- Wasey, Akhtaruland Ehsas, Farhat *Sufism and Indian Mysticism*, Readworthy Publications, 2011.
- Dey, Amit, *Sufism in India*, RatnaPrakashan, 1996.
- Buhler, Arthur F, *Sufi Heirs of the Prophet: The Indian Naqshbandiyya and the Rise of the Mediating Sufi Shaykh*, University of South Carolina Press, USA, 1998.
- Asher, Catherine, B, *Mughal Architecture*, Cambridge University Press, Cambridge, 1992.
- Habib, Irfan, *A Peoples History of India- Technology in Medieval India*, Tulika, Delhi, 2008.
- Richards, J.F, (ed.) *Kingship and Authority in Medieval India*, Oxford University Press, Delhi, 1997.
- Todd, James, *Annals and Antiquities of Rajasthan*, Forgotten Books, London, 2018.
- Nisami, K.A, *Religion and Politics in India during 13th century*, Oxford University Press, Delhi, 2009.
- Beach, Milo, C, *The Mughal Painting*, Marg Publications, Bombay, 1994.
- Karashima, N, *Kingship in Indian History*, Manohar, Publishers Delhi, 2004.
- Karashima, N, *South Indian History and Society*, Oxford University Press, Delhi, 1984.
- Tripathi, R.P, *The Rise and Fall of the Mughal Empire*, Oxford University Press, Allahabad, 1936.
- Fox, Richard. G (ed.), *Realism and Region in Medieval India*, Vikas, Delhi, 1976.
- Thapar, Romila, *Somanatha: The Many Voices of History*, Penguin, 2004.
- Blake, Stephen .P, *Shajahanbad*, Cambridge University Press, Cambridge, 2010.
- Kumar, Sunil, *Formation of the Delhi Sultanate*, Permanent Black, New Delhi, 2007.



## MAHIS02E02: HISTORY OF MEDIEVAL KERALA

**Credits: 4**

### **Course Objectives**

The course introduces the major historical developments of Kerala during medieval times and examines colonial intervention in the context of feudal politics. It also enquires into the nature of Kerala's medieval culture as well as the impact of early European contacts on polity and society.

### **Course Outcome**

Students get an understanding about the forces which worked behind the transition from early medieval feudal politics to Western Colonial ascendancy in Kerala. They can locate the cultural impact of early colonial encounters and identifies the unfinished character of this interface. Equally importantly, students evaluate the nature and effect of Mysore raids on Kerala, which is an extremely controversial episode in Kerala history.

### **MODULE 1**

Post-Perumal Age – Nadu, Naduvazhi and Swaroopam – Perumpadappu, Nediyrrippu, Kola, Trippapur – Desham and Deshavazhi – feudal polity and internecine warfare – Kozhikode-Kochi wars – rise of Travancore under Marthanda Varma – spice trade and maritime trading groups – Chinese and Arab accounts – Grandhavaris and Manipravalam works – Temple Sanketam and Changatham – Janmi-Naduvazhi culture.

### **Module Outcome**

Students identify early medieval Kerala as belonging to the feudal age and realize the institutional structures as conforming to 'feudal culture'. They also examine how the weaknesses of the prevailing structure paved the way for European ascendancy.

### **MODULE 2**

Society and Culture – Ariyittuvazhcha and Hiranyagarbham – Mamankam and Revathi Pattathanam – Kalari, Ankam and Chaver – Sathyapareeksha and medieval justice – Pattini – Manipravalam literature – VadakkanPattukal – Teyyam, Kathakali, Koothu, Koodiyattam – TunchathEzhuthachan and the birth of Malayalam language — Literature in Science, Mathematics and Astrology – works on architecture – *Tantrasamuchaya* and *Manushyalaya Chandrika*.

### **Module Outcome**

Students get a glimpse of Kerala's medieval/feudal culture as well as the contribution of the land to various fields of intellectual activity including science, literature, Mathematics, etc.

### **MODULE 3**

Early European encounters – Vasco da Gama epoc – Portuguese relations with Kozhikode, Kannur and Kochi – Conflict with the Zamorins – Kunjalis and naval battles – Arrival of the Dutch – Portuguese-Dutch rivalry – Dutch ascendancy in Kerala – Battle of Kolachel and the

fall of the Dutch – Portuguese and Dutch impact on economy – Missionary Intervention and Synod of Diamper – Literature and Science – Hortus Malabaricus.

### **Module Outcome**

Students understand the nature of early European engagement with the Malabar Coast and its socio-political consequences. They also identify the role played by the Europeans in dislodging the political tranquility of the land.

### **MODULE 4**

Mysore Invasions – Political context of Kerala in the 18<sup>th</sup> century – Early Raids of Hyder Ali – Tipu Sultan’s Campaigns – Diplomacy with Cochin and Travancore – British Policy and the Fall of Mysore – Tipu’s Political Reforms in Malabar – Economic and Social changes – Religious Policy – Nature of Mysore Rule – Conflicting Interpretations.

### **Module Outcome**

Students get a historically balanced view of the extremely controversial, and communal-coloured, episode in Kerala history. It helps them to compare Mysore domination with British colonialism.

### **Module 1: Lecture Plan**

#### **Week 1**

##### **Topics:**

1. Disintegration of the Perumal Kingdom
2. Nadu, Naduvazhi and Swaroopam
3. Perumbadappu and Nediyruppu.
4. Kola and Trippapur.

##### **Assignment:**

Examine the institutional structure of Swaroopam polity and survey the origin of major lineages.

#### **Week 2**

##### **Topics:**

5. Desam and Desavazhi
6. Feudal Polity and Internecine Warfare
7. Kozhikode-Kochi Wars
8. Rise Of Travancore Under Marthanda Varma

##### **Assignment:**

Analyze the nature of Feudal Polity prevailed in medieval Kerala.

#### **Week 3**

##### **Topics:**

9. Nature of medieval Maritime Trade
10. Spice trade and maritime trading groups

11.Chinese travelaccounts

12.Arab travel accounts

**Assignment:**

Trace out the role of spice trade and trading groups in determining medieval polity of Kerala.

**Week 4**

**Topics:**

13.Grandhavaris

14.Manipravalam Works

15.Temple Sanketham/Changatham

16.Janmi-Naduvazhi Culture

**Assignment:**

Examine the role of Sanketam as ‘state within state’ and bring out the cultural aspects of the temple-oriented social system.

**Compulsory Reading:**

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

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

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

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

Varier,M.R,Raghava,*Medieval Kerala: Economy, Society and Culture (MadhyakalaKeralam: Sambath, Samooham, Samskaram)*, Chinta Publishers, Thiruvananthapuram, 1993.

Veluthat, Kesavan, *Political Structure of early Medieval South India*, Orient Black Swan, Delhi, 2012.

**Module 2: Lecture Plan**

**Week 1**

**Topics:**

17. Medievalfeudalculture

18.Ariyittuvazhchaand Hiranyagarbham.

19. Zamorins and Mamankam

20.Kalari, Ankamand Chaver

**Assignment:**

Analyze the various cultural institutions of Medieval Kerala

**Week 2**

**Topics:**

21.Satyapareeksha/ordeal

22.Pattini: the medieval form of protest

23.Manipravalam Literature: structure and content

## 24. Vadakkan Pattukal/Nortehr Ballads

### Assignment:

Evaluate the uniqueness of medieval cultural practices in Kerala.

### Week 3

#### Topics:

25. Teyyam: the folk ritual
26. Koothu and Koodiyattam: early medieval temple art
27. Kathakali: the magnificent temple art
28. Birth of Malayalam Language

### Assignment:

Assess the legacy of medieval Kerala in arts, literature and science.

### Week 4

#### Topics:

29. Literature in Science, Mathematics and Astrology
30. Works on Architecture
31. *Tandrasamuchaya*
32. *Manusyalaya Chandrika*

### Assignment:

Analyze the contributions of Medieval Kerala in the fields of Science, Astrology and Mathematics

### Compulsory Reading:

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

Ganesh, K.N, *Keralathinte Innalekal*, Kerala Bhasha Institute, Thiruvananthapuram, 2015.

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

*Kerala Through the Ages*, Department of Public Relations, Thiruvananthapuram, 1980.

## Module 3: Lecture Plan

### Week 1

#### Topics:

33. Kerala on the eve of the advent of the Portuguese
34. Vasco Da Gama Epoch
35. Portuguese and Kerala politics
36. Portuguese and Arab trade

### Assignment:

Discuss the impact of Portuguese imperialism on Kerala politics.

### Week 2

#### Topics:

- 37. Portuguese conflict with the Zamorins
- 38. Kunjalisandnative resistance
- 39. Beginning of Dutch imperialism
- 40. Portuguese-Dutch Rivalry

**Assignment:**

Trace out the beginning of anti-imperialist political movements in Kerala.

**Week 3**

**Topics:**

- 41. Dutch ascendancy in Kerala
- 42. Battle of Kolachal and the Fall of the Dutch
- 43. Portuguese and Dutch impact on Kerala economy
- 44. Synod of Diamper

**Assignment:**

Assess the impact of the Portuguese/Dutch on Kerala society/economy.

**Week 4**

**Topics:**

- 45. Portuguese accounts of Kerala
- 46. Dutch accounts
- 47. Missionary literature
- 48. Hortus Malabaricus

**Assignment:**

Analyse the intellectual contributions of the Portuguese and Dutch in Kerala.

**Compulsory Reading:**

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

Haridas, V.V, *Zamorins and the Political Culture of Medieval Kerala*, Orient Blackswan, Hyderabad, 2018.

*Kerala Through the Ages*, Department of Public Relations, Thiruvananthapuram, 1980.

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

**Module 4: Lecture Plan**

**Week 1**

**Topics:**

- 49. Mysore Invasions
- 50. Political context of Kerala in the 18<sup>th</sup> century
- 51. Social condition of Kerala in the 18<sup>th</sup> century
- 52. Early raids of Hyder Ali

**Assignment:**

Book Review: *From Contact to Conquest: Transition to British Rule in Malabar (1790-1805)*.

## **Week 2**

### **Topics:**

- 53. Tipu Sultan's Campaigns
- 54. Tipu's Relation with Cochin
- 55. Mysore and Travancore
- 56. British policy and the Fall of Mysore

### **Assignment:**

Examine how Mysore invasions decided the fate of Kerala in the 18<sup>th</sup> century.

## **Week 3**

### **Topics:**

- 57. Administrative changes under Tipu in Malabar
- 58. Reforms in trade, commerce and road system
- 59. Agrarian changes and introduction of land tax
- 60. Social reforms

### **Assignment:**

Evaluate how/whether Mysore occupation heralded modernity in Kerala.

## **Week 4**

### **Topics:**

- 61. Religious Policy of the Mysore rulers
- 62. Resistance of the Nair rebels
- 63. Political anarchy and British ascendancy
- 64. Nature of Mysore rule: conflicting interpretations.

### **Assignment:**

Assess the nature of Mysore occupation of Kerala and examine its impact on various domains of social life.

### **Compulsory Reading:**

Dasgupta, Ashin, *Malabar in Asian Trade*, Cambridge University Press, 1966.

Frenz, Margret, *From Contact to Conquest: Transition to British Rule in Malabar (1790-1805)*, Oxford University Press, Delhi, 2003.

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

Kareem, C.K., *Kerala Under Hyder Ali and Tipu Sultan*, Kerala History Association, Ernakulam, 1978.

Kunju, A.P. Ibrahim, *Mysore-Kerala Relations in the Eighteenth Century*, Kerala Historical Society, Trivandrum, 1975.

Logan, William, *Malabar*, Asian educational Services, New Delhi, 2000.

### **Recommended Reading:**

- Balakrishnan, P.K., *JativyavasthayumKeralacharithravum*, D.C Books, Kottayam, 2004.
- Cherian, P.J. (Ed), *Perspectives in Kerala History, Kerala Gazetteers*, Thiruvananthapuram, 1999.
- Ganesh, K.N., *KeralathinteInnalekal*, Cultural Publication, Trivandrum, 1990.
- Gundert, Herman, *Keralapazhama*, Mathrubhumi, Kozhikode, 1996.
- Gurukkal, Rajan and Raghava Varier, *Keralacharithram*, VallatholVidhyapeetham, Thrissur, 2013.
- Krishnayyar, K.V, *Zamorins of Calicut*, Publications Division, University of Calicut, 1999.
- Kurup, K.K.N. (ed), *New Dimensions in South Indian History*, Association for Peasant Studies, Calicut, 1996.
- Menon, A. Sreedhara, *A survey of Kerala History*, National Book Stall, Kottayam, 1967.
- Menon, A. Sreedhara, *Kerala History and Its Makers*, D.C Books, Kottayam, 1987.
- Menon, K.P, Padmanabha, *History of Kerala (4 volumes)*, Asian Educational Services, New Delhi, 2001.
- Menon, K.P, Padmanabha, *Kochirajyacharithram*, Mathrubhumi, Kozhikode, 1989.
- Menon, P. Shankunni, *History of Travancore*, Kessinger Publishers, New Delhi, 2010.
- Pillai, ElamkulamKunjan, *Studies in Kerala History*, National Book Stall, Kottayam, 1963.
- Poonnen, T.I, *Dutch Hegemony in Malabar and its Collapse, 1663-1795*, Publications Division, University of Kerala, 1978.
- Varier, M.R. Raghava, *KeralolpathiGrandhavari*, National Book Stall, Kottayam, 2016.
- Varier, M.R. Raghava, *KeraleeyathaCharithramanangal*, VallatholVidyapidham, Sukapuram, 1990.

## **MAHIS02E03: MUSEUM STUDIES**

**Total Credits: 4**

### **Course Objectives**

This course intends to familiarize students with the basic functioning of Museums and the technical aspects of collection, documentation, conservation, and exhibition.

### **Course Outcome**

Students get familiarized with the concept of a museum and museology. They understand the theoretical and technical aspects of museum construction and display. They are encouraged to associate themselves with the project of museum building. They can get enrolled in short-term or long-term courses in museology and expand their employment opportunities.

### **MODULE 1**

Museum – Origin – Aims and functions – Development – Types of Museums – Museum Acts – Heritage Agencies – Museum as an educational institution – Museum and cultural & Research activities – Museum and Heritage studies – origin of museums in India and Kerala.

### **Module Outcome**

Students learn about the importance/relevance of museums and their origin and evolution.

### **MODULE 2**

Museum Administration – Museum Staff – Management – Documentation – manual and computerized – Digital-Registers – Index Cards

### **Module Outcome**

Students get training in the methods of museum administration and documentation.

### **MODULE 3**

Museum Display Techniques – Collection policies and methods – Museum architecture – Conservation and preservation of Museum objects – New Museology – traditional museums – New Museology and India.

### **Module Outcome**

Students learn about collection and display of objects in a museum.

### **MODULE 4**

Methods of structural conservation – Legal Aspects – Traditional methods for Manuscript preservation – Museum visits – Reports.

### **Module Outcome**

Students learn about preservation and conservation of objects in a museum.

### **Module 1: Lecture Plan**

#### **Week 1**

#### **Topics:**



1. Museum: the Concept
2. Origin of museums
3. Aims and functions of museums
4. Growth and development of museums

**Assignment:**

Prepare a brief note on the concept of museums in the ancient world

**Week 2**

**Topics:**

5. Types of museums-History Museum
6. Types of museums-Natural History Museum
7. Types of museums-Art Museums
8. Types of museums-Archaeological Museum

**Assignment:**

Write a note on various kinds of museums.

**Week 3**

**Topics:**

9. Museum Acts-An Introduction.
10. Museum Acts-Indian Treasure Trove Act/Ancient Monument Preservation Act etc.
11. Museum Agencies-UNESCO, ICOMOS, ICOM, ICCROM.
12. Museum Agencies-ICOM, ICCROM

**Assignment:**

Discuss the museum acts and the main museum agencies in India.

**Week 4**

**Topics:**

13. Value of Museum: educational purpose
14. Value of Museum: cultural/heritage conservation
15. Origin and Development of Museum in India
16. Origin and Development of Museum in Kerala

**Assignment:**

List the Museums attached to World Heritage Sites.

**Compulsory Reading:**

Banerjee, N.R, *Museum and Cultural Heritage of India*, Agam Kala Prakashan, New Delhi, 1989.

Biswas, T.K, *Museum and Education*, New Age International, New Delhi, 1996.

Hooper, E. and Greenhill (ed.), *Educational Role of the Museum*, Routledge, London, 1994.

Edson, G & David Dean, *Handbook for Museums*, Routledge, London, 1994.

Grace, Moley, *Museums Today*, Baroda University, Baroda, 1981

Nigam, M.L, *Fundamentals of Museology*, Second edition, Deva Publications, Hyderabad, 1985.

Thompson, John, M.A, (ed.), *Manual of Curatorship A Guide to Museum Practice*, Butterworths, London, 1984.

*UNESCO List of World Heritage sites, National Heritage sites*, UNESCO Publication 1960.

## **Module 2: Lecture Plan**

### **Week 1**

#### **Topics:**

17. Museum administration
18. Museum Staff
19. Museum administration in India
20. Museum administration in Kerala.

#### **Assignment:**

Prepare Index Cards.

### **Week 2**

#### **Topics:**

21. Museum administration in Kerala: initial stage
22. Museum administration in Kerala: later changes
23. Museum Staffs and their qualification
24. Museum Staffs and their responsibilities

#### **Assignment:**

Conduct an interview with a curator of your nearby museum.

### **Week 3**

#### **Topics:**

25. Museum Management system – Introduction
26. Museum Management system – History
27. Museum Management system – E-Museum
28. Museum Management system – Softwares

#### **Assignment:**

Visit a museum and observe its functions

### **Week 4**

#### **Topics:**

29. Documentation system in Museum – Accessions
30. Documentation system in Museum – Inventories
31. Documentation system in Museum – Exhibition
32. Documentation system in Museum – Conservation.

#### **Assignment:**

Document a palmleaf manuscript.

### **Compulsory Reading:**

Baxi, Smita J and V. Dwivedi, *Modern Museum Organization and Practice in India*, Abhinav Publication, New Delhi, 1973.

Kevin, Moore, (ed.), *Museum Management*, Routledge, London, 1994.

Light, R.B. et.al, *Museum Documentation System: Developments and Application*, Butterworths, London, 1986.

*The Organization of Museum: Practical Advice*, UNESCO, Paris, 1960.

### **Module3: Lecture Plan**

#### **Week 1**

##### **Topics:**

33. Museum Display techniques-Exhibition
34. Museum Display techniques-Types of Exhibition
35. Museum Display techniques-Exhibition, Planning and Design.
36. Museum Collection policies.

##### **Assignment:**

Organize a debate on museum policies.

#### **Week 2**

##### **Topics:**

37. Museum Collection policies
38. Museum Architecture
39. Importance of Conservation methods
40. Preservation methods of museum artifacts

##### **Assignment:**

Collect photographs of prominent museums in India.

#### **Week 3**

##### **Topics:**

41. Conservation and Preservation methods of museum artifacts
42. Traditional museums: structure
43. Traditional museums: relevance
44. Modern Museums

##### **Assignment:**

Prepare a note on the relevance of traditional museums.

#### **Week 4**

##### **Topics:**

45. Rise of New concepts
46. Concept of New Museology
47. New Museology in the West
48. New Museology and India

##### **Assignment:**

Critically assess the concept of New Museology.

##### **Compulsory Reading:**

Bedekar, V.H, (ed.), *New Museology and Indian Museum: Report based on Proceedings of All India Seminar held at Gauhati, Assam, 1988.*

Fopp, Michael. A, *Managing Museums and Galleries*, Psychology Press, U.K, 1997

Plenderleith, H.J, *Conservation of Antiquities and Works of Arts in India*, Sandeep Prakashan, Delhi, 1971.

Vergo, Peter, *The New Museology*, Reaktion Books, London, 2011.

### **Module 4: Lecture Plan**

### **Week 1**

#### **Topics:**

49. Structural conservation in museums
50. Methods of structural conservation
51. Methods of structural conservation in museums
52. Traditional methods of Museum preservation

#### **Assignment:**

Point out the major conservation methods in a museum.

### **Week 2**

#### **Topics:**

53. Museum and Legal Aspects
54. Museum Laws
55. Texts on Museum laws
56. Laws on Museums in India

#### **Assignment:**

Find out the legal aspects of Museum preservation.

### **Week 3**

#### **Topics:**

57. Traditional methods of Museum preservation
58. Approach to Conservation.
59. Agents of deterioration
60. Natural Agents

#### **Assignment:**

Prepare a note on traditional methods of manuscript preservation.

### **Week 4**

#### **Topics:**

61. Traditional methods of manuscript preservation.
62. Traditional methods of manuscript preservation-Palm Leaf manuscripts
63. Museum visits and Reporting-An Introduction
64. Museum visits and Reporting-Methods

#### **Assignment:**

Visit National/State/Regional Museum and prepare a report.

#### **Compulsory Reading:**

Basu, M.N, *Museum Method & Process of Cleaning & Preservation*, University of Calcutta, Calcutta, 1943.

Howie, F.(ed.), *Safety in Museums and Galleries*, Butterworths, London, 1987.

Sarkar, H, *Museums and Protection of Monuments and Antiquities in India*, 1981

Singh, A.P, *Conservation and Museum Techniques*, Agam Kala Prakashan, New Delhi, 2018.

#### **Recommended Reading:**

Aiyappan, A. & S.T. Satyamurti, *Handbook of Museum Technique*, Madras: Sup. Govt. Press, Madras, 1960.

- Bhatnagar, A, *Museum, Museology and New Museology*, Sandeep Prakashan, New Delhi, 1999.
- Chaudhari, A.R, *Art Museum Documentation & Practical Handling*, Chaudhary& Chaudhary, Hyderabad 1963.
- Dwivedi, V and Smitha J. Baxi, *Modern Museum*, New Horizons, Delhi, 1972.
- Green, Eilean Hooper, *Museums and Shaping of Knowledge*, Routledge, London, 1992
- Fennely, Lawrence J., *Museum, Archives and Library Security*, Butterworth, Boston, 1983.
- Muller, Straten, *Introduction to Museology, the European Approach*, Leicester University Press, London, 1998.
- Sivaramamurthi, C, *Directory of Museums in India*, Ministry of Scientific Research & Cultural Affairs, New Delhi, 1959.
- Taylor, S. (ed.), *Try it! Improving exhibits through formative evaluation*, Asso. of sc. tech. Centre, Washington, 1991.

## **SEMESTER-3**

## **MAHIS03C06: MODERN WORLD: SELECT THEMES**

**Credits: 4**

### **Course Objectives**

The course imparts knowledge in the basic trends and events of modern history. The focus of the course is on the undercurrents of events and developments. Hence students will be able to identify the pull of diverse factors that have worked behind political developments.

### **Course Outcome**

Students learn about the pre and post-war developments of the twentieth century world. They study concepts like Revolution, Decolonization, Cold War, Third world, etc. They analyse the capitalist roots of the political developments of modern times.

### **MODULE 1**

Transition to the modern – Decline of feudalism – Weakening of absolutism – rise of nation states – geographical discoveries – reformation – scientific revolution – enlightenment – idea of progress.

### **Module Outcome**

Students learn about the transition towards the modern and the major developments which brought about this change.

### **MODULE 2**

Industrial Revolution – factory system – economic changes – social consequences – capitalism as a world system – colonialism and imperialism – anti-colonial movements – revolutions in Latin America.

### **Module Outcome**

Students understand the circumstances leading to the origin of capitalism as well as about its global political impact.

### **MODULE 3**

Modern Revolutions – Glorious Revolution in England – American war of Independence – French Revolution – nature and impact of the revolutions – Bolshevik Revolution – socialist experiment – Revolution in China.

### **Module Outcome**

Students learn the history of modern revolutions and assess their impact and importance in modern history.

### **MODULE 4**

World between two World Wars – origins of the First World War – Lenin's thesis – rise of Fascism and Nazism – Appeasement policy of the west – failure of the League of Nations – Second World War – UNO – rise of super powers- Post-war world – Cold war – Military Alliances – NATO & Warsaw Pact – Truman Doctrine and Marshall Plan – space war – Decolonization of Asia and Africa – decline of the Soviet Union.

## **Module Outcome**

Students understand the political developments of the inter-war years and learn about the connection between capitalism, imperialism and fascism and also learn to analyse the contemporary political developments.

## **Module 1: Lecture Plan**

### **Week 1**

#### **Topics:**

- 1: Modernity – the concept
- 2: Transition to the Modern
- 3: Decline of feudalism
- 4: Decline of absolutism

#### **Assignment:**

Discuss the process of the transition from medievalism to modernity.

### **Week 2**

#### **Topics:**

- 5: Nationalism – the concept
- 6: Rise of nation states
- 7: Geographical discoveries
- 8: ‘Discovery’ of the world

#### **Assignment:**

Examine the factors which led to the rise of nation-states in Europe.

### **Week 3**

#### **Topics:**

- 9: Reformation
- 10: Protestant-Catholic Divide
- 11: Scientific Revolution
- 12: Technological Revolution

#### **Assignment:**

Assess the impact of scientific revolution.

### **Week 4**

#### **Topics:**

- 13: Enlightenment
- 14: New ideologies and theories
- 15: Concept of progress
- 16: Rise of the west

#### **Assignment:**

Trace out the role of Enlightenment in the progress of humanity.

## **Compulsory Reading**

Bentley, Jerry, Sanjay Subrahmanyam, And Merry Wiesner-Hanks (Eds.), *The Cambridge World History, Vol. 6, 2 Parts*, Cambridge University Press, Cambridge, 2015.

Breuilley, John, (Ed.), *The Oxford Handbook Of The History Of Nationalism*, Oup, Oxford, 2013



- Burke, Peter, *The Renaissance*, Macmillan, 1997.
- Dobb, Maurice, Paul Sweezy, & Hill, Christopher, *The Transition From Feudalism To Capitalism*, Aakar Books, New Delhi, 2006.
- Hall, Alfred Rupert, *The Scientific Revolution, 1500-1800: The Formation Of Modern Scientific Attitude*, Nabu Press, Boston, 1956.
- Rublack, Ulinka, *Reformation in Europe*, Cambridge, Cambridge, 2017.
- Shafer, Boyd, C., *Faces of Nationalism: New Realities and Old Myths*, Harcourt Brace, Jovanovich, 1974.

## **Module 2: Lecture Plan**

### **Week 5**

#### **Topics:**

- 17: Industrial Revolution – the concept
- 18: System of pre-Industrial production
- 19: Causes for Industrial revolution
- 20: Consequences

#### **Assignment:**

Prepare a note on Industrial Revolution.

### **Week 6**

#### **Topics:**

- 21: Factory system
- 22: Urbanization
- 23: Industrial Capitalism
- 24: New social classes

#### **Assignment:**

How did industrial revolution change the course of world history?

### **Week 7**

#### **Topics:**

- 25: Rise of Capitalism
- 26: Capitalist ideology
- 27: Market economy
- 28: Colonialism and imperialism

#### **Assignment:**

Prepare a note on basic characteristics of Industrial Capitalism.

### **Week 8**

#### **Topics:**

- 29: Impact of colonialism
- 30: Political economy of colonization
- 31: Anti-colonial movements
- 32: Latin American revolutions

#### **Assignment:**

Examine the nature of colonial exploitation and its consequences.

## **Compulsory Reading**

J .Chambliss, William (Ed.), *Problems Of Industrial Society, Readings*, Massachusetts: Addison-Wesley Publishing Co, London, 1973.

More, Charles, *Understanding the Industrial Revolution*, Routledge, London, 2000.  
Lenard, R.,Berlanstein (Ed.), *The Industrial Revolution And Work In Nineteenth-Century Europe*, Routledge, London And New York,1992.

### **Module 3: Lecture Plan**

#### **Week 9**

##### **Topics:**

- 33: Revolutions – the concept
- 34: Glorious revolution
- 35: Concept of constitutional state
- 36: Constitutional monarchy

##### **Assignment:**

Discuss the impact of Glorious revolution in England.

#### **Week 10**

##### **Topics:**

- 37: British colonies in America
- 38: American war of independence
- 39: Formation of United Stateof America
- 40: American constitution

##### **Assignment:**

Discuss the importance of American war of independence.

#### **Week 11**

##### **Topics:**

- 41: French revolution
- 42: The Old Regime
- 43: French Republic
- 44: Declaration of the Rights of Man and Citizen

##### **Assignment:**

Assess the significance of the French revolution to world history.

#### **Week 12**

##### **Topics:**

- 45: Russia before revolution
- 46: Bolshevik Revolution
- 47: The Communist experiment
- 48: Revolution in china

##### **Assignment:**

What do you think about the socialist experiments and what was its impact?

#### **Compulsory Reading**

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

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

- Armitage, David, And Sanjay Subrahmanyam (Eds), *The Age Of Revolutions In Global Context, 1769-1840*, Palgrave Macmillan, London, 2010.
- Bell, David, *Shadows Of Revolution: Reflections On France, Past And Present*, Oup, London, 2016.
- Carr, E.H, *The Bolshevik Revolution (3 Vols)*, W. W. Norton & Company, New York, 1985.
- Hayes, Earlton And Faissler, Margareta, *Modern Times: The French Revolution To The Present (Mainstreams Of Civilization)*, Mac Millan, London, 1983.
- Lefeabvre, Georges, *The French Revolution: Recent Debates And New Controversies*, Routledge, London, 2001.
- Soboul, Albert, *A Short History Of The French Revolution, 1789-1799*, University Of California Press, Berkeley, 1977.

## **Module 4: Lecture Plan**

### **Week 13**

#### **Topics:**

- 49: Origin of First World War
- 50: Lenin's thesis on the War
- 51: Rise of Fascism and Nazism
- 52: Appeasement policy

#### **Assignment:**

Discuss the various viewpoints on the origin of the First World War.

### **Week 14**

#### **Topics:**

- 53: League of Nations
- 54: Failure of the League
- 55: Second World War
- 56: United Nations

#### **Assignment:**

Assess how the failure of the League of Nations contributed to the origin of the II World war.

### **Week 15**

#### **Topics:**

- 57: Rise of super powers
- 58: Cold war
- 59: Truman Doctrine
- 60: Military alliances

#### **Assignment:**

Discuss the impact of cold war on world politics.

### **Week 16**

#### **Topics:**

- 61: Marshall Plan
- 62: Arms race & Space war
- 63: Decolonisation
- 64: Decline of Soviet Union

**Assignment:**

Analyse the factors which led to the termination of the Cold War.

**Compulsory Reading**

- Bosworth, R. J, *Mussolini's Italy*, Penguin, London, 2006.
- Caplan, Jane, *Nazi Germany: A Very Short Introduction*, OUP, London, 2019.
- Carr, E.H, *A History Of Soviet Russia: The Bolshevik Revolution:1917-1923*, Mac Millan, New York, 1985.
- Carr, E.H, *International Relations Between The Two World Wars:1919-1939*, Palgrave Macmillan, London, 1983.
- Clark, Paul, *The Chinese Cultural Revolution: A History*, CUP, London, 2008.
- Kitchen, Martin, *Europe Between The Wars: A Political History*, Routledge, London, 2006.
- Lenin, V.I, *State And Revolution: Marxist Teaching On The Task Of Proletariat In The Revolution*, Aziloth Books, Switzerland, 1917.
- Mar, Tracey, Banivanua, *Decolonisation And The Pacific: Indigenous Globalization And The Ends Of Empire*, CUP, Oxford, 2016.
- Mawdsley, Evan Et Al, (Eds), *The Cambridge History Of The Second World War In 3 Volumes*, CUP, London, 2015.
- Mawdsley, Evan, *World War II: A New History*, CUP, London, 2020
- McGarr, Paul, *The Cold War In South Asia: The United States, Britain, And The Indian Subcontinent, 1945-1965*, CUP, London, 2013.
- Sarti, Roland, *Fascism And The Industrial Leadership In Italy, 1919-1940*, University Of California Press, California, 1971.
- Strachan, Hew, *The First World War*, OUP, London, 2001

**Recommended Reading**

- Alavi, Hamza, *Capitalism and Colonial Production*, Croom Helm, London, 1982.
- Anderson, Benedict, *Imagined Communities*, Verso, London, 2006
- Bailkin, Jordanna, *The Afterlife of Empire*, University of California Press, New York, 2012.
- Baker, Keith, Michael & Edelstein, Dan, *Scripting Revolution: A Historical Approach to the Comparative Study of Revolutions*, Stanford University Press, Stanford, 2015
- Bandeira, Jeronimo, Miguel and Antonio Costa Pinto (eds), *The Ends of European Colonial Empires: Cases and Comparisons*, Palgrave Macmillan, 2015.
- Barcia, Manuel, *The Great African Slave Revolt of 1825: Cuba and the Fight for Freedom in Matanzas*, LSU Press, 2012.
- Bayly, Christopher, *Remaking the modern world 1900-2015. Global connections and comparisons*, Hoboken, NJ 2018.
- Braudel, Fernand, *Civilization and Capitalism, 15<sup>th</sup> to 18<sup>th</sup> Century*, Collins, New York, 1981.
- Brinton, Crane, Christopher, John, and, Wolff, Robert, Lee. *Civilization in the West*, Princeton Hall, USA, 1981.
- Chakrabarty, Dipesh, *Provincializing Europe. Postcolonial Thought and Historical Difference*, Princeton, New York, 2000.
- Cooper, Frederick, *Africa in the World: Capitalism, Empire, Nation-State*, Harvard University Press, London, 2014.
- Das, Santanu (ed.), *Race, Empire and First World War Writing*, CUP, Cambridge, 2012.
- Dobb, Maurice, *Studies in the Development of Capitalism*, Routledge, New York, 1976.

- Douglas, Cecil, North, *The Economic Growth of the United States: 1790-1860*, W. W. Norton & Company, New York, 1966.
- Fitzpatrick, Sheila, *The Russian Revolution*, OUP, Oxford, 2008
- Frenz, Margret, 'Of Expectations and Aspirations: South Asian Perspectives on World War I, the World, and the Subcontinent', in Christoph Corneliben und Arndt Weinrich (ed.), *Writing the Great War. The Historiography of World War I from 1918 to the Present*, Berghahn, 2020.
- Friedeall, Egon, *Cultural History of the Modern World*, Transaction Publishers 1 edition,
- Goldstein, Melvyn, *On the Cultural Revolution in Tibet: the Nyemo Incident of 1969* Berkeley, University of California Press, New York, 2009.
- Gottschalk and Louis Reichenenthal, Lach, and F. Donald, *Europe and the Modern World Since 1870*, Scott Foresman, Chicago, 1951.
- Held, McLennan, Gregor and Hall, Stuart, David, (eds), *The idea of the modern state in Sociology Vol.19. No.2, pp.317-31*, Open University Press, Philadelphia, 1985.
- Hobsbawm, *Age of Revolution*, 1st Vintage Books edition, London, 1996.
- Hobsbawm, Eric, *Nation and Nationalism since 1780: Programme, Myth and Reality*, Cambridge University Press, Cambridge, 1995.
- Jessup, Bob, *Karl Marx's Social Political Thought: Critical Assessment, (Vol.3)*, Routledge, London, 1993
- Kennedy, Dane, *Decolonization: A Very Short Introduction*, OUP, London, 2016.
- Kershaw, Ian, *Roller-Coaster, Europe, 1950–2017*, Allen Lane, U.K, 2018
- Kershaw, Ian, *To Hell and Back: Europe, 1914–1949*, Allen Lane, London, 2015
- MacMillan, Margaret, *The War that Ended Peace: How Europe Abandoned Peace for the First World War*, Profile, London, 2013
- Morgan, S., Edmund, *The American Revolution: Two Centuries of Interpretation*, Prentice Hall, London, 1965.
- New Jersey, 2008.
- Osterhammel, Jürgen, *The Transformation of the World: A global history of the nineteenth century*, Princeton/Oxford [2014].
- Pipes, Richard (Ed), *Revolutionary Russia*, Vintage Books, New York, 1969.
- Pipes, Richard, *A Concise History of the Russian Revolution*, Vintage Reprint edition, New York, 1995
- Pomeranz, Kenneth, *The Great Divergence: Europe, China and the Making of the Modern World Economy*, Princeton, London, 2000.
- Randall, John, Herman, *Making of the Modern World*, Houghton Mifflin, Columbia, 1939.
- Hamerow, S, Theodore, *The Birth of a New Europe: State and society in the Nineteenth Century*, Chapel Hill, London, 1983.
- Schulz, Gerard, *Revolution and Peace Treaties: 1917-1920*, Methuen, London, 1972.
- Smith, Steve, *Russia in Revolution: An Empire in Crisis, 1890 to 1928*, OUP, Oxford, 2017.
- Weinberg, Gerhard L, *A World at Arms: A Global History of World War II*, CUP, London, 2005.
- Weinberg, Gerhard L, *World War II: A Very Short Introduction*, OUP, London 2014.

## **MAHIS03C07: COLONIALISM AND NATIONALISM IN MODERN INDIA**

**Credits: 4**

### **Course Objectives**

The course examines the multiple dimensions of the anti-colonial and nationalist movements. The major events and episodes of the nationalist movement are familiar to all but the ideological debates and inherent contradictions are not much familiar. The course intends to introduce such political and ideological strands for enabling the students to evaluate the strengths and weaknesses of the nationalist movement.

### **Course Outcome**

Students get academic inputs on varied ideological and theoretical strands on the nature of colonialism and nationalism. In the context of the upsurge of global capital, transmission of concepts dismissing nationalism as imagined identity, and dissemination of histories whitewashing the colonial wounds, a critical understanding of the dual phenomenon of colonialism-nationalism would help students to take a more balanced position.

### **MODULE 1**

Nature of the colonial State – Imperialist, nationalist, Marxist and Subaltern perspectives – Civilizing vs exploitative – White Man’s Burden and Civilizing Mission – Economic critique of Colonialism by Dutt and Naoroji– Deindustrialization debate – R.P Dutt’s capitalist-Imperialist – Bipan Chandra’s Semi-authoritarian model – Subaltern theory of Elite state – Ambedkar’s liberatory potential of the colonial state – Cambridge historiography.

### **Module Outcome**

Students get a broad outlook on the nature and impact of the colonial system through a historiographical discourse.

### **MODULE 2**

Character of Indian nationalism – Imperialist view of nation as British gift – Nationalist reading of ‘Nation-in-the-Making’ – Left view of Bourgeois character of the nation – Muslim League and Two-nation theory – Dalits and Brahmanical nation-state – Bipan Chandra’s concept of ‘Economic nationalism’ – Subaltern view of the elite character of nationalism –Hindutva and ‘Akhand Bharath’ –safety-Valve theory and the formation of the Indian National Congress – The Concept of Cultural nationalism.

### **Module Outcome**

Students evaluate the origin and nature of the Indian nation-state from a discursive point of view, especially from today’s political context.

### **MODULE 3**

Strategy of the Indian National Congress – Moderates and Constitutional Methods – Petition and Prayer – Passive resistance of the Extremists – Boycott and Swadeshi – Revolutionary Terrorists and ‘cult of the bomb’ – Gandhian techniques –Swaraj, Swadeshi and Non-cooperation – Constructive programme and Trusteeship doctrine - Swarajists and

Council-Entry – Left and the class struggle strategy – Direct action of Subhash Chandra Bose – Muslim league and security of the minorities – Ambedkar, Social justice and Constitutional safeguards.

### **Module Outcome**

Students get a comprehensive idea about the major events, developments and political strands of the nationalist movement. They can assess the strengths and weaknesses of various attitudes and standpoints.

### **MODULE 4**

Freedom and Partition – success-failure of the nationalist movement –Nationalist claim of victory over Imperialism- ‘Divide and Rule’ and partition – Colonial view of 1947 as mission complete – partition being the culmination of age-old Hindu-Muslim conflict – Left critique of freedom as compromise between British and Indian bourgeoisie –transfer of power vs capture of power– Hindutva version of freedom as betrayal of the nation – Bipan Chandra’s views – ‘war of position’ – S-T-S strategy – complex reality of partition – Cambridge view of Indian elites and clash for power.

### **Module Outcome**

Students learn the complex reality of 1947 and assess the riddle from various historiographical viewpoints.

### **Module 1: Lecture Plan**

#### **Week 1**

##### **Topics:**

1. Colonial State: Imperialist view
2. Colonial State: Nationalist view
3. Colonial State: Marxist view
4. Colonial State: Subaltern view

##### **Assignment:**

Conduct a debate on the Nature of Colonial state.

#### **Week 2**

##### **Topics**

5. Economic critique of Colonialism
6. Naoroji’s Perspective
7. RC Dutt’s critique
8. Bipan Chandra’s concepts

##### **Assignment:**

Conduct a debate on theEconomic critique of Colonialism

#### **Week 3**

##### **Topics**

9. Deindustrialization debate
10. Morris D Morris
11. Stratchey Brothers
12. Nationalist view

**Assignment:**

Conduct a debate on Deindustrialization

**Week 4**

**Topics:**

13. R.P. Dutt's view of Imperialism
14. Cambridge historiography
15. Ambedkar-Dalit views
16. Bipan Chandra's views

**Assignment:**

Examine varied interpretations of modern colonial/imperialist state.

**Compulsory Reading**

- Chandra, Bipan, *Nationalism and Colonialism in Modern India*, Orient Longman, Delhi, 1981.
- Chatterjee, Partha, *Nationalist Thought and the Colonial World*, The United Nations University, London, 1986.
- Desai, A.R., *Social Background of Indian Nationalism*, Popular Prakashan, New Delhi, 2011.
- Dutt, R.P., *India Today*, Read Books, New Delhi, 2006.
- Guha, Ranajit and Spivak, Gayatri, Chakravorty, (eds.), *Selected Subaltern Studies*, Oxford University Press, New York, 1988.
- Guha Ranajit, (ed.), *Subaltern Studies Readers, 1986-1995*, University of Minnesota Press, Minneapolis, 1997.
- Hanlon, Rosalind O', and Washbrook, David, (eds.) *Religious Cultures in Early Modern India: New Perspectives*, London, Routledge, 2011.
- Johnson, Gordon, *Provincial Politics and Indian Nationalism: Bombay and the Indian National Congress 1880-1915*, Cambridge University Press, London, 1974.
- Metcalf, Thomas, R., *Ideologies of the Raj*, Cambridge University Press, Cambridge, 1994.
- Sarkar, Sumit, *A Critique of Colonial India*, Papyrus, Calcutta, 1985.
- Sarkar, Sumit, *Modern India*, Macmillan, Delhi, 1989.
- Seal, Anil, *The Emergence of Indian Nationalism: Competition and Collaboration in the Late Nineteenth Century*, Cambridge University Press, London, 1968.

**Module 2: Lecture Plan**

**Week 5**

**Topics:**

17. Character of Indian nationalism
18. Nation as a pre-existing entity



19. Concept of Nation-in-the-Making
20. Modernity of Nationism

**Assignment:**

Conduct a debate on the Nature of Colonial state

**Week 6**

**Topics:**

21. Marxist view of Indian nationalism
22. Class character of Nation-in-the-making
23. Congress and its bourgeois character
24. Anti-people nature of Indian state

**Assignment:**

Explain the Marxist version of the Bourgeois character of Indian state.

**Week7**

**Topics:**

25. Concept of Economic Nationalism
26. Nationalism and Elite state
27. Concept of Brahmanical Nationalism
28. Akhand Bharat

**Assignment:**

Examine the nature of Indian nationalism from subaltern to dalit to the Hindutva version.

**Week 8**

**Topics**

29. Rise of Indian Nationalism
30. Safety-Valve theory
31. Colonialism and Exploitation
32. Concept of Cultural nationalism

**Assignment:**

Analyse various theories on Nationalism.

view, especially from today's political context.

**Compulsory Reading**

Chandra, Bipan, *The Rise and Growth of Economic Nationalism in India*, Orient Black Swan, New Delhi, 1981.

Jaffrelot, Christophe, *Hindu Nationalism – A Reader*, Permanent Black, New delhi, 2009.

Lane .J.R, Mac, *Indian Nationalism and the Early Congress*, Princeton University, London, 1975.

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

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

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

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

Sharma, Jyothirmaya,*Hindutva: Exploring the Idea of Hindu Nationalism*, Harper Collins, 2015.

Smith, Antony,*Theories of Nationalism*, Harper & Row, New York, 1971.

### **Module 3: Lecture Plan**

#### **Week 9**

##### **Topics:**

33. Early phase of Indian National Congress
34. The Moderate Ideology
35. Moderate Strategy
36. Success-failure of Moderates

##### **Assignment**

Assess the Moderate phase of Indian nationalist movement.

#### **Week 10**

##### **Topics:**

37. Indian National Congress – Extremist Phase
38. Extremist Ideology
39. Swaraj, Swadeshi, Boycott
40. Revolutionary Terrorism

##### **Assignment:**

Compare and contrast moderate and extremist politics.

#### **Week 11**

##### **Topics:**

41. Gandhian phase of Nationlism
42. Gandhian techniques
43. Non-cooperation and Civil Disobedience
44. Constructive programme

##### **Assignment**

Analyze the features of Gandhian political ideology.

#### **Week 12**

##### **Topics:**

45. Swarajists
- 46 Subhash Bose and INA
47. Muslim League politics
48. Ambedkarist politics

##### **Assignment**

Examine various non-Gandhian streams of alternate politics in India.

### **Compulsory Reading**

Amin, Shahid, "Gandhi as Mahatma" in Ranajit Guha (ed.), *Subaltern Studies III*, OUP, Delhi, 1984, pp.1-61.

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

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

Judith Brown, *Gandhi's Rise to Power*, Cambridge University Press, New York, 1972.

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

Panikkar, K.N, *Culture, Ideology and Hegemony, Intellectuals and Social Consciousness in Colonial India*, Anthem Press, 2002.

Sarkar, Sumit, *Writing Social History*, Oxford University Press, Delhi, 1998.

Wolpert, Stanley *Tilak and Gokhale*, University of California Press, California, 1962.

### **Module 4: Lecture Plan**

#### **Week 13**

##### **Topics:**

49. Freedom and Partition
50. Colonial version
51. Completion of Civilizing Mission
52. Hindu-Muslim rift

##### **Assignment:**

Analyse the colonial version of Freedom and Partition of 1947.

#### **Week 14**

##### **Topics**

53. Nationalist Debate on 1947
54. Success of the epic struggle
55. Divide and Rule
56. Muslim separatism

##### **Assignment:**

Discuss the nationalist debate on Freedom and Partition of 1947.

#### **Week 15**

##### **Topics:**

57. Marxist Debate on 1947
58. Compromise between British and Indian bourgeoisie
59. British policy of Divide and Rule
60. Concept of capitalist state

##### **Assignment:**

Discuss the Marxist Debate on Freedom and Partition of 1947.

## **Week 16**

### **Topics:**

61. Hindutva Debates on 1947
62. The secular conspiracy
63. Failure of the Hindu nation
64. Concept of the Hindu nation

### **Assignment:**

Discuss the Hindutva Debate on Freedom and Partition of 1947.

### **Compulsory Reading**

- Chandra, Bipan, *Nationalism and Colonialism in Modern India*, Orient Longman, Delhi, 1981.
- Chatterjee, Partha, *Nationalist Thought and the Colonial World*, The United Nations University, London, 1986.
- Desai, A.R., *Social Background of Indian Nationalism*, Popular Prakashan, New Delhi, 2011.
- Dutt, R.P., *India Today*, Read Books, New Delhi, 2006.
- Guha, Ranajit and Gayatri Chakravorty Spivak (eds.), *Selected Subaltern Studies*, Oxford University Press, New York, 1988.
- Guha, Ranajit (ed.), *Subaltern Studies Readers, 1986-1995*, University of Minnesota Press, Minneapolis, 1997.
- Hanlon, Rosalind O' and David Washbrook (eds.) *Religious Cultures in Early Modern India: New Perspectives*, London, Routledge, 2011.
- Johnson, Gordon, *Provincial Politics and Indian Nationalism: Bombay and the Indian National Congress 1880-1915*, Cambridge University Press, London, 1974.
- Metcalf, Thomas, R., *Ideologies of the Raj*, Cambridge University Press, Cambridge, 1994.
- Sarkar, Sumit, *A Critique of Colonial India*, Papyrus, Calcutta, 1985.
- Sarkar, Sumit, *Modern India*, Macmillan, Delhi, 1989.
- Seal, Anil, *The Emergence of Indian Nationalism: Competition and Collaboration in the Late Nineteenth Century*, Cambridge University Press, London, 1968.

### **Recommended Reading**

- Chester, Lucy, *Borders and Conflicts in South Asia: The Radcliffe Boundary Commission and the Partition of the Punjab*, Manchester University Press, 2009.
- Gandhi, M.K., *Hindu Swaraj*, Rajpal Publishing, Delhi, 2015 edition. 2009.
- Gandhi, M.K., *My Experiments with Truth*, Rajpal Publishing, Delhi, 2013.
- Gopal, S., *Jawaharlal Nehru: A Biography, (Vol. II & II)*, Harvard University, USA, 1967.
- Irschik, E., *Politics and Social Conflict in South India*, University of California Press, California, 1969.
- Joshi, Sashi and Josh, Bhagwan, *Struggle for Hegemony in India, (Vol I & II)*, Sage Publications, Delhi, 1992.
- Kumar, Deepak, *Science and the Raj*, Oxford University Press, New Delhi, 1995.
- Munck, Ronaldo, *The Difficult Dialogue: Marxism*, New left Books, London, 1987.

Nandy, Ashis, *The Intimate Enemy, the loss of Self under Colonialism*, Oxford India, Delhi, 1983.

Philips. C.H, (ed.), *Historians of India, Pakistan and Ceylon*, School of Oriental and African Studies, University of London, 1961.

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

Tagore, Rabindranath, *Nationalism*, Penguin Random House, India, 2017.

### **MAHIS03 C08: ECONOMIC HISTORY OF MODERN INDIA: FROM THE EIGHTEENTH CENTURY TO 1964**

**Total Credits 4**

#### **Course Objectives:**

This course aims to inform students about the major structural changes and salient trends and trajectories in the different sectors of the Indian economy between the eighteenth century and 1964. The course will familiarize the student with the important sources for studying the economic history of India during this period, the methods for analysing changes across time in the main determinants of economic change in India, the debates on select aspects of Indian economic history and the historiography of Indian economic history. The course will also inform the student of the theoretical underpinnings of the different positions in the debates and disputations on different developments in Indian economic history.

#### **Course Outcomes:**

1. The student will be able to identify long-run and short-run trends in different sectors of the Indian economy.
2. The student will be able to make deductions using source material (both quantitative and qualitative) in the light of different underlying economic theories and historiographical perspectives.
3. The student will be able to locate spatial and temporal variations in economic development in India in the given period.
4. The student will be able to understand economic development in terms of politics, institutions and market forces.

#### **MODULE 1**

India in the Eighteenth Century and the beginnings of Divergence – Late pre-colonial states – economic trends and politics: Mughals, Marathas, Bengal, Mysore and Malabar – The Impact of European control on trade, agriculture and industry-India and the World in the eighteenth century

#### **MODULE 2**

Colonial Transformations: 19<sup>th</sup> and early 20<sup>th</sup> century Indian Economic Development – institutional Changes in money, banking, trade and land rights – Trends in Production Trends: Agriculture, Trade and Industry – State investment in Welfare: Education, Health and Technology – Trends and determinants of Private and State investment in India – Colonial Demographic Regime in India: Determinants and Trends

#### **MODULE 3**

Economy of Early Independent India – Transformations and Limits – Indian economy at the time of Independence: Industry, Agriculture and Health – The Demands for state intervention

in the development of independent India – The first three Five-year Plans and the limits of Nehruvian Planning

## **MODULE 4**

Select themes in modern Indian Economic History – Sources for the study of modern Indian economic history – Spatial patterns of colonial development in India: urbanization, the geography of industrial decline and growth, communications and land relations – The Drain of Wealth and India's role in the imperial economy – Changes in the interwar period in State policies relating to industry and trade and finance – The changing human impact of colonial rule in India: demography, disease and wealth – The historiography of Indian economic history

### **Module 1: Lecture Plan**

#### **Week 1**

**Topic 1:** "Divergence Big Time"?

#### **Week 2**

**Topic 2:** "Divergence Big Time"?

#### **Week 3**

**Topic 3:** Population change and the "Climacteric of Death"

#### **Week 4**

**Topic 4:** Colonial Commercialization in Agriculture and the attenuation of agricultural development

### **Compulsory Reading:**

Bagchi, Amiya Kumar. *Perilous Passage: Mankind and the Global Ascendancy of Capital, World Social Change*. Lanham, Md.: Rowman & Littlefield Publishers, 2005.

Broadberry, Stephen, and Bishnupriya Gupta. "The Early Modern Great Divergence:

Chaudhuri, K. N. *Asia Before Europe: Economy and Civilization of the Indian Ocean from the Rise of Islam to 1750* (New York: Cambridge University Press, 1991 )

Cuenca-Esteban, Javier, 2007. "India's contribution to the British balance of payments, 1757-1812," *Explorations in Economic History*, vol. 44(1), pages 154-176, January

E. L. Jones., *Growth Recurring: Economic Change in World History* (Ann Arbor:

Frank, Andre Gunder *ReORIENT: Global Economy in the Asian Age* (Berkeley:

Landes, David S. *The Wealth and Poverty of Nations* (New York: Norton, 1997): 1–524.

Landes, David, *The Wealth and Poverty of Nations: Why Some are so Rich and Some are so Poor*

Maddison, Angus "Explaining the Economic Performance of Nations, 1820-1989," in Angus Maddison, *Explaining the Economic Performance of Nations* (Hants, England: Edward Elgar Press, 1995), 91-32.

Pomeranz, Kenneth. *The Great Divergence: China, Europe, and the Making of the Modern World Economy*, *The Princeton Economic History of the Western World*. Princeton, N.J.: Princeton University Press, 2000.

Wages, Prices, and Economic Development in Europe and Asia, 1500–1800." *Economic History Review* 59 (February 2006): 2-31

## **Module 2: Lecture Plan**

### **Week 5**

5. Colonial Commercialization in Agriculture and the attenuation of agricultural development

### **Week 6**

6. Colonial Commercialization in Agriculture and the attenuation of agricultural development

### **Week 7**

7. Industry and Empire

### **Week 8**

8. Industry and Empire

### **Compulsory Reading:**

Agarwala, Shriman Narayan. Age at Marriage in India. Allahabad: Kitab Mahal, 1962.

Davis, Kingsley. The Population of India and Pakistan. Princeton: Princeton UP, 1951

Dyson, Tim and Mick Moore. "On Kinship Structure, Female Autonomy, and Demographic Behavior in India." Population and Development Review 9, no. 1 (1983): 35-60.

Dyson, Tim. India's Historical Demography: Studies in Famine, Disease and Society, Collected Papers on South Asia, NO.8. London: Curzon, 1988.

Guha, Sumit. Health and Population in South Asia. London: Hurst and Company,

McKeown, Thomas. The Modern Rise of Population. London: Arnold, 1977.

Mukherjee, SudhansuBhusan. The Age Distribution of the Indian Population: A Reconstruction for the States and Territories, 1881-1961. Honolulu: East-WestCenter East-West Population Institute, 1976.

Visaria, Leela and Pravin. "Population." In Cambridge Economic History of India, Volume 2, edited by Dharma Kumar, 463-532. Cambridge: Cambridge University Press, 1983.

Visaria, P.M. "The Sex Ratio of the Population of India and Pakistan and Regional Variations During 1901-1961." In Patterns of Population Change in India, 1951-61, edited by A. Bose. Bombay: Allied Publishers, 1967.

## **Module 3: Lecture Plan**

### **Week 9**

9. Proletariat

### **Week 10**

10. Policies of the colonial state

### **Week 11**

11. Policies of the colonial state

### **Week 12**

12. Policies of the colonial state

### **Compulsory Reading**

Amin, Shahid. Sugarcane and Sugar in Gorakhpur: An Inquiry into Peasant Production for Capitalist Enterprise in Colonial India, Oxford University South Asian Studies Series. Delhi: Oxford University Press, 1984.

- Baker, Christopher John. *An Indian Rural Economy 1880-1955 : The Tamilnad Countryside*. Oxford: Clarendon Press, 1984.
- Banaji, Jairus. "Metamorphoses of Agrarian Capitalism." *Economic and Political Weekly* (1999).
- Blyn, George. *Agricultural Trends in India, 1891-1947*. Philadelphia,: University of Pennsylvania Press, 1966.
- Bose, Sugata. *Peasant Labour and Colonial Capital: Rural Bengal since 1770*, *The New Cambridge History of India Iii. 2*. Cambridge; New York: Cambridge University Press, 1993. Cambridge: Cambridge University Press., 1982.
- Charlesworth, Neil. *Peasants and Imperial Rule: Agriculture and Agrarian Society in the Bombay Presidency, 1850-1935*, *Cambridge South Asian Studies 32*. Cambridge [Cambridgeshire] ; New York: Cambridge University Press, 1985.
- Charlesworth, Neil. *Peasants and Imperial Rule: Agriculture and Agrarian Society in the Bombay Presidency, 1850-1935*. Cambridge: Cambridge University Press, 1985.
- Chaudhuri, B. B., *Project of History of Indian Science Philosophy and Culture.*, and Centre for Studies in Civilizations (Delhi India). *Peasant History of Late Pre-*
- Chaudhuri, B. B., *Project of History of Indian Science Philosophy and Culture.*, and Centre for Studies in Civilizations (Delhi India). *Economic History of India from Eighteenth to Twentieth Century, History of Science, Philosophy, and Culture in Indian Civilization. Volume Viii, Economic History of India Pt. 3*. New Delhi
- Colonial and Colonial India, *History of Science, Philosophy, and Culture in Indian Civilization. Volume viii. Economic History of India*. New Delhi: Pearson Longman Project of History of Indian Science, Philosophy, and Culture, 2008.
- Dharma, Kumar. *Colonialism, Property, and the State*. Delhi New York: Oxford University Press, 1998.
- Dharma, Kumar. *Land and Caste in South India: Agricultural Labour in the Madras Presidency During the Nineteenth Century*. New Delhi: Manohar Publishers and Distributors, 1992.
- Dharma, Kumar. *Land and Caste in South India: Agricultural Labour in the Madras Presidency During the Nineteenth Century*. New Delhi: Manohar Publishers and Distributors, 1992.
- Dutt, Romesh Chunder. *India in the Victorian Age: An Economic History of the People*. Delhi, India: Daya Pub. House, 1985.
- Guha, Sumit. *Growth, Stagnation or Decline? : Agricultural Productivity in British India*. Delhi; Oxford: Oxford University Press, 1992.
- Guha, Sumit. *The Agrarian Economy of the Bombay Deccan, 1818-1941*. Delhi; New York: Oxford Universtiy Press, 1985.
- Islam, M. Mufakharul. *Bengal Agriculture, 1920-1946: A Quantitative Study*, *Cambridge South Asian Studies 22*. Cambridge; New York: Cambridge University Press, 1978.
- Kumar Dharma, and Meghnad Desai. *The Cambridge Economic History of India. 2 vols*. Hyderabad: Orient Longman in association with Cambridge University Press, 2004. Manohar, 1979.



- Narain, Dharm. *Distribution of the Marketed Surplus of Agricultural Produce by Size–Level of Holding in India, 1950-51*, Occasional Papers. London: Asia Publishing House, 1961.
- Raj, K. N. *Essays on the Commercialization of Indian Agriculture*. Trivandrum Ray, Ratnalekha. *Change in Bengal Agrarian Society C1760-1850*. New Delhi: Raychaudhuri, Tapan, and Irfan Habib. *The Cambridge Economic History of India*. Siddiqi, Asiya. *Agrarian Change in a Northern Indian State: Uttar Pradesh, 1819–1833*. Oxford: Clarendon Press, 1973.
- Stokes, Eric. *The English Utilitarians and India*. Delhi; New York: Oxford University Press, 1989.
- Stokes, Eric. *The Peasant and the Raj: Studies in Agrarian Society and Peasant Rebellion in Colonial India*, Cambridge South Asian Studies 23. Cambridge; New York: Cambridge University Press, 1978.

#### **Module 4: Lecture Plan**

##### **Week 13**

13. Independence and Planned Development

##### **Week 14**

14. Independence and Planned Development

##### **Week 15**

15. Debates and trends in Indian economic history

##### **Week 16**

16. Debates and trends in Indian economic history

#### **Compulsory Reading:**

- Anstey, Vera. *The Economic Development of India*. 4th ed. London, New York,: Longmans, Green, 1952.
- Bagchi, Amiya Kumar, Abhik Ray, Suman Das, and State Bank of India. *The Evolution of the State Bank of India*. Bombay: Oxford University Press, 1987.
- Bagchi, Amiya Kumar. *Private Investment in India, 1900-1939*, Cambridge South Asian Studies, 10. Cambridge [Eng.]: University Press, 1972.
- Balachandran, G. "Towards A "Hindoo Marriage": Anglo- Indian Monetary Relations In Interwar India, 1917-35". *Modern Asian Studies*, 1994 28(3): 615-647.
- Bombay, Indian Branch, Oxford University Press, 1971.
- Buchanan, Daniel Houston. *The Development of Capitalistic Enterprise in India*. 1 st ed. London,: Cass, 1966.
- Chatterji, Basudev, *Trade, tariffs, and empire: Lancashire and British policy in India, 1919-1939*. Delhi/New York, Oxford University Press, 1992. \*\*
- Gadgil, D. R. *The Industrial Evolution of India in Recent Times, 1860-1939*. 5th ed.
- Mukherjee, Aditya, *Imperialism, Nationalism and the Making of the Indian Capitalist Class, 1920-1947*. New Delhi, Sage Publications, 2002, ISBN 81-7829–059-6.\*\*
- Ray, Rajat Kanta. *Entrepreneurship and Industry in India, 1800-1947*, Oxford in India Readings. Themes in Indian History. Delhi; New York: Oxford University Press, 1992.

### **Recommended Reading:**

- Bagchi, Amiya Kumar. *Perilous Passage: Mankind and the Global Ascendancy of Capital, World Social Change*. Lanham, Md.: Rowman & Littlefield Publishers, 2005.
- Bagchi, Amiya Kumar. *Private Investment in India, 1900-1939*, *Cambridge South Asian Studies*, 10. Cambridge [Eng.]: University Press, 1972.
- Bahl, Vinay. *The making of the Indian working class: a case of the Tata Iron and Steel Company, 1880-1946* (New Delhi; Thousand Oaks, Calif. : Sage Publications, 1995).
- Behal, Rana Partap, and Marcel van der Linden. *Coolies, Capital, and Colonialism: Bombay cotton mills, 1854-1947* (Berkeley: University of California Press, 1965).
- Broadberry, Stephen, and Bishnupriya Gupta. "The Early Modern Great Divergence: Chaudhuri, K. N. *Asia Before Europe: Economy and Civilization of the Indian Ocean from the Rise of Islam to 1750* (New York: Cambridge University Press, 1991)
- Cuenca-Esteban, Javier, 2007. "India's contribution to the British balance of payments, 1757-1812," *Explorations in Economic History*, vol. 44(1), pages 154-176, January
- E. L. Jones., *Growth Recurring: Economic Change in World History* (Ann Arbor: Fogel, Robert William. 1974. *Time on the cross; the economics of American Negro slavery*. 151 ed. Boston,: Little Brown
- Frank, Andre Gunder *Re Orient: Global Economy in the Asian Age* (Berkeley: Frankel, Francine R. *India's Political Economy, 1947-2004: The Gradual Revolution*. 2nd ed. New Delhi; New York: Oxford University Press, 2005.
- Gadgil, D. R. "The Economic Prospect for India" Government of India, Planning Commission. "The First Five Year Plan- a Draft Outline." Delhi: Government of India, 1951.
- Goldsmith, Raymond William. *The Financial Development of India, 1860-1977*. New Haven; London: Yale University Press, 1983.
- Habib, Irfan, and Aligarh Historians Society. *Indian Economy, 1858-1914, People's History of India*. New Delhi: Tulika Books, 2006.
- Habib, Irfan. *Essays in Indian History: Towards a Marxist Perception; with the Economic History of Medieval India: A Survey*, *Anthem South Asian Studies*. London: Anthem Press, 2002.
- Hayek, F. A., (ed.), *Capitalism and the Historians*
- Heller, Patrick. *The labor of development: workers and the transformation of capitalism*
- Hicks, John Richard. *A Theory of Economic History*. Oxford: Clarendon Press, 1969.
- in Kerala, India (Ithaca, N.Y. : Cornell University Press, 1999). Holmstrom, Mark. *South Indian factory workers: their life and their world* (Cambridge, [Eng.] ; New York: Cambridge University Press, 1976).
- Kenneth Pomeranz, *The Great Divergence: China Europe and the making of the modern world economy*, Princeton University Press, Princeton, 2000
- Kumar Dharma and Meghnad Desai. *The Cambridge Economic History of India*. 2 vol. Hyderabad: Orient Longman in association with Cambridge University Press, 2004.
- Kumar Dharma, and Meghnad Desai. *The Cambridge Economic History of India*. 2 vol. Hyderabad: Orient Longman in association with Cambridge University Press, 2004.
- Landes, David S. *The Wealth and Poverty of Nations* (New York: Norton, 1997): 1-524.

- Landes, David, *The Wealth and Poverty of Nations: Why Some are so Rich and Some are so Poor*
- Maddison, Angus "Explaining the Economic Performance of Nations, 1820-1989," in Angus Maddison, *Explaining the Economic Performance of Nations* (Hants, England: Edward Elgar Press, 1995), 91-32.
- Maddison, Angus. *Class Structure and Economic Growth; India and Pakistan since the Moghuls*. New York,: Norton, 1972.
- Mokyr, Joel, *The Lever of Riches: Technological Creativity and Economic Progress*
- Morris, Morris David. *The emergence of an industrial labor force in India; a study of the Newman, Richard K. Workers and unions in Bombay, 1918-1929: a study of organisation in the cotton mills* (Canberra: South Asian History Section, Australian National University, 1981).
- North, Douglass and Robert Paul Thomas, *The Rise of the Western World*
- North, Douglass, *Institutions, Institutional Change and Economic Performance*
- North, Douglass, *Structure and Change in Economic History*
- Patnaik, Prabhat. "Industrial Development in India since Independence." *Social Scientist* 7, no. 11 (1979): 3-19.
- Pomeranz, Kenneth. *The Great Divergence: China, Europe, and the Making of the Modern World Economy, The Princeton Economic History of the Western World*. Princeton, N.J.: Princeton University Press, 2000.
- Ramanujam, G. *Indian labour movement, 2nd rev. and enl. ed.* (New Delhi: Sterling Publishers, 1990).
- Rao, V.K.R.V. "India's First Five Year Plan-a Descriptive Analysis." *Pacific Affairs* 25, no. 1 (1952): 3-23.
- Revri, Chamanlal. *The Indian trade union movement; an outline history, 1880-1947* ([NewDelhi] Orient longman [c1972]).
- Rothermund, Dietmar. *An Economic History of India: From Pre-Colonial Times to 1991*. 2nd ed. London New York: Routledge, 1993.
- Roy, Tirthankar, "Economic History and Modern India: Redefining the Link", the *Journal of Economic Perspectives*, 16,3, (Summer 2002) pp. 109-130 Tominson B.R. "Writing History Sideways: Lessons For Indian Economic Historians From Meiji Japan". *Modern Asian Studies*, 198519(3): 669-698.
- Roy, Tirthankar. *Outline of a history of labour in traditional industry in India* (Noida : Sen, Samita. *Women and Labour in Late Colonial India: The Bengal Jute Industry*, Cambridge Studies in Indian History and Society 3. Cambridge; New York: Cambridge University Press, 1999.
- Sen, Sukomal. *Working class of India: history of emergence and movement, 1830-1990, with an overview upto 1995*, 2nd rev. ed. (Calcutta: K.P. Bagchi& Co., 1997). UCB Main HD8686 .S43 1997
- Siddiqi, Asiya (ed.), *Trade and Finance in Colonial India, 1750-1860*, 1995
- Studies in Indian Labour History, International Review of Social History. Supplement 14*. Cambridge; New York, NY: Cambridge University Press, 2006.

- Thorner, Daniel. "Problems of Economic Development in India." *Annals of the American Academy of Political and Social Science* 268, no. Aiding Underdeveloped Areas Abroad (1950): 96-103.
- Tinker, Hugh. *A new system of slavery; the export of Indian labour overseas, 1830-1920* (London, New York, published for the Institute of Race Relations by Oxford University Press, 1974).
- VV. Giri National Labour Institute, [2001]).
- Wages, Prices, and Economic Development in Europe and Asia, 1500-1800." *Economic History Review* 59 (February 2006): 2-31
- Wash brook, D. A. *Progress and Problems: South Asian Economic and Social History*.

## **MAHIS03E04: THEMES IN MODERN KERALA HISTORY**

**Credits: 4**

### **Course Objectives**

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

### **Course Outcome**

Students get basic knowledge about the nature of Kerala's response to the challenges of modernity. They recognize the uniqueness and progressive character – and its historical roots – of Kerala's social system and identify the various themes on which research in Kerala History could be undertaken. They can assess the greatness of Kerala model of development as well as its weaknesses.

### **MODULE 1**

Economic and social trends – British land Revenue policy in Malabar – Tenurial reforms in Travancore and Cochin – Changes in agriculture, industry and trade – Plantation economy – monopoly trade of the company – Legality and modernization of governance – Abolition of slavery – Legislation in family and inheritance – Missionaries and modern education – Rise of the Middle Class.

### **Module Outcome**

Students get an idea about Kerala's encounter with colonial modernity and the initial impacts of the colonial system.

### **MODULE 2**

Political movements – 'Restorative Rebellions' – Pazhassi Raja, Veluthampi, Kurichiyas and Mappilas – Memorials and constitutional agitation – Abstention movement and popular politics – Nationalist movement in Malabar – Struggle for responsible government in Travancore and Cochin – Growth of radical politics and the communist movement – Trade unions and peasant associations – Punnappa-Vayalar – Aikya Kerala movement.

### **Module Outcome**

Students realize the nature of political/anti-colonial movements and the difference between the political developments in British Malabar and the princely states. They also analyse the context of the transition towards leftwing politics.

### **MODULE 3**

Social Movements – Movements for social change and reform – Chattampi Swamikal and Nayar Samajam - Sri Narayana Guru and SNDP Yogam – Yogakshema Sabha – Ayyankali and Sadhujana Paripalanayogam – Pandit Karuppan and the Vala Caste Movement – Poikayil Yohannan and PRDS – Ayyappan and Sahodara Sangham – Reform among Christians and Muslims – Movements for Temple Entry – Vaikom and Guruvayur Satyagraha – Colonial and capitalist roots of the reform movements – Gender outlook of the Reform movements – The problem of 'Kerala Renaissance'.

### **Module Outcome**

Students understand the roots and nature of Kerala's Renaissance and evaluates its strength and weakness.

### **MODULE 4**

Kerala after independence – Formation of the Kerala state – First communist ministry and radical reforms – Land reforms and education Bill – Vimochana Samaram – Impact of Gulf migration – Caste and community politics – Coalition politics – 'Kerala model' development and the emerging crisis.

### **Module Outcome**

Students assess the progress achieved by Kerala in the post-1947 era and realize the importance of the Kerala model.

### **Module 1: Lecture Plan**

#### **Week 1**

##### **Topics:**

1. Foundation of colonial system in Malabar
2. British land Revenue policy
3. Report of the Joint Commissionairs
4. Tenurial reforms in Travancore and Cochin

##### **Assignment:**

Trace out the process through which British colonialism was founded in Malabar.

#### **Week 2**

##### **Topics:**

5. Modernization of Agriculture
6. Colonial industrial policy
7. Beginning of plantation economy.
8. Monopoly trade of the Company.

##### **Assignment:**

Evaluate the changes introduced by colonial state in Malabar.

#### **Week 3**

##### **Topics:**

9. British reforms in the legal system
10. Modernization of the structure of government
11. Slavery Abolition Act
12. Beginning of English education

##### **Assignment:**

Examine the process through which colonial modernity was introduced in Kerala.

#### **Week 4**

##### **Topics:**

13. Colonial Legislation in family and inheritance
14. Madras Marumakkathayam Act
15. Missionaries and Modern education
16. Rise of the middle class

**Assignment:**

Trace out the reform of institutional structures, customary rights and ritual practices under Colonial Modernity.

**Compulsory Reading:**

- Arunima.G,*Here Comes Papa: Colonialism and. Transformation of Matriliney in Kerala, Malabar, C. 1850-1940*, Orient Longman, Delhi, 2003.
- Dasgupta,Ashin,*Malabar in Asian Trade*, Cambridge University Press, 1966.
- Frenz,Margret, *From Contact to Conquest: Transition to British Rule in Malabar (1790-1805)*, Oxford University Press, Delhi, 2003.
- Kawashima, Koji,*Missionaries in a Hindu State*, Oxford Press, New Delhi,2000.
- Kooiman,Dick, *The LMS in Travancore*, Manohar Publications, Delhi,1989.
- Kunhikrishnan,V.V,*TenancyLegislation in Malabar (1880-1970)*, Northern Book Center, New Delhi, 1993.
- Onverkerk,Louis, *No Elephant for the Maharaja*, Manohar Publication, New Delhi, 2012.
- P. Radhakrishnan, *Land Reform, Agrarian Struggle and Social Change*, Sage Publication, Delhi, 1989.
- Gopinath,Ravindran,*Historical Demography and Agrarian Regimes: Understanding Southern Indian Fertility, 1881-1981*, Orient Blackswan, Delhi, 2010.

**Module 2: Lecture Plan**

**Week 1**

**Topics:**

17. Anti-colonial movements
18. 'Restorative rebellions'
- 19.Pazhassi and Veluthampi revolts
- 20.Kurichiya and Mappila revolts

**Assignment:**

Examine the early anti-colonial movements within the category of 'restorative rebellions'.

**Week 2**

**Topics:**

- 21.Ezhava/Malayali Memorials
22. Constitutional agitation in Travancore
23. Abstention movement
24. Origin of Nationalist movement in Malabar

**Assignment:**

Differentiate the nature of early political movements in Travancore and Malabar.

### **Week 3**

#### **Topics:**

25. Struggle for responsible government in Travancore
26. Struggle for responsible government in Cochin
27. Growth of radical/Left politics
28. Origin of communist party

#### **Assignment:**

Assess the role of communist/radical movements in early 20<sup>th</sup> century Kerala.

### **Week 4**

#### **Topics:**

29. Trade union politics in Kerala
30. Rise of Peasant associations
31. Punnappra-Vayalar struggle
32. Aikya Kerala Movement

#### **Assignment:**

Evaluate the nature of political movements on the eve of Indian freedom.

#### **Compulsory Reading:**

Kurup, K.K.N., *Pazhassi Samarangal*, Kerala Bhasha Institute, Trivandrum, 2015.

Oommen, T.K., *From mobilization to institutionalization: the Dynamics of agrarian Movement in Twentieth Century Kerala*, Popular Prakashan, Bombay, 1985.

Frenz, Margret, *From Contact to Conquest: Transition to British Rule in Malabar (1790-1805)*, Oxford University Press, Delhi, 2003.

Kusuman, K.K., *Abstention Movement*, Kerala Historical Society, Trivandrum, 1976.

Nair, T.P. Shankarankutty, *The Tragic Decade in Kerala History*, Kerala Historical Society, Trivandrum, 1977.

Panikkar, K.N. (ed.), *Peasant Protests and Revolts in Malabar*, Indian Council of Historical Research and People's Publishing House, New Delhi, 1990.

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

Panikkar, K.N., *Against the Lord and State, Religion and Peasant Uprisings in Malabar, 1836-1921*, Oxford University Press, Delhi, 1989.

### **Module 3: Lecture Plan**

#### **Week 1**

#### **Topics:**

33. Social Reform movements of Kerala
34. Movements for social change/reform
35. Chattambiswamikal and Nayar Samajam
36. Sri Narayana Guru and SNDP Yogam

#### **Assignment:**

Analyse the role of social reform movements in shaping a modern social system in Kerala.



## **Week 2**

### **Topic:**

- 37.NambutiriYogakshema Sabha
- 38.Ayyankali and SadhujanaParipalanaYogam
- 39.PanditKaruppan and the Vala Caste Movement
- 40.Poikayil Yohannan and PRDS

### **Assignment:**

Evaluate the difference in the aims and objectives of various Social Reform Movements.

## **Week 3**

### **Topics:**

- 41.Sahodaran Ayyappan and Sahodara Sangam
42. Reform among Christians and Muslims
43. Movements for Temple Entry
- 44.Vaikom and Guruvayur Satyagraha

### **Assignment:**

Examine how community reform movements developed into movements against caste hierarchy and ritual pollution.

## **Week 4**

### **Topics:**

45. Unique and common features of social reform movements in Kerala
46. Social reform as transition towards capitalist trends
47. Gender outlook of Reform Movements
48. Critique of Kerala Renaissance

### **Assignment:**

Assess the nature of the social reform movements in Kerala and re-examine the concept of Kerala Renaissance.

### **Compulsory Reading:**

- Ravindran.T.K,*Asan and Social revolution in Kerala*, Sahitya Pravarthaka Co-operative Society, Kottayam, 2011.
- Cherian, P.J. (ed), *Perspectives in Kerala History*, Kerala Gazetteers Dept, Thiruvananthapuram, 1999.
- Devika, J,*Engendering Individuals: The language of Reforming in Early Twentieth Century Keralam*, Orient Blackswan, Hyderabad, 2018.
- Ganesh, K.N,*KeralathinteInnalekal*, Kerala Bhasha Institute, Thiruvananthapuram, 2015.
- Kesavan, C, *Jeevithasamaram*, D.C Books, Kottayam, 1976.
- Kurup, K.K.N, *Modern Kerala*, Mittal Publications, New Delhi, 1988.
- Lemercinier, Genevieve, *Religion and Ideology in Kerala*, D.K Agency, Delhi, 1984.
- Mathew, George, *Communal Road to Secular Kerala*, Concept Publishing Co., New Delhi, 1990.

- Menon, A.Sreedhara, *A Survey of Kerala History*, DC Books, Kottayam, 2019.
- Menon, DilipM, *Caste, Nationalism and Communism in South India: Malabar 1990-1948*, Cambridge University, Cambridge, 2007.
- Mohan, P.Sanal, *Modernity of Slavery: Struggle against Caste Inequality in Colonial Kerala*, OUP, New Delhi, 2015.
- Osella, Philippo & Caroline Osella, *Islamic Reform in South Asia*, Cambridge University Press, New Delhi, 2013.
- Rao, M.S.A, *Social Change in Malabar*, Popular Book Depot, Bombay, 1957.
- Ravindran.T.K, *Vaikom Satyagraha and Gandhi*, Sri Narayana Institute of Social and Cultural Development, 1975.

## **Module 4: Lecture Plan**

### **Week 1**

#### **Topics:**

- 49. Politics of Kerala after independence
- 50. Formation of Kerala State
- 51. First Communist Ministry
- 52. Radical Reforms of the Communist government

#### **Assignment:**

Evaluate the circumstances under which a Communist government came to power.

### **Week 2**

#### **Topics:**

- 53. Land reform Bill.
- 54. Education Bill
- 55. Vimochana Samaram
- 56. Dismissal of the Communist ministry

#### **Assignment:**

Assess the activities and achievements of the first communist ministry in Kerala.

### **Week 3**

#### **Topics:**

- 57. Gulf migration
- 58. Impact of Gulf migration
- 59. Caste and community politics
- 60. Coalition politics

#### **Assignment:**

Trace out the recent trends in society and politics of Kerala.

### **Week 4**

#### **Topics:**

- 61. Kerala Model of Development

62. Success/failure of the Kerala Model
63. Challenges before the Kerala Model
64. Kerala Model and the Emerging crisis

**Assignment:**

Evaluate the achievements of Kerala Model when compared to other states in India.

**Compulsory Reading:**

- Franke, Richard W. & Barbara H. Chasin, *Kerala: Radical Reform as Development in an Indian State*, Institute for Food and Development Policy, Oakland, 1994.
- George, K.K., *Limits to Kerala Model of Development*, Centre for Development Studies, Thiruvananthapuram, 1999.
- Govindan, Parayil, (ed.) *Kerala: the Development Experience: Reflections on Sustainability and Replicability*, Tylor & Francis, London, 1996.
- Isaac, T. M. Thomas and Richard W. Franke, *Local Democracy and Development: The Kerala People's Campaign for Decentralized Planning*, Rowman & Littlefield, 2002
- Herring, Ronald J., *Land to the Tiller: Political Economy of Agrarian Reform in South India*, Oxford University Press, Delhi, 1983.
- Jeffrey, Robin, *Politics, Women and Wellbeing: How Kerala Became 'A Model'*, Oxford University Press, Delhi, 2001.
- Lieten, George K., *The First communist Ministry in Kerala*, K.P Bagachi & Co., Calcutta, 1982.
- Oommen, M.A., *Rethinking Development: Kerala's Development Experience*, Institute of Social Sciences & Concept Pub. Co, Delhi, 1999.
- Osella, Filippo & Caroline Osella, *Migration, Modernity and Social transformation in South Asia*, Sage Publications, New Delhi, 2004.
- Varghese, T.C., *Agrarian Change and Social Consequences*, Allied Publishers Bombay, 1970.

**Recommended Reading:**

- Koshy, M.J., *The Last days of Monarchy in Kerala*, Kerala Historical Society, Trivandrum, 1973.
- Baker, C.J. and Washbrook, D.A, (eds.), *South India: Political Institutions and Political Change 1880-1940*, Mac Millan Co. of India, Delhi, 1975.
- Balakrishnan, P.K., *Sreenarayanaguru, Kerala*, Sahitya Academy, Thrissur, 2000.
- Frykenburg, R. (ed.), *Land control and social structure in Indian History*, The University of Wisconsin Press, USA, 1969.
- Kunju, Ibrahim A.P., *Mappila Muslim of Kerala: Their History And Culture*, Sandhya Publications, Thiruvananthapuram, 1989.
- Jeffrey, Robin, *Decline of Nair Dominance: Society and Politics in Travancore 1847- 1908*, South Asia Books, Columbia, 1994.
- Kurup, K.K.N (ed), *New Dimensions in South Indian History*, Association for Peasant Studies, Calicut, 1996.
- Kurup, K.K.N, *History of Agrarian struggles in Kerala*, CBH Publications, Trivandrum, 1989.

- Kurup, K.K.N,*Modern Kerala: Studies in Social and Agrarian Relations*, South Asia Publications, Hongkong,1988.
- Ludden, David,*Peasant History in South India*, Princeton University Press, USA, 1985.
- Mathew,George, *Communal Road to Secular Kerala*, Concept Publishing Co, Delhi, 1990.
- Mayer,Adrian, C, *Land and Society Malabar*, Oxford University Press, Delhi, 1952.
- Menon, A. Sreedhara,*Kerala History and Its Makers*, D.C Books,Kottayam,1987.
- Menon, A. Sreedhara,*Triumph and Tragedy in Travancore*, Current Books, Kottayam, 2001.
- Nair, K.Ramachnadrn,*The History of Trade Union Movement in Kerala*, Kerala Institute of Labour and Employment in association with Manak Publications, Delhi,2006.
- Osella,PhilippoandCarolineOsella,*Social Mobility in Kerala- Modernity and Identity in Conflict*, Pluto Press, Chicago, 2000.
- Washbrook,D.A,*Emergence of Provincial Politics; Madras Presidency 1870-1920*, Cambridge University Press,Cambridge,2008.

## **SEMESTER 4**

## **MAHIS04C09: THEORY AND METHOD IN HISTORIOGRAPHY**

**Credits: 4**

### **Course Objectives**

The course aims to impart key concepts of historical research. A preliminary knowledge in historical theory and techniques of research are essential for preparing a research monograph. The course enables the students to undertake research leading to preparation of a project, research monograph or a research paper.

### **Course Outcome**

Students become familiar with latest trend in historiography. They also get theoretical knowledge and practical training in research methodology enabling them to undertake research projects and prepare research papers.

### **MODULE 1**

Concept of Research in History – Scientific methods applied in research – Heuristics and hermeneutics – Textual analysis – Quantitative and Qualitative methods – Deductive and inductive reasoning – Interdisciplinary approach – Oral history research.

### **Module Outcome**

Students learn the essentials of historical research, methodology of research and methods of data collection.

### **MODULE 2**

The Process of Research – Selection of research problem – Research plan and working hypothesis – Collection of data – Web resources – Objectivity and bias – Plagiarism – Citations and style guides – Bibliography – Glossary and index – Political, Economic and Cultural History – Oral, Gender and Environmental History – Local history.

### **Module Outcome**

Students learn the basic components of research and the techniques and guidelines that are to be followed.

### **MODULE 3**

Historiographic Trends – Greco-Roman – Medieval Christian tradition – Arab historiography – Ancient China – Itihasa-Purana tradition of India – Enlightenment historiography – Rankean School – Marxist History – Neo-Marxists – Annales School – Subaltern studies.

### **Module Outcome**

Students understand the prominent historiographic trends as well as the concept of research popular in different parts of the world.

### **MODULE 4**

Theoretical Perspectives – Cartesianism – Positivism – Romanticism and Idealism – Historical Materialism – Structuralism – Postmodernism – New Historicism – Orientalism.

### **Module Outcome**

Students identify the major theoretical models related to historical research and get updated in current historical theory.

## **Module 1: Lecture Plan**

### **Week 1:**

#### **Topics:**

1. Concept of Research in History
2. Scientific methods applied in research
3. Heuristics
4. Hermeneutics

#### **Assignment:**

Discuss the basic concepts/methods of research in History.

### **Week 2**

#### **Topics:**

5. Textual analysis
6. Content analysis
7. Qualitative method
8. Quantitative method

#### **Assignment:**

Examine the different methods of data analysis in History

### **Week 3**

#### **Topics:**

9. Reasoning in History
10. Deductive reasoning
11. Inductive reasoning
12. Conjecture in History

#### **Assignment:**

Assess the role of reasoning in Historical research.

### **Week 4**

#### **Topics:**

13. Interdisciplinary approach
14. Multidisciplinary approach
15. Oral tradition
16. Oral history

#### **Assignment:**

Evaluate the possibilities of Inter/multidisciplinary method in Historiography.

### **Compulsory Reading:**

Cicourel, Aron. V. (ed), *Advances in Social Theory and Methodology*, Routledge, London, 2017.

Himmelfarb, Gertrude, *The New History and the Old*, Harvard University Press, Harvard, 1987.

Jacques, Barzun and Graff, Henry F, *The Modern Researcher*, Harcourt, Brace and World, 1970.

Marwick, Arthur, *The New Nature of History*, Mac Millan, London 1998

Thompson, J.W, *A History of Historical Writings 2 vols*, The Macmillan Company, Canada, 1942.

## **Module 2: Lecture Plan**

### **Week 1**

#### **Topics:**

17. Importance of research in History
18. How to select a research problem
19. Research plan and synopsis
20. Working Hypothesis

#### **Assignment:**

Point out the preliminary steps to be followed in historical research.

### **Week 2**

#### **Topics:**

21. Research data: categories
22. Web resources
23. Objectivity and Bias
24. Plagiarism

#### **Assignment:**

Examine how objectivity in research could be guaranteed.

### **Week 3**

#### **Topics:**

25. Citations
26. Style guides
27. Bibliography
28. Glossary and Index

#### **Assignment:**

Evaluate the importance of citation/reference in research.

### **Week 4**

#### **Topics:**

29. Political/social History
30. Cultural History
31. Gender/ Environmental History
32. Local History



**Assignment:**

Identify various branches of history and find out the new/emerging areas.

**Compulsory Reading:**

Berry, R., *The Research Project: How to Write It*, Ralph Berry Books, London, 1994.

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

Jonathan, Anderson, *Thesis and Assignment: Writing*, John Wiley & Sons, Brisbane, 1994.

Ladurie, Immanuel Le Roy, *The Mind and Method of the Historian*, University of Chicago Press, 1981.

**Module 3: Lecture Plan****Week 1****Topics:**

33. What is Historiography?
34. Greek historiography
35. Roman historiography
36. Medieval Christian tradition

**Assignment:**

Analyze the evolution of historiography in the ancient period.

**Week 2****Topics:**

37. Arab Historiography
38. Chinese historical tradition
39. Itihasa-Purana tradition of India
40. Medieval Indian historical tradition

**Assignment:**

Compare and contrast various historiographical traditions of the world.

**Week 3****Topics:**

41. Enlightenment Historiography
42. Berlin revolution
43. Rankean School
44. Marxist Historiography

**Assignment:**

Discuss the evolution of historiography from Enlightenment to the Marxist.

**Week 4****Topics:**

45. Neo Marxist School
46. Annales historiography
47. Microhistory

## 48. Subaltern Studies

### **Assignment:**

Identify the various post-Marxist Historiographic schools.

### **Compulsory Reading**

Anderson, Perry, *In the Tracks of Historical Materialism*, Verso Books, United Kingdom, 1985.

Breisach, Ernst, *Historiography: Ancient, Medieval, and Modern*, University of Chicago Press, Chicago, 1983.

Drosse, Francois, *A History of the Annales*, University of Minnesota Press, 1998.

Isiah, Berlin, Vico and Herder, *Historical Inevitability*, Auguste Comte Memorial Trust, Lecture No. 1, London, 1959.

Kelley, Donald, R., *Faces of History: Historical Inquiry from Herodotus to Herder*, Yale University Press, New Haven, 1998.

Pargiter, F.E, *Ancient Indian Historical Traditions*, Oxford University Press, London, 1922.

## **Module 4: Lecture Plan**

### **Week 1**

#### **Topics:**

- 49. Theory and history
- 50. Cartesianism
- 51. Anti-Cartesianism
- 52. Positivism

### **Assignment:**

Analyze the contribution of Auguste Comte towards positivist Theory.

### **Week 2**

#### **Topics:**

- 53. Romanticism
- 54. Romanticism in literature and architecture
- 55. Idealism
- 56. Eastern and western idealism

### **Assignment:**

Explain the impact of idealism on historical thinking.

### **Week 3**

#### **Topics:**

- 57. Historical Materialism
- 58. Materialist interpretation of history
- 59. Structuralism
- 60. Urban Structuring

### **Assignment:**

Assessthe influence of Historical Materialism in social theory/historiography.

#### **Week 4**

#### **Topics:**

61. Postmodernism
62. Postmoder history
63. New Historicism
64. Orientalism

#### **Assignment:**

Evaluate the revolutionary changes that Postmodernism brought in historical research.

#### **Compulsory Reading:**

- Bloch,Marc, *The Historian's Craft*, Vintage, U.K, 1964.
- Collingwood, R.G, *The Idea of History*, Oxford University Press, London, 1994
- Elton, G. R, *Practice of History*, Sydney University Press, London, 1967.
- Guha,Ranajit, *Elementary Aspects of Peasant Insurgency in Colonial India*, Oxford, 1983.
- Guha, Ranajit, *History at the Limits of World History*, Columbia University Press, 2003.
- Jenkins,Keith, (Ed), *The Post Modern History Reader*, Routledge, London, 1997
- Ladurie, Emmanuel Le Roy,*Territory of the Historian*, Edward Everett Root,Brigton, 2017.
- Said, Edward,*Orientalism*, Pantheon Books, USA, 1978,
- Thaper, Romila, *The Past as Present: Forging Contemporary Identities Through History*, Aleph Book Company, New Delhi, 2014

#### **Recommended Reading:**

- Arnold,David, and David Hardiman (eds.), *Subaltern Studies VIII: Essays in Honour of Guha, Ranajit*,Oxford University Press India, New Delhi, 1994.
- Aymard,Maurice and HarbunsMukhia (Eds.), *French Studies in History*, Advent Books, USA, 1990.
- Banerjee, A.C, *Aspects of Rajput State and society*, Rajesh Publications, New Delhi, 1983.
- C.H. Philips (ed.), *Historians of India, Pakistan and Ceylon*, School of Oriental and African Studies, University of London, 1961.
- Carr, E. H,*What is History*, Macmillan& Co., London, 1969, Palgrave, Hampshire, 2001.
- Elliot,Henri and Dowson,Charles, *History of India as told by its own Historians*, 8 Vols, Nabu Press,CUP,2013.
- Fischer,D. A, *Historian's Fallacies, Towards a Logic of Historical Thought*, Harper and Row Publishers, New York, 1970
- Gaddis, John, Lewis, *The Landscape of History: How Historians Map the Past*, Oxford University Press, USA, 2004.
- Gordon, Stewart, *The Marathas1600-1818(The New Cambridge History of India)*, Cambridge University Press, Cambridge, 1998.
- Horkheimer,Max, *Between Philosophy and Social Science: Selected Early Writings*, MIT Press, Cambridge, 1995.
- Mukhia, Harbans,*Historians and Historiography in the Reign of Akbar*, Vikas Publishing House, Delhi,1976.

## **MAHIS04E05: SOCIAL HISTORY OF MODERN INDIA**

**Credits: 4**

### **Course Objective**

This course examines India's modernization under colonial conditions. It explores the trajectories of India's modernization process and the strength and weakness of India's encounter with modernity.

### **Course Outcome**

Students learn various conceptual categories like modernization, westernization, and Sanskritization, studies how a 'traditional India' coexist with the 'modern' eventoday and discusses the challenges before India's modernization in the context of the recent postmodernistdiscourses

### **MODULE 1**

Colonial Perception of India – concepts and stereotypes – 'Village India' – Self-sufficient, autarchic, isolated villages – Primitive and unchanging – 'Despotic India' – Asiatic Mode of Production and Oriental Despotism – 'Superstitious India' – Primitive character of caste and Hinduism – James Mill's History of British India – Missionary Perception – Charles Grant and others – India's poverty – Pax Britannica – Nationalist Response to Colonial Critique.

### **Module Outcome**

Students get an idea about colonial/orientalist construction of India's past and the various stereotypical notions developed during the process.

### **MODULE 2**

British impact on Indian society – Introduction of modern education – Reform of customs – William Bentinck and others – Abolition of Sati, female infanticide and child marriage – growth of press and printing – Rise of the middle class – Urbanization – migration – Demographic Changes – Growth of new intelligentsia – Origin of new professions and weakening of the caste system – colonial modernity.

### **Module Outcome**

Students understand the impact of colonial culture and ideology in shaping the world view of Indian people.

### **MODULE3**

Indian response to colonialism – Traditionalists and modernists – Social and religious reform movements – Concept of 'Indian Renaissance' – Ram Mohan Roy: the 'Father of Indian Renaissance' – Reformist and revivalist movements – Self-respect movements of Jyothiba Phule, Narayana Guru and Ramaswami Naicker – Progressive and revivalist movements among Indian Muslims – Reform movements and modernization of Indian society – Progressive and Reactionary roles – Reform movements and the rise of Indian nationalism – Their role in the growth of communalism.

### **MODULE4**

The Question of Dalits and Women – forms of Dalit oppression – caste and untouchability – Gandhi vs Ambedkar – reservation and its adversaries –women’s Associations – PanditaRamabhai – Brahmanical Patriarchy – Partha Chatterjee’s ‘Women Question’ thesis.

## **Module 1: Lecture Plan**

### **Week 1**

#### **Topics:**

1. Colonial Perception of India
2. Concepts and stereotypes
3. Village autarchy
4. Self-sufficient and isolated villages

#### **Assignment:**

Analyse various stereotypes developed in Colonial Perception of India.

### **Week 2**

#### **Topics:**

5. Concept of Unchanging India
6. Despotic India
7. Superstitious India
- 8 Primitive India

#### **Assignment:**

Debate: Primitive and unchanging India.

### **Week 3**

#### **Topics:**

9. Oriental Despotism
10. Asiatic Mode of Production
11. Caste in India
12. Pax Britannica

#### **Assignment:**

Discuss various stereo types on India - Oriental Despotism and AMP.

### **Week 4**

#### **Topics:**

13. James Mill’s History of British India
14. Concept of Hindu and Muslim India
15. Missionary perception of India
16. Nationalist Response to Colonial Critique

#### **Assignment:**

Analyse James Mill’s History of British India and its responses.

**Compulsory Reading:**

Kulke, Hermanne, *The State in India*, OUP, New Delhi, 1997.

Panikkar, K.N., *Culture, Ideology, Hegemony*, Tulika, New Delhi, 1995.

Telschler, Kate, *India Inscribed: European and British Writing on India*, OUP, New Delhi, 1997.

Thapar, Romila, *Past and Prejudice*, NBT, New Delhi, 1994.

Thapar, Romila, Harbans Mukhya and Bipan Chandra, *Communalism and the Writing of Indian History*, Peoples Publishing House, Bombay, 1967.

**Module 2: Lecture Plan****Week 5****Topics:**

17. British impact on Indian society
18. Modern education
19. Reform of customs
20. Reform of William Bentinck

**Assignment:**

Assess the impact of the British on Indian society.

**Week 6****Topics:**

21. Growth of press and printing
22. Enlightenment in India
23. Rise of new intelligentsia
24. Rise of the middle class

**Assignment:**

Examine the factors which led to the rise of the Middle Class in India.

**Week 7****Topics:**

25. Urbanization
26. Migration
27. Demographic Changes
28. Social changes

**Assignment:**

Analyse how urbanization and migration changed the cultural landscape of India.

**Week 8****Topics:**

29. Origin of new professions
30. Weakening of the caste system
31. Colonial modernity

## 32. Limits of Colonial modernity

### **Assignment:**

Discuss the development of colonial modernity in india.

### **Compulsory Reading:**

Pathak, Abijith, *Indian Modernity*, Gyan Publishing House, New Delhi, 1998.

Sen, Amiya P, *Social and Religious Reform: The Hindus of British India*, OUP, 2005.

Chandra, Bipan, *Rise and Growth of Communalism in Modern India*, Har Anand Publishers, 2009.

Chandra, Bipan, *India's Struggle for Independence*, Penguin, New Delhi, 2016.

Desai, A.R., *Social Background of Indian Nationalism*, Sage, New Delhi, 2019.

## **Module 3: Lecture Plan**

### **Week 9**

#### **Topics:**

- 33 Indian responses to colonial challenge
34. Social and religious reform movements
35. Traditionalists and modernists
36. Concept of Indian Renaissance

#### **Assignment:**

Analyse Indian Renaissance as colonial impact.

### **Week 10**

#### **Topics:**

37. Ram Mohan Roy: the 'Father of Indian Renaissance'
38. Arya Samaj and Ramakrishna Mission
39. Reform vs revival
- 40 Self-respect movements

#### **Assignment:**

Compare and contrast various reform movements of British India.

### **Week 11**

#### **Topics:**

41. Jyothiba Phule
42. Narayana Guru
43. Ramaswami Naicker
- 44 Ayyankali

#### **Assignment:**

Analyse the nature of self-respect movements in India.

## **Week 12**

### **Topics**

45. Reform and modernization
46. Progressive and Regressive roles
47. Rise of Indian nationalism
48. Growth of communalism

### **Assignment:**

Discuss the impact of Reform movements on Indian society.

### **Compulsory Reading:**

Chandra, Bipan, *Rise and Growth of Communalism in Modern India*, Har Anand Publishers, 2009.

Chandramohan, P, *Development Modernity in Kerala: SNDP Yogam and Social Reform*, Balaji Books, New Delhi, 2019.

Jones, Kenneth, W, *Socio Religious Reform Movements in British India*, Cambridge, New Delhi, 1998.

Sarkar, Sumit, *Beyond Nationalist Frames. Relocating Postmodernism*, Hindutva, History, Permanent Black New Delhi, 2002

Sarkar, Sumit, *Writing Social History*, OUP, New Delhi, 1997 .

Sen, Amiya P, *Social and Religious Reform: The Hindus of British India*, OUP, 2005.

## **Module 4: Lecture Plan**

## **Week 13**

### **Topics:**

49. Dalits in India
50. Forms of Dalit oppression
51. Dalit vs Brahmin
52. Dalit literature

### **Assignment:**

Examine the question of Dalit oppression and its literary expression.

## **Week 14**

### **Topics:**

53. Women in India
54. Women's issues
55. Patriarchy
56. Women's writings

### **Assignment:**

Discuss the question of women's oppression in India.

## **Week 15**



**Topics:**

57. Caste and untouchability
58. Gandhi vs Ambedkar
59. Reservation issue
60. Anti-reservation drive

**Assignment:**

Examine Gandhian and Ambedkarist methods of dalit emancipation.

**Week 16****Topics:**

61. Women's radicalism
62. Pandita Ramabhai
63. Concept of Brahmanical Patriarchy
64. Partha Chatterjee's 'Women Question' thesis

**Assignment:**

Discuss the 'Women Question' thesis.

**Compulsory Reading:**

- Burke, Peter, *History and Social Theory*, University of Cambridge, Cambridge, 1993.
- Chakravarti, Uma, *Conceptualizing Brahmanical Patriarchy*, Critical Quest, New Delhi, 2013
- Forbes, Geraldine, *Women in Modern India*, Cambridge University Press, Cambridge, 2008.
- Omvedt, Gail, *Dalits and Democratic Revolution: Dr. Ambedker and Dalit Movement in India*, Sage Publications, New Delhi, 1994.
- Robb, Peter, *Dalit Movements and the Labour in India*, Oxford University Press, Delhi, 1993.

**Recommended Reading:**

- Forbes, Geraldine, *Women in Modern India*, Cambridge University Press, Cambridge, 2008.
- Ghosh, S.C., *The History of Education in Modern India*, Orient Longman, Hyderabad, 1995.
- Jones, Kenneth W., *Socio Religious Reform Movements in British India*, Cambridge, New Delhi, 1998.
- Murthy, J. Krishna (ed.), *Women in Colonial India: Essays on Survival, Work and the State*, Oxford University Press, India, 1989.
- Omvedt, Gail, *Dalits and Democratic Revolution: Dr. Ambedker and Dalit Movement in India*, Sage Publications, New Delhi, 1994.
- Pathak, Abijith, *Indian Modernity*, Gyan Publishing House, New Delhi, 1998.
- Rao, Anupama (ed.), *Gender and Caste, (Vol. 1) Issues in Contemporary Indian Feminism*, Sage, New Delhi, 1995.
- Singha, Radhika, *A Despotism of Law. Crime and Justice in Early Colonial India*, OUP, New Delhi, 1998.

### **Course Objectives**

As an emerging area of study and research, students should equip themselves with the basic ideas and methods in conducting studies on Local History. The course aims at preparing students with the necessary skills in undertaking local history research.

### **Course Outcome**

Students get acquainted with a new branch of history and research. They are trained in the basic concepts and techniques of writing local history and realize the importance of local history in the context of globalization/cultural resistance and develop skills related to local history research such as fieldwork, micro-level data collection, oral history research, etc.

### **MODULE 1**

Concept of Local History – Origins – Annales School – W.G Hoskins – Le Roy Ladurie – Local History as Total History – Cultural resistance to Globalization – Search for identity – Local History and Micro- history.

### **Module Outcome**

Students learn the origin of Local History on a world context and understand its importance as self-assertion against domineering western cultural imperialism.

### **MODULE 2**

Kinds of Local History – Topographic studies – County history – Parish history – Town history – Family history – Urban history – Landscape history – Regional History and Heritage studies.

### **Module Outcome**

Students learn about various types of local history practised all over the world.

### **MODULE 3**

Source and Method – Archives and Archaeology – Architecture – Literature – Panchayath and village records – Family records – Letters, diaries, pamphlets, photographs – Place names – Alternate evidences – Oral sources – Myths, legends and proverbs – Individual and collective memory – Culture as embedded history – Methods of data collection – Fieldwork and interview – Participant observation.

### **Module Outcome**

Students realize the difference of local history research and identify the various kinds of (and non-conventional) methods pursued in it.

### **MODULE 4**

Local history research in Kerala – *Vaniyamkulam Panchayath Vijnaneeyam* by N.M. Nambutiri – *TirurangadiGramacharithram* by K.N. Ganesh – *Kasargod: CharithravumSamuhavum* by C. Balan – Preparation of a project.

### **Module 1: Lecture Plan**

## **Week 1**

### **Topics:**

1. Defining Local History
2. Conceptualizing Local History
3. Origin of the concept
4. Evolution of Local History

### **Assignment:**

Define Local History and trace out its evolution as a new discipline.

## **Week 2**

### **Topics:**

5. Historical Geography
6. Landscape history
7. Mentality studies
8. Rural/village history

### **Assignment:**

Examine the new trends which radicalized local history research.

## **Week 3**

### **Topics:**

9. Annales School
10. Lucien Lefebvre and Marc Bloch
11. Immanuel Le Roy Ladurie
12. W.G Hoskins

### **Assignment:**

Discuss the role of Annales School in promoting local history.

## **Week 4**

### **Topics:**

13. Local History as Total History
14. Local History as Cultural resistance
15. Local History as search for identity
16. Local History and Micro-history

### **Assignment:**

Analyze the significance of Local History in the context of Globalization.

### **Compulsory Reading:**

Becket, John, *Writing Local History*, Manchester University Press, Manchester, 2007.

Brooks, James F., Christopher De Corse and John Walton (eds.), *Small Worlds: Meaning and Narrative in Microhistory*, School for Advanced Research Press, Santa Fe, 2008.

Burke, Peter, *The French Historical Revolution: The Annales School 1929-2014*, Polity Press, Cambridge, 2015.

Ladurie, Immanuel Le Roy, *The Territory of the Historian*, Edward Everett Root, UK, 2017.

Magnusson, Sigurour, and Istvan M. Szijarto, *What is Microhistory? Theory and Practice*, Routledge, London, 2013.

## **Module 2: Lecture Plan**

### **Week 1**

#### **Topics:**

17. Relevance of Local History
18. Use of Local History
19. Strength of Local History
20. Limits of Local History

#### **Assignment:**

Prepare a topographic map and mark heritage monuments of your region.

### **Week 2**

#### **Topics:**

21. How to select a research problem
22. Selection of a unit of study
23. Objectives of study
24. Fixing the Hypothesis

#### **Assignment:**

Explain how a research area in Local History is being selected.

### **Week 3**

#### **Topics:**

25. Classification of Local History
26. Topographic studies
27. Urban History
28. County history/village studies

#### **Assignment:**

Prepare a list of various categories of local history.

### **Week 4**

#### **Topics:**

29. Kinds of Local History: Parish history
30. Kinds of Local History: Family History
31. Kinds of Local History: Regional history
32. Kinds of Local History: Heritage Studies

#### **Assignment:**

Examine Local History as small/micro/thick/total history.

### **Compulsory Reading**

Becket, John, *Writing Local History*, Manchester University Press, Manchester, 2007.

Cammen, Karol, *On Doing Local History*, Rowman & Littlefield, Maryland, 2014.

Burke, Peter (ed.), *New Perspective on Historical Writing*, Polity Press, Cambridge, 1991.

## **Module 3: Lecture Plan**

### **Week 1**

#### **Topics:**

- 33. Kinds of Sources for local history
- 34. Local Archives
- 35. Archaeological evidence
- 36. Architecture and built-environment

**Assignment:**

Identify prominent primary sources for preparing local history of your region.

**Week 2**

**Topics:**

- 37. Literary evidences
- 38. Panchayat and village records
- 39. Family records
- 40. Letters, diaries, memoirs, photographs

**Assignment:**

Discuss the importance of various kinds of literature in writing Local History.

**Week 3**

**Topics:**

- 41. Place names as research data
- 42. Oral evidences
- 43. Myths and Legends
- 44. Autobiographical narratives

**Assignment:**

Identify the various non-conventional sources and examine their use-value in Local History writing.

**Week 4**

**Topics:**

- 45. Methods of Local History research
- 46. Field study/field walking/site visits
- 47. Visit of local libraries/archives/repositories
- 48. Interviews/observation/participation

**Assignment:**

Analyze the various methods of Local History Research.

**Compulsory Reading:**

Burke, Peter, *History and Social Theory*, Cornell University Press, 2005.

Carson, Diana, C, *Publish a Local History: A Step-by-Step Guide from Finding the Right Project to Finished Book*, Iron Gate Publishing, 2015.

Panikkar, K.N, "Pradesam, Rastram, Lokam: Pradesika Charitra Rachanku Oru Amukham", in *Kadathanadinte Sahitya Parambaryam* (Malayalam), Current Books, Kottayam, 2007.

**Module 4: Lecture Plan**

**Week 1**

**Topics:**

49. Prominent works on Local History
50. Lucien Lefebvre and *Writings on cities*
51. Marc Bloch and *French Rural History: An Essay on its Basic Characteristics*
52. Ledurie and *The Territory of the Historian*

**Assignment:**

Read the major works on local historical research and prepare note on the method of local history research.

**Week 2**

**Topics:**

53. *Vaniyamkulam Panchayath Vijnaneeyam* by N.M. Nambutiri
54. Content of the work
55. Methodology
56. Limitations of the study

**Assignment:**

Review *Vaniyamkulam Panchayath Vijnaneeyam* by N.M. Nambutiri.

**Week 3**

**Topics:**

57. *Tirurangadi Gramacharithram* by K.N. Ganesh
58. Content of the work
59. Methodology
60. Limitations of the study

**Assignment:**

Review *Tirurangadi Gramacharithram* by K.N. Ganesh.

**Week 4**

**Topics:**

61. *Kasargod: Charithravum Samuhavum* by C. Balan.
62. Content of the work
63. Methodology
64. Limitations of the study

**Assignment:**

Review *Kasargod: Charithravum Samuhavum* by C. Balan.

**Compulsory Reading:**

Balan, C., *Kasargod: Charithravum Samuhavum*, Kasargod district Panchayat, Kasargod, 2001.

Carson, Diana C., *Publish a Local History: A Step-by-Step Guide from Finding the Right Project to Finished Book*, Iron Gate Publishing, 2015.

Ganesh, K.N., *Locality and Culture in Kerala history: the Case of Tirurangadi*, University of Calicut, Publication Division, 2010.

Nambutiri, N.M., *Vaniyamkulam Panchayath Vijnaneeyam*, Part.1, Kerala Council for Historical Research, Thiruvananthapuram, 2001.

**Recommended Reading:**

- Adorno, Theodore, *The Culture Industry, Selected Essays on Mass Culture*, Routledge, London, 1991.
- Barthes, Ronald, *Image, Music, Text*, Fontana Press, London, 1997.
- Braudel, F., *Mediterranean, The Mediterranean World in the age of Philip II*, Harper & Row, New York, 1972.
- Ganesh, K.N., *Pradhesika Charithra Rachana*, Kerala Sashtira Sahithya Parishat, Kollam, 1996.
- Hey, David, *Local Family History*, Oxford University Press, London, 1996.
- Ludden, David, *Early Capitalism and Local History in South India*, Oxford University Press, Delhi, 2006.
- Vincent P.J. and A.M. Shinas (eds.), *Local History: Explorations in Theory and Method*, Kozhikode, 2009.
- Rahman, Mujeebu, M.P., (ed.), *The Locale Speak: Papers in Local History*, University of Calicut Publication Division, Calicut, 2009.
- Thompson, Paul, *Voice of the Past* in Robert Perks & Alistair Thomson (eds.), *The Oral History Reader*, Routledge, London, 1998.
- Tiller, Kate, *English Local History: An Introduction*, Alan Sutton, USA, 1992.

## **MAHIS04E07: ARCHIVAL STUDIES**

**Credits: 4**

### **Course Objectives**

This course imparts the basics of Archival Studies such as the techniques and methods of collecting, managing, conserving and documenting manuscripts and rare documents.

### **Course Outcome**

Students learn theoretical knowledge and methodological skills in Archival research and documentation.

### **MODULE 1**

Introduction – Definition, scope and key concepts – documents, records and manuscripts– Characteristics and significance of archival records – Basic functions of archives – Accession – Expert Maintenance – Preservation – Exploitation of records.

### **Module Outcome**

Students get basic knowledge in the structural and functional aspects of an archive.

### **MODULE 2**

Archives – its administrative, historical cultural and intellectual value – Similarities and differences between Archives and Libraries – Public and Private Archives – Merits and demerits of archival sources – Different classes of records– Emergence of archives keeping in the modern world – National Archives of India, its growth and activities – Kerala State Archives and its regional repositories.

### **Module Outcome**

Students learn various aspects related to Archives such as its value, types, kinds of documents, method of archives keeping, functions of National and regional archives, etc.

### **MODULE 3**

Introduction to Records Management and filing system in a govt office – Archivist as the safe custodian of Archival document – Qualities and duties of an archivist – Appraisal and transfer of records to archives – The principle of archival management – Preparation of reference media – Record retention schedule – Servicing of records – Requirements of a departmental archival record room – Implementation of archival legislation – International Council of Archives – Indian Historical Records Commission – Digitalization of records.

### **Module Outcome**

Students understand the methods of record management, functions of an archivist, legal aspects of records keeping, etc.

### **MODULE 4**

Introduction to conservation of records – Factors for the deterioration of archival records – Physical, biological & chemical – General rules for the repair of records – Control of deterioration – preventive measures and conservative measures – Different stages and techniques in preservation – Conservation of palm leaf manuscripts.



## **Module Outcome**

Students learn various methods used to conserve/preserve documents and to prevent the deterioration of archival records.

## **Module 1: Lecture Plan**

### **Week 1**

#### **Topics:**

1. Archives: the concept
2. Archives: Definition
3. Archives: its scope
4. Archives: its research value

#### **Assignment:**

Assess the importance of Archives in historical research.

### **Week 2**

#### **Topics:**

5. Kinds of Records in an Archive
6. Government Records
7. Media records
8. Manuscripts

#### **Assignment:**

Give an account of the various kinds of records kept in an Archive.

### **Week 3**

#### **Topics:**

9. Significance of archival records
10. Reference
11. Preservation
12. Research

#### **Assignment:**

Evaluate the significance of Archives in preserving and utilizing records.

### **Week 4**

#### **Topics:**

13. Functions of archives
14. Accession
15. Maintenance/preservation
16. Exploitation

#### **Assignment:**

Visit a regional archive and observe its functions.

### **Compulsory Reading:**

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

Schellenberg, T.R., *Modern Archives: Principles and Techniques*, The Society of American Archivists, Chicago, 2003.

Wilson, Barbara, *Information Technology: The Basics*, Thomson Learning, Canada, 1996.

## **Module 2: Lecture Plan**

### **Week 1**

#### **Topics:**

17. Various roles of Archives
18. Administrative role
19. Historical/cultural value
20. Intellectual value

#### **Assignment:**

Specify the various roles/values of archives.

### **Week 2**

#### **Topics:**

21. Archives vs Libraries
22. Similarities
23. Differences
24. Merits and limitations of archives/libraries

#### **Assignment:**

Compare and contrast archive and a library.

### **Week 3**

#### **Topics:**

25. Private and Public Archives
26. State archives and archives of individuals/institutions
27. Origin of archive keeping
28. Historical evolution of archive keeping

#### **Assignment:**

Visit a private archive and observe its structure and functioning.

### **Week 4**

#### **Topics:**

29. National Archives of India: structure
30. National Archives of India: functions
31. State Archives of Kerala: structure and function
32. Regional Archives: structure and function

#### **Assignment:**

Write a note on various archives and evaluate their structure and functioning.

#### **Compulsory Reading:**

Raj, M. Sundara, *A Manual of Archival Systems and the world of Archives*, Siva Publications, Chennai, 1999.

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

## **Module 3: Lecture Plan**

## **Week 1**

### **Topics:**

33. Records management in government offices
34. Filing system
35. Qualities of an archivist
36. Duties/Functions of an archivist

### **Assignment:**

Assess the nature of filing system in a government/private institution.

## **Week 2**

### **Topics:**

37. Methods of archival management system
38. Appraisal of records
39. Transfer of records
40. Preparation of index

### **Assignment:**

Prepare a note on archival management system.

## **Week 3**

### **Topics:**

41. Departmental archival record room: Requirements
42. Record retention schedule
43. Servicing of records
44. Digitilization of archives

### **Assignment:**

Find out various administrative/legal formalities related to archive.

## **Week 4**

### **Topics:**

45. Archive and legal formalities
46. International Council of Archives
47. Indian Historical Records Commission
48. Archives in the new era

### **Assignment:**

Write a brief note on Digitilization of archives.

### **Compulsory Reading:**

Raj, M.Sundara, *A Manual of Archival Systems and the world of Archives*, Siva Publications, Chennai, 1999.

Ritzenthaler, Mary Lynn, *Preserving Archives and Manuscripts, Archival Fundamentals Series*, Chicago: SAA, 1993.

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

## **Module 4: Lecture Plan**

### **Week 1**

#### **Topics:**

49. Deterioration of archival records
50. Physical factors
51. Biological factors
52. Chemical factors

**Assignment:**

Identify the factors that are responsible for deterioration of archival records.

**Week 2**

**Topics:**

53. General rules for the repair of records
54. Control of deterioration
55. Preventive measures
56. Conservative measures

**Assignment:**

Explain the general rules adopted for the repair of archival records.

**Week 3**

**Topics:**

57. Techniques of archival preservation
58. Stages of preservation
59. Preservation technique of palm leaf documents
60. Preservation technique of paper/print materials

**Assignment:**

Analyze the various methods followed in preserving archival documents

**Week 4**

**Topics:**

61. Practical study: Appraisal of Mooshakavamsa Kavya
62. Practical study: Appraisal of Keralolpathi
63. Practical study: Appraisal of Payyannur Pattu
64. Practical study: Appraisal of Koodali Granthavari

**Assignment:**

Prepare a list of manuscripts discovered from various parts of north Malabar.

**Compulsory Reading**

- Bellardo, Lewis, *A Glossary for Archivists, Manuscript Curators and Records*, Society of American Archivists, USA, 1992.
- Raj, M. Sundara, *A Manual of Archival Systems and the World of Archives*, Siva Publications, Chennai, 1999.

**Recommended Reading:**

- Alexis and Mathews Leon, *Fundamentals of Information Technology*, Vikas Publishing, Noida, 2009.
- Bangia, Ramesh, *Learning Computer Fundamentals*, Khanna Book Publishing Co, Delhi, 2010.
- Beekman, George, & Eugene Rathswoh, *Computer Confluence*, Oregon State University, Corvallis, 2003.
- Rajaraman, V, *Introduction to Information Technology*, Pearson Prentice Hall, India, 2018.

## **MAHIS04001: DIGITAL HUMANITIES**

**Credits: 4**

### **Course Objectives**

The course aims to impart theoretical and application level knowledge in digital humanities and help to build skills in developing, using and evaluating digital humanities' projects, methods, and tools.

### **Course Outcome**

Through the course students acquire relatively good technological and web-using skills. They acquire experience in managing a team-based digital humanities project.

### **MODULE 1**

Digital Humanities – Meaning – Fundamentals of Digital Humanities – Taxonomy of Digital Humanities – Research Activities – History and Theory of Digital Humanities – Humanities and Digital Humanity – Values of Digital Humanities.

### **Module Outcome**

Students get an introductory knowledge in the relatively less familiar field of digital humanities such as its fundamentals and theoretical aspects.

### **MODULE 2**

Digital Humanities & Other Disciplines – Digital History – Digital Literature etc. – Culture and Digital Humanities – Digital Humanities and Cultural Heritage – Digital Humanities and Academic Changes – Global Digital Humanities Communities – Teaching and learning of public communities.

### **Module Outcome**

Students assess the scope of digital humanities in relation to other disciplines and discuss its relevance in the study of culture, heritage, education and global digital communities.

### **MODULE 3**

Digital Humanities Data base – Digital Humanities Archives – Digital Humanities Library – Digital Humanities Media – Wikipedia and Global Culture– Digital Humanities Websites– Blogs – Digital Humanities Images – Designing – Citation – Videos – GIS Mapping – Vlogs – Podcasts – Blackboard Blog – Digital Humanities Article Posting – Word Press Blog – Preserving Digital Humanities.

### **Module Outcome**

Students learn to collect digital sources related to digital humanities and gain the skill for preserving the data in digital form.

### **MODULE 4**

Project Work – Preparation of a Project from any area of your interest by using digital tools.

### **Module Outcome**

Students learn to apply the skills they acquired to prepare a project/article, through various tools/applications like digital data-processing, visualizing, interpreting, managing and presenting.

## **Module 1: Lecture Plan**

### **Week 1**

#### **Topics:**

1. Meaning of DH
2. Significance of DH
3. Fundamentals of DH
4. Basic components of DH

#### **Assignment:**

Prepare a note on the essential traits of digital humanities.

### **Week 2**

#### **Topics:**

5. DH: content
6. DH: ideology
7. DH: taxonomy
8. DH: glossary

#### **Assignment:**

Prepare a note on digital humanities and its relevance in social science research.

### **Week 3**

#### **Topics:**

9. Research value of DH
10. DH and research methods
11. History of DH
12. Theoretical aspects of DH

#### **Assignment:**

Analyze how a digital humanity is related to history.

### **Week 4**

#### **Topics:**

13. DH as an academic discipline
14. DH and social sciences
15. DH and teaching/research
16. DH and online publishing

#### **Assignment:**

Assess the value of digital humanities as an academic discipline.

### **Compulsory Reading:**

Gold, Matthew K (ed.), *Debates in the Digital Humanities*, University of Minnesota Press, 2012.

Schreibman, Susan, Ray Siemens, and John Unsworth (eds.), *A Companion to Digital Humanities*, Blackwell, London, 2004.

*Taxonomy of Digital Humanities Research Activities (TaDiRAH)*

<https://github.com/dhtaxonomy/TaDiRAH/blob/master/reading/activities.md>

## **Module 2: Lecture Plan**

### **Week 1**

#### **Topics:**

17. DH & Other Disciplines
18. DH&History
19. DH and Digital technology
20. DH and its tools

#### **Assignment:**

Prepare a note on the relationship between Digital Humanities and Digital History.

### **Week 2**

#### **Topics:**

21. DH and Digital Archives
22. DH and Digital culture
23. DH and Textual mining
24. DH and visualization

#### **Assignment:**

Write a note on Digital Humanities and Digital Culture

### **Week 3**

#### **Topics:**

25. DH and Cultural Heritage
26. DH and Cultural analytics
27. DH and visual media
28. DH and quantitative analysis

#### **Assignment:**

How Digital Humanities is useful to the existing academic field-Comment.

### **Week 4**

#### **Topics:**

29. Global DH Communities
30. Global DH Communities in India
31. Teaching and learning of public communities
32. Public communities in India

#### **Assignment:**

Point out the value of Digital Humanities to society.

### **Compulsory Reading**

Alan, Liu, (2009), *Digital Humanities and Academic Change*, English Language Notes 47: 17–35

Burdick,Drucker, Johanna Lunenfeld, PeterPresner and Jeffrey Schnapp, “Humanities to Digital Humanities” in *Digital Humanities*, MIT Press, 2012, pp. 121–136.

Cohen,Daniel J, and Roy Rosenzweig, *Digital History: A Guide to Gathering, Preserving, and Presenting the Past on the Web*, University of Pennsylvania Press, 2006.

Isabel, Galina, *Is There Anybody Out There? Building a Global Digital Humanities Community*, Lecture delivered at DH2013 Conference, University of Nebraska, Lincoln, 2013.

James, Boyle,*The Public Domain: Enclosing the Commons of the Mind*, Yale University Press, 2008.

### **Module 3: Lecture Plan**

#### **Week 1**

##### **Topics:**

- 33. DH Data base
- 34. DH Archive
- 35. DHLibrary
- 36. DHMedia

##### **Assignment:**

Discuss the various forms ofDigital Humanities data base.

#### **Week 2**

##### **Topics:**

- 37. DHMedia
- 38. Wikipedia
- 39. Websites
- 40. Blogs

##### **Assignment:**

Prepare a note on different forms of Digital Humanities Media.

#### **Week 3**

##### **Topics:**

- 41. DH Images
- 42. Videos
- 43. GIS Mapping
- 44. Vlogs and Podcasts

##### **Assignment:**

Examine different kinds of Digital Humanities Images.

#### **Week 4**

##### **Topics:**

- 45. DH Article Posting
- 46. Word Press Blog
- 47. Designing
- 48. Citation

##### **Assignment:**

Describe the process of designing in Digital Humanities.



### **Compulsory Reading**

Gregory, Ian, and Paul S. Ell, *Historical GIS: Technologies, Methodologies and Scholarship*, Cambridge University Press, Cambridge, 2007.

Kadushin, *Understanding Social Networks: Theories, Concepts, Findings*, Oxford University Press, Oxford, 2011.

Kretzschmar, William, A, Jr, *GIS for Language and Literary Study in Literary Studies in the Digital Age*, MLA, 2014.

### **Module 4: Lecture Plan**

#### **Week 1**

##### **Topics:**

49. Selection of Project topic-Discussion.
50. Selection of Project topic-Discussion.
51. Selection of Project topic-Discussion.
52. Selection of Project topic-Discussion.

##### **Assignment:**

Select a project topic of your interest and explain its relevance.

#### **Week 2**

##### **Topics:**

53. Methodology -Discussion.
54. Methodology -Discussion.
55. Methodology -Discussion.
56. Methodology -Discussion.

##### **Assignment:**

Prepare a note on the methods followed in project preparation.

#### **Week 3**

##### **Topics:**

57. Synopsis -Discussion.
58. Synopsis -Discussion.
59. Synopsis -Discussion.
60. Synopsis -Discussion.

##### **Assignment:**

Prepare a detailed synopsis of the project.

#### **Week 4**

##### **Topics:**

61. Project Preparation
62. Project Preparation
63. Project Preparation
64. Project Preparation

### **Recommended Reading**

Dougherty, Jack and Kristen Nawrotzki (eds.), *Writing History in the Digital Age*, University of Michigan Press, Michigan, 2013.

Roy, Rosenzweig and Clio Wired, *The Future of the Past in the Digital Age*, Columbia University Press, Columbia, 2011.

## **ELECTIVE COURSES**

## **MAHIS04E08: SCIENCE AND TECHNOLOGY IN INDIA**

**Credits: 4**

### **Course Objectives**

This course focuses on scientific and technological knowhow of ancient India and examines the continuity and change through the ages.

### **Course Outcome**

Students acquaint knowledge in traditional technology of India and Kerala and examine the potential for future use.

### **MODULE 1**

Origin and growth of science and technology – Indian experience – SHOT – Source materials – Literary and Archaeological – Pre-Historic – Indus – Vedic – Industries and Technology: Metallurgy, Glass and Stone bead making.

### **Module Outcome**

Students get an introductory view of the history of science and technology in India and the method by which it can be studied and researched.

### **MODULE 2**

Rise and growth of concepts – Panchabhutha or Doctrine of five elements – Theory of Atom and attributes of matter – Jain and Buddhist attitude – Jain and Buddhist astronomy – Mathematics – Ayur Veda – Caraka&Susruta– Astronomy – Aryabhata – Mathematics – Bhaskara I and Bhaskara II – Astrology – Varahamihira – Commentary – Calander – Coinage.

### **Module Outcome**

Students understand India's contribution to science and technology in various fields of knowledge. They examine the concept of 'Golden Age' applied to the Gupta period.

### **MODULE 3**

Science and Technology in Arthasastra – Botany – Zoology – Irrigation Technology – Textile Technology – Transport and Communication – Fort – Alchemy – Ship building and Navigation – Script, numerals and Technology of writing.

### **Module Outcome**

Students identify Arthasastra as a repository of ancient Indian science and technology.

### **MODULE 4**

Science Technology in Medieval times – Sultanate and Mughal Periods – Coinage – Calligraphy – Metallurgy – Jewellery – Textiles – paper – gunpowder – Persian wheel – Debates on progress vs regression.

### **Module Outcome**

Students assess the contribution of Muslim India towards technological development and re-examine the notion of stagnation during medieval times.

## **Module1: Lecture Plan**

### **Week 1**

#### **Topics:**

1. Science and Humanity
2. Importance of Technology
3. SHOT
4. Role of SHOT in promoting science and technology

#### **Assignment:**

Prepare a note on SHOT

### **Week 2**

#### **Topics:**

5. Science and Technology in Indian culture
6. Growth of Science and Technology in India
7. Science and Technology in Ancient Indian Literary texts
8. Science and Technology in Vedic literature

#### **Assignment:**

Examine the Vedic texts and evaluate the scientific knowledge they contained.

### **Week 3**

#### **Topics:**

9. Science and Technology in Buddhist texts
10. Science and Technology in Arthashastra
11. Science and Technology in Sangam literature
12. Scientific literature of the Gupta period

#### **Assignment:**

Discuss the element of science and technology contained in the ancient Indian texts.

### **Week 4**

#### **Topics:**

13. Archaeological traits of Science and Technology
14. The Harappan Archaeology
15. PGW and NBP archaeology
16. Megalithic archaeology

#### **Assignment:**

Prepare a brief note on pottery/metallurgy in ancient India.

#### **Compulsory Reading:**

Brothwell, D.R and Pollard A.M (eds.), *Hand Book of Archaeological Science*, John Willy and Son Ltd., New York, 2004.

Kumar, Anil, *Medicine and the Raj*, Sage Publications, Delhi, 1998.

Kuppuram, G. (ed.), *History of Science and Technology in India*, South Asia Books, New Delhi, 1990.

Micheal, Adas, *Machines as the Measures of Men; Sciences, Technology and Ideologies of Western Dominance*, Oxford University Press, Delhi, 1992

Shinde, Vasant, *Ancient Indian Knowledge System: Archaeological Perspective*, Vidyanand Publication, Pune, 2018.

Singh, Balram, Girish Nath Jha, Umesh Kumar Singh and Diwakar Mishra, *Science and Technology in Ancient Indian Texts*, DK Publishers, New Delhi, 2012.

Srivatsa, B.K and Narasimhan M.A., *Science and Technology in India Through the Ages*, Academy of Sanskrit Research, Melkote, 2003.

## **Module 2: Lecture Plan**

### **Week 1**

#### **Topics:**

17. Growth of scientific concepts in ancient India
18. Factors promoting/deterring scientific spirit
19. Panchabhutha or Doctrine of five elements
20. Panchabhutha or Doctrine of five elements

#### **Assignment:**

Examine the factors which promoted/discouraged the growth of science and technology in ancient India.

### **Week 2**

#### **Topics:**

21. Theory of Atom and attributes of matter
22. Jain attitude to the Theory of Atom
23. Buddhist attitude to the Theory of Atom
24. Brahmanical attitude to the Theory of Atom

#### **Assignment:**

Compare the the theory of atom of ancient India and of the present.

### **Week 3**

#### **Topics:**

25. Astronomy in ancient India
26. Jain and Buddhist legacy
27. Mathamatics in Jain and Buddhist texts
28. Bhaskara and Aryabhatta

#### **Assignment:**

Point out the contributions of ancient India towards astronomy and mathematics.

### **Week 4**

#### **Topics:**

29. Growth of Ayurveda in ancient India
30. Caraka: the Ayurvedic physician
31. Susruta: the Ayurvedic surgeon
32. Texts on Ayurveda: *Ashtanga Hridaya* and *Caraka Samhita*

#### **Assignment:**

Assess the contribution of ancient India in Ayurveda.

**Compulsory Reading:**

Kumar, Deepak, *Disease and Medicine in India: A Historical Overview*, Tulika Publications, New Delhi, 2000.

Raina, Rajeswari S(ed.), *Science, Technology and Development in India: Encountering Values*, Orient Blackswan, 2015.

Roy, Anirudha and S.K. Bhagachi, *Technology in Ancient and Medieval India*, Sundeep Prakashan, Delhi, 1986.

**Module 3: Lecture Plan****Week 1****Topics:**

33. Agricultural Technology in Arthasastra
34. Water management system in Arthasastra
35. War technology in Arthasastra
36. Fort building techniques in Arthasastra

**Assignment:**

Assess the nature of agricultural technology mentioned in Arthasastra.

**Week 2****Topics:**

37. Transportation techniques in Arthasastra
38. Communication system of Arthasastra
39. Ship building technology in Arthasastra
40. Textile technology in Arthasastra

**Assignment:**

Give an account of ship building activity in Arthasastra.

**Week 3****Topics:**

41. Alchemy in Arthasastra
42. Plant Science in Arthasastra
43. Coinage system in Arthasastra
44. System of governance in Arthasastra

**Assignment:**

Assess the contribution of Arthasastra towards governance.

**Week 4****Topics:**

45. Scripts of ancient India
46. Harappan script
47. Brahmi script
48. Indian numeral system

**Assignment:**

Evaluate India's contributions to writing and numeral system.

**Compulsory Reading:**

Biswas, A.K., *Science in India*, Firm KLM, Kolkatta, 1969.

Chattopadhyaya, B.D., *History of Science and Technology in Ancient India*, Firm KLAM, Kolkatta, 1986.

Mittal, Surendar Nath, *Kautilya Arthasastra Revisited*, Centre for Studies in Civilization, New Delhi, 2004.

Narayanan, P.V., *Science and Technology as Reflected in Arthasasta*, Publications Division, University of Calicut, 2009.

Sharma, Sumil Sen, *Kautilya's Arthasastra in the Light of Modern Science and Technology*, DK Publishers, New Delhi, 2001.

Bernand, W., *Hindu Astronomy*, Sundeep Prakashan, Delhi, 1938.

**Module 4: Lecture Plan****Week 1****Topics:**

- 49. Science and Technology in medieval times
- 50. Early medieval India and growth/decline of science
- 51. Medieval India and technological development
- 52. Military/transport/communication systems

**Assignment:**

Find out the advances in science and technology during Sultanate times.

**Week 2****Topics:**

- 53. Coinage
- 54. Calligraphy
- 55. Metallurgy
- 56. Gunpowder

**Assignment:**

Prepare the important areas where Medieval period made technological advancements.

**Week 3****Topics:**

- 57. Agricultural technology
- 58. Persian Wheel
- 59. Textile production
- 60. Paper and Jewellery

**Assignment:**

Examine the growth of India in the agrarian and industrial sectors during medieval times.

**Week 4****Topics:**

- 61. Science and technology: Sultanate period.

62. Science and technology: Mughal period
63. Science and technology: Regional kingdoms
64. Debates on progress vs regression theory.

**Assignment:**

Collect some calligraphic pictures of Sultanate and Mughal periods and compare.

**Compulsory Reading:**

- Kuppuram, G., & Kumudamani, *History of Science and Technology in India, 12 Vols*, Sundeep Prakashan, Delhi, 1990.
- Deepak, Kumar, *Science and the Raj*, Oxford University Press, Delhi, 1995
- Dharmapal, *Indian Science and Technology in 18<sup>th</sup> Century*, Impex India, Delhi, 1971.
- Kuppuram, G, *Ancient Indian Mining, Metallurgy and Metal Industries 2 Vols*, Sundeep Prakashan, Delhi, 1989.
- Raychaudhari, Tapan & Irfan Habib (ed), *Cambridge Economic History of India (1200-1750)*, Cambridge University Press, New Delhi, 1982.

**Recommended Reading:**

- Agrwal, O.P, *Essentials of Conservation and Museology*, Sundeep Prakashan, Delhi, 2007.
- Chakravarty, K.K (ed.), *Rock Art of India*, Arnold Heineman, New Delhi, 1984.
- David, Arnold, *Science, Technology and Medicine in Colonial India, The New Cambridge History of India Series*, Oxford University Press, Cambridge, 1999.
- Gogte, V.D, *Indo Arabian Maritime Contacts during the Bronze Age: Scientific Study of pottery from Ras al Junayz (Oman)*, *Adumatu*, Issue no.2 (July), 7-14.
- Gogte, V.D, *The Chandraketugarh Tamruk Region of Bengal: Source of the Early Historic Rouletted Ware from India and Southeast Asia*, *Man and Environment*, XXII(1)69 - 85, 1997.
- Hegde, K.T.M, Craddock, P.T. and V.H. Sonawane, *Zinc Distillation in India, the 24<sup>th</sup> International Symposium Proceedings* (Olin, J.ed.), Smithsonian Institution, Washington, 1986.
- Inkstem, Ian, *Science and Technology in History*, Macmillan, London, 1991.
- Lambert, J.B., *Traces of the Past: Unravelling the Secrets of Archaeology Through Chemistry*, Addison-Wesley, Reading, Massachusetts, 1997.
- Macleod, Roy and Deepak Kumar (eds.), *History of Science and Technology in India 12 Vols*, Sundeep Prakashan, Delhi, 1990.
- Plenderleith, H.J, *The Conversation of Antiquities and Works of Art*, Oxford University Press, London, 1971.
- Pollard, A.M., *Archaeological Chemistry*, RSC Publishing, Oxford, 2008.
- Rye, O.S, *Pottery Technology*, Taraxacum, Washington, 1981.
- Shinde, Vasant, Shweta S Deshpande and Amrita Sarkar, *Chalcolithic South Asia: Aspects of Crafts and Technologies*, series editor O.C Handa, Pentagon Press and Indus Infinity Foundation, New Delhi, 2016.
- Tripathi, Vibha, *History of Iron Technology in India (From Beginning to Pre-Modern Times)* Rupa and Infinity Foundation Series, New Delhi, 2008.
- Tylecote, R.F, *Metallurgy in Archaeology*, E. Arnold, London, 1982.



## **MAHIS04E09: CULTURAL HERITAGE OF KERALA**

**Credits: 4**

### **Course Objectives**

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

### **Course Outcome**

Students identify important sites and different types of the cultural vestiges of Kerala and learn how to protect them as heritage monuments/artifacts/relics/evidences for the future. They also realize how cultural heritage can be utilized as cultural capital.

### **MODULE1**

Pre-Historic relics– Stone Age sites/artifacts – Rock Art sites – Edakkal, Marayur, Ankode, Tovari, Ettukudukka –Megalithic Monuments and sites–Pre-historic culture-scape of Kerala.

### **Module Outcome**

Students learn about Kerala's pre-historic heritage and discuss the measures to conserve them for posterity.

### **MODULE 2**

Monuments – Early Rock-cut Temples –Jain and Buddhist sites and monuments – Structural Temples –Forts, Palaces, Mosques, Churchesand Synagogues – Nalukettu and domestic architecture – Kerala style of Architecture and sculpture– Mural paintings – External influence in the Kerala Style.

### **Module Outcome**

Students understand the evolution of Kerala's architecture and sculpture and identify the cardinal features of the celebrated Kerala Style.

### **MODULE3**

Cultural Expressions – Temple-centered Arts – Koothu, Koodiyattam, Mohiniyattam, OttanThullal&Kathakali – Folk Arts – Padayani, Poorakkali, Yakshagana,Theyyam,Kolkali, SaliyanPorattu, Kambalam& Cock Fight – Martial art Forms – Kalaripayattu – Christian and Muslim traditions – Chavittunatakam, Margam Kali&Oppana.

### **Module Outcome**

Students get familiarized with the cultural diversity of Kerala and identify the importance of a syncretic culture.

### **MODULE 4**

Dalit and Tribal Culture– Chimmanakkali, Pakkanar Kali &Mudiyattam – PulluvanPattu&Kalampattu – Tribal traditions – Gaddhika, KambraNritham, ChattuPattu, Ucchar, Kadar Kali – Tribal Funeral rituals – Kakkappula, Nikalattam, Cheeru –Arts and crafts – Tribal Medicine.

## **Module Outcome**

Students get an overview of the mostly neglected Dalit and tribal art forms which would help them to conduct academic researches on such issues and bring them to academic attention.

## **Module 1: Lecture Plan**

### **Week 1**

#### **Topics:**

1. Concept of Pre-history in Kerala
2. Stone Age sites
3. Paleolithic, Neolithic and Iron age sites
4. Burial sites and settlement sites

#### **Assignment:**

Prepare a list of prehistoric sites of Kerala.

### **Week 2**

#### **Topics:**

5. Rock art sites in Kerala
6. Edakkal & Tovari
7. Marayur
8. Ankode

#### **Assignment:**

Read the literature on Edakkal engravings and prepare a note on it.

### **Week 3**

#### **Topics:**

9. Megalithic Monuments and sites
10. Megalithic types
11. Gravegoods
12. Material culture.

#### **Assignment:**

List the megalithic monuments of North Malabar and trace out its cultural pattern.

### **Week 4**

#### **Topics:**

13. Pre-historic culture-scape
14. Tribal life
15. Human ecology
16. Forms of subsistence

#### **Assignment:**

Examine how humans coexisted with nature in the prehistoric times.

## **Compulsory Reading:**

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

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

Mathpal, Y, *Rock Art in Kerala*, Indira Gandhi National Centre for the Arts, New Delhi 1998.

Menon, A.Sreedhara, *Cultural Heritage of Kerala*, DC Books, Kottayam, 2019.

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

Nihildas, N, *Rock Art and Megaliths: Marayur, Kerala*, BP Publishing Corporation, Chandigarh, 2018.

## **Module 2: Lecture Plan**

### **Week 1**

#### **Topics:**

17. Evolution of temple architecture
18. Dravidian style
19. Features of rock-cut temples
20. Buddhist and Jain monuments

#### **Assignment:**

Trace out the evolution of sacred architecture in Kerala.

### **Week 2**

#### **Topics:**

21. Origin of structural temples
22. Features of structural temples
23. Typical Kerala features
24. Difference with Tamil style

#### **Assignment:**

Visit a structural temple in your area and prepare a note.

### **Week 3**

#### **Topics:**

25. Features of palaces
26. Features of mosques
27. Features of synagogues
28. Features of churches

#### **Assignment:**

Examine the indigenous and external elements in the early style of mosque, church, synagogue and palace architecture of Kerala.

### **Week 4**

#### **Topics:**

29. Fort architecture
30. Domestic architecture
31. Sculpture and painting
32. Mural paintings

#### **Assignment:**

Discuss the fetures of Mural Paintings in Kerala.

**Compulsory Reading:**

- Desai, Miki, *Wooden Architecture of Kerala*, Mapin Pub, Ahmedabad, 2019.
- George, Fr. Thomas, *Theology in the Architecture of Ancient Churches in Kerala*, Christian World Imprints, New Delhi, 2018.
- Sarkar. H, *Monuments of Kerala*, Archaeological Survey of India, New Delhi, 1978.
- Katakam, Ramu, *Glimpses of Architecture in Kerala: Temples and Palaces*, Rupa Publishers, New Delhi, 2006.
- Kumar, Ajit, *Forts of Kerala*, New Bharatheeya Book Corporation, Bombay, 2016.
- Kuruvila, Chacko, *Spectacular Homes of Kerala*, Dee Bee Info Publications, Kottayam, 2014.
- Nambirajan and Suresh. S., *Kerala Murals*, Archaeological Survey of India, New Delhi, 2015.
- Jayashankar. S, *Temples of Kerala*, Directorate of Census Operations, Kerala, 2017.
- Sashibooshan, M.G., *Murals of Kerala*, Department of Public Relations, Government of Kerala, 1987.
- Schildt, Henri, *The Traditional Kerala Manor: Architecture of a South Indian Catuhsala House*, Institute Francais De Pondicherry, 2012.
- Sharma, Preeti, *Rock -Cut Temples of South India: Architectural Dimensions*, Aryan Book International, New Delhi, 2015.
- Shokoohy, Mehرداد, *Muslim Architecture of South India*, Routledge, London, 2003.
- Kramrich, Stella, *The Hindu Temple , Vol.1 &2*, Motilal Banarsidass Publication, Delhi, 2015.

**Module 3: Lecture Plan**

**Week 1**

**Topics:**

33. Arts of Kerala: temple-centred
34. Koothambalam culture
35. Koothu and Koodiyattam
36. Kathakali and OttanThullal

**Assignment:**

Write a note on various temple arts of Kerala.

**Week 2**

**Topics:**

37. Folk arts of Kerala
38. Padayani
39. Theyyam
40. Other Folk arts

**Assignment:**

Prepare a video/ppt presentation of folk arts of Kannur District.

**Week 3**

**Topics:**

41. Martial Art form of Kerala

- 42. Kalari
- 43. Ankam and Chaver
- 44. Vadakkanpattukal

**Assignment:**

Visit a Kalari in your village and prepare a study report of the institution.

**Week 4**

**Topics:**

- 45. Christian Art forms
- 46. Chavittunatakam and Margamkali
- 47. Muslim Art forms
- 48. Oppana and Kolkali

**Assignment:**

Prepare a note on the folk art forms of Muslims and Christians of Kerala.

**Compulsory Reading:**

- Balan.C, (ed.), *OruThulunadanPerumaadhavaAjanurinteGramaCharitram*, AjanurGrama Panchayat,Kasargod,2005.
- Balan, C (ed.), *Kasargod, CharithravumSamoohavum*, Kasargod District Panchayat,Kasargod,2001.
- Cherian, P.J. (ed.), *Essayson the Cultural Formation of Kerala: Literature, Art, Architecture, Music, Theatre and Cinema*, Kerala State Gazetteers Dept, Thiruvananthapuram,1999.
- Cherian, P.J. (ed.), *Perspectives on Kerala History: The Second Millennium*, Kerala Gazetteers Dept., Trivandrum, 1999.
- Choondal, Chummar, *Christian Folklore, Vol. I*, Kerala Folklore Academy, Kannur, 1988.
- Choondal,Chummar,*Studies in Folklore of Kerala*, College Book House, Thiruvananthapuram, 1978.
- Kurup, K.K.N, *The Cult of Theyyam and Hero Worship in Kerala*, Centre for folklore Studies, Kozhikode,1973.
- Miller, Roland.E,*Mappila Muslims of Kerala: A Study in Islamic Trends*, Orient Longman, Hyderabad, 1992.
- Payyanad,Raghavan, *Folklore*, State Institute of Languages, Kerala, Thiruvananthapuram, 1986.
- Valsyayan, Kapila, *The Arts of Kerala Kshetram: Manifestation, Process, Experience*, Gyan Publishing House, New Delhi, 2016.

**Module 4: Lecture Plan**

**Week 1**

**Topics:**

- 49. Dalit Art forms
- 50. Chimmanakkali
- 51. Pakkanar kali

## 52. Mudiyyattam

### **Assignment:**

Watch video presentation of Chimmanakali and prepare a report.

### **Week 2**

#### **Topics:**

- 53. Tribal Art forms
- 54. Gaddika
- 55. Ucchar
- 56. Other art forms

### **Assignment:**

Prepare a note on the various tribal art forms of Kerala.

### **Week 3**

#### **Topics:**

- 57. Funeral rituals of Kerala tribes
- 58. Kakkappula
- 59. Nikalattam
- 60. Cheeru

### **Assignment:**

Prepare an account of the funeral practices of the Kerala tribes.

### **Week 4**

#### **Topics:**

- 61. Tribal arts and crafts
- 62. Tribal dance and music
- 63. Tribal medicine
- 64. Tribal Lore

### **Assignment:**

Assess the contribution of tribes towards the cultural heritage of Kerala.

### **Compulsory Reading:**

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

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

Luiz, A.A.D., *Tribes of Kerala*, The Bharatiya Adimajati Sevak Sangh, New Delhi, 1962.

Nair, N. Viswanathan, *Tribal Health and Medicine in Kerala*, DC Books, Kottayam, 1969.

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

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

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

**Recommended Reading:**

- Althusser, Louis, *Essays on Ideology*, Verso, London, 1984.
- Bai, Princess, Aswathi Tirunal Gauri Lakshmi, *Glimpses of Kerala Culture*, Konark Publishers, New Delhi, 2010.
- Barthes, Ronald, *Image, Music, Text*, Fontana press, London, 1997.
- Chandera, C.M.S, *Kaliyattam*, NBS, Kottayam, 1978.
- Chandran, T. V., *Rituals as Ideology Text and Context in Theyyam*, D.K Print World, New Delhi, 2006.
- Chawla, Rupika, *Raja Ravi Varma: Painter of Colonial India*, Mapin Publishing, Ahmedabad, March 2010.
- Choondal, Chummar, *Studies in Foklore of Kerala*, College Book House, Thiruvananthapuram, 1978.
- Dundes, Alan, *The Meaning of Folklore: Analytical Essays*, Utah State University Press, USA, 2007.
- Fels, Patricia Tusa, *Mosques of Cochin*, Grantha Corporation, 2009.
- Ganesh, K.N, *Keralathinte Innelakal*, Kerala Bhasha Institute, Thiruvananthapuram, 2015.
- Logan, William, *Malabar Manual*, Asian Education Services, New Delhi, 2004.
- Nair, Chirakkal T. Balakrishnan, *Theranjedutha Prabhanthangal*, Kerala Sahithya Akademi, Thrissur, 1978.
- Nair, P. Somasekharan, *Paniyabhasha*, Kerala Sahithya Academy, Thrissur, 1997.
- Panickar, C. Gopala, *Malabar and its Folk*, Asian Educational Services, New Delhi, 1983.
- Sreelekha, K.G, *Studies in South Indian Architecture (With Special reference to Kerala and Tamil Nadu)*, Dev Publishers, New Delhi, 2015.
- Vayalari, Kumaran, *Kurichiyarute Jeevithavum Samskaravum*, Current Books, Kottayam, 2007.

## **MAHIS04E10: GENDER, ECOLOGY AND DALIT MOVEMENTS**

**Credits: 4**

### **Course Objectives**

This course aims to present the history of gender, ecology and dalit in the global as well as local contexts. As new fields of study, the course introduces theoretical and anecdotal aspects of the three concepts.

### **Course Outcome**

The course offers students with new subjects for study and research. While Gender and Dalit studies are emerging areas and help them to recast their existing notions of identities, Ecological studies oblige them to rethink modern concepts of developmental strategies.

### **MODULE 1**

Sex and Gender – Masculinity, Femininity and Patriarchy – marriage and family – gender, body and power – women, violence and victimization – Social construction of gender – Liberal Feminism, Marxist and Socialist Feminism, Radical Feminism, Eco-feminism – women and labour – gender, class, caste and race – feminist movements in the west – women’s movements in India – women, social reform and nationalism – Brahmanical patriarchy – social reform and women’s question in Kerala.

### **Module Outcome**

The module offers new ideas and themes on Gender and help students to recast their self and identity.

### **MODULE 2**

Environment and Ecosystem – Ecological History, Environmental studies and Environmental History – birth of environmentalism in the West – Rachel Carson – Colonialism and Environment – Ecological Imperialism & Green Imperialism – Colonial forest policy – Deforestation and ecological change – Plantations and environment – Displacement of tribals– Environmental Movements in contemporary India – against deforestation and Big Dams – Chipko, Silent Valley, Tehri, Narmada BacchaoAndolan and Plachimada – Gadgil report – First World and Third world environmentalism – Eco-feminism.

### **Module Outcome**

The module introduces new concepts which help students to rethink on existing notions of modernity and development strategies.

### **MODULE 3**

Dalit as a category – question of Dalit perspective – Domination and Subordination – dalit self and identity – dalit world view – dalit subjectivity and rebel consciousness – diverse representations – theory vs lived experience – archival sources vs oral tradition – dalit history as alternate history – dalit movements – Phule, Ambedkar and Ayyankali – dalit autobiographies.

### **Module Outcome**



The module offers new concepts related to Dalit identity which help them to re-examine their approach to the Indian social reality.

#### **MODULE 4**

Dalit as a category – question of Dalit perspective – Domination and Subordination – dalit self and identity – dalit world view – dalit subjectivity and rebel consciousness – diverse representations – theory vs lived experience – archival sources vs oral tradition – dalit history as alternate history – dalit movements – Phule, Ambedkar and Ayyankali – dalit autobiographies.

#### **Module Outcome**

The module offers new concepts related to Dalit identity which help them to re-examine their approach to the Indian social reality.

#### **Module 1: Lecture Plan**

##### **Week 1**

##### **Topics:**

- 1: Sex and gender – difference
- 2: Masculinity and femininity
- 3: Social construction of gender
- 4: Patriarchy

##### **Assignment:**

Discuss the origin of the concepts of sex and gender.

##### **Week 2**

##### **Topics:**

- 5: Marriage and Family
- 6: Power and female body
- 7: Women and violence
- 8: Women as victim

##### **Assignment:**

Discuss how gender is constructed as a social category.

##### **Week 3**

##### **Topics:**

- 9: Kinds of feminism
- 10: Liberal and Radical Feminism
- 11: Marxist and Socialist Feminism
- 12: Eco-feminism

##### **Assignment:**

Examine the various kinds of Feminisms.

##### **Week 4**

##### **Topics:**

- 13: Feminist movements
- 14: Gender, class, caste and race

- 15: Brahmanical patriarchy
- 16: Women's question in Kerala

**Assignment:**

Analyze the concept of brahmanical patriarchy.

**Compulsory Reading:**

- Bennett, Judith. M, *History Matters: Patriarchy And The Challenge Of Feminism*. Philadelphia, Pa: University Of Pennsylvania Press, 2008.
- Butler, Judith And Elizabeth Weed (Eds.), *The Question Of Gender: Joan W. Scott's Critical Feminism*. Bloomington, In: Indiana University Press, 2011.
- Chakravarti, Uma, *Gendering Caste: Through A Feminist Lens*, Sage, 2018.
- Chatterjee, Partha, *Nationalist Thought And The Colonial World: A Derivative Discourse*, Zed Books, 1986.
- Chaudhuri, Maitrayee (Ed.), *Feminism In India*, Kali For Women, Delhi, 2004.
- Connell, R. W., *Gender And Power: Society, The Person And Sexual Politics* (Stanford: Stanford University Press, 1987).
- Devika, J, *En-Gendering Individuals: The Language Of Re-Forming In Twentieth Century Keralam*, Orient Blackswan, Hyderabad, 2007.
- Mcclelland, Keith And Eleni Varikas (Eds), *Gender And History: Retrospect And Prospect*. Oxford: Blackwell, 2000.
- Foucault, Michel, *The History Of Sexuality, An Introduction*, Vol.1, New Vintage Books, 1988.
- Rege, Sharmila, *Writing Caste/Writing Gender: Narrating Dalit Women's Testimonios*, Zubaan, New Delhi, 2013.
- Sangari, Kumkum And Sudesh Vaid, (Eds), *Recasting Women: Essays In Colonial History*, Kali For Women , Delhi, 1989.
- Scott, Joan. W, *Gender and The Politics Of History*, Columbia University Press, New York, 1988.
- Sonya Rose, *What Is Gender History?* Cambridge: Sage, 2010.

**Module 2: Lecture Plan**

**Week 5**

**Topics:**

- 17: Environment and ecology
- 18: Ecological history
- 19: Environmental studies
- 20: Environmental history

**Assignment:**

Discuss the concepts environment, ecology and environmental history.

**Week 6**

**Topics:**

- 21: Birth of environmentalism
- 22: Capitalism and Environment
- 23: Rachel Carson
- 24: First world environmentalism

**Assignment:**

Examine the rise of environmentalism in the west.

### **Week 7**

#### **Topics:**

- 25: Colonial impact on Environment
- 26: Colonial forest policy
- 27: Ecological imperialism
- 28: Green imperialism

#### **Assignment:**

Analyze the relationship between colonialism, imperialism and ecological degradation.

### **Week 8**

#### **Topics:**

- 29: Colonialism and third world ecology
- 30: Plantation economy
- 31: Displacement of tribes
- 32: Environmental issues

#### **Assignment:**

Discuss the impact of colonialism on third world ecology.

#### **Compulsory Reading:**

- Baviskar, Amita (Ed.), *Contested Grounds: Essays On Nature, Culture And Power*, New Delhi, 2008.
- Baviskar, Amita Ed., *Contested Waterscapes*: Delhi, Oxford University Press 2008
- Hill, Christopher V., *Environmental History Of South Asia*, Delhi: Oxford University Press, 1995.
- Crosby, Alfred.W, *Ecological Imperialism: The Biological Expansion Of Europe 900-1900*, New York, 1986.
- Worster, Donald, Ed. *The Ends Of The Earth: Perspectives Of Modern Environmental History*, New York, 1988
- Gadgil, Madhav And Ramachandra Guha, *This Fissured Land: An Ecological History Of India*, Oup, New Delhi, 1992.
- Grove, Richard. H, *Green Imperialism*, Oup, 1995.
- Grove, Richard, Vinita Damodaran And Satpal Sangwan (Eds.), *Nature And The Orient: The Environmental History Of South And South East Asia*. Delhi: Oxford University Press. 1998
- Guha, Ramachandra, *The Unquiet Woods*, Oup, Delhi, 1989.

### **Module 3: Lecture Plan**

### **Week 9**

#### **Topics:**

- 33: Environmental radicalism
- 34: Environmental movements
- 35: Early movements
- 36: Evolution of environmental consciousness

#### **Assignment:**

Prepare a note on the rise of environmental movements in India.

## **Week 10**

### **Topics:**

- 37: Chipko movement
- 38: Tehri movement
- 39: Silent Valley movement
- 40: Narmada Bachao Andolan

### **Assignment:**

Conduct an interview with an environmentalist.

## **Week 11**

### **Topics:**

- 41: Gadgil report
- 42: Concept of ESA
- 43: Western Ghats ecosphere
- 44: Kasturirangan report

### **Assignment:**

Prepare an appraisal of the Gadgil Report.

## **Week 12**

### **Topics:**

- 45: Third world environmentalism
- 46: Eco-feminism
- 47: New environmental issues
- 48: New movements

### **Assignment:**

Explain the progress of environmentalism in contemporary India.

### **Compulsory Reading:**

- Connelly, James, Graham Smith And Vandana Shiva, *Staying Alive: Women, Ecology And Development*, London, 1989.
- Rangarajan, Mahesh, And K. Sivaramakrishnan (Eds.), *India's Environmental History: Volumes 1 And 2*, Delhi: Permanent Black. 2011
- Rangarajan, Mahesh, *Environmental Issues In India*, New Delhi, 2007
- Richards, J.F. And R. Tucker (Ed), *World Deforestation In The Twentieth Century*, Durham, 1988
- Skaria, Ajay, *Hybrid Histories: Forests, Frontiers And Wildness In Western India*, New Delhi, 1999.
- Sorlin, Sverker and Paul Warde, The Problem Of Environmental History: A Re-Reading Of The Field, In *Environmental History*, 12:1, 2007.

## **Module 4: Lecture Plan**

## **Week 13**

### **Topics:**

- 49: Dalit – the concept
- 50: Evolution of the Dalit question
- 51: Dalit world view
- 52: Dalit subjectivity

**Assignment:**

Discuss the rise of Dalit as a social category.

**Week 14**

53: Theory v/s experience

54: Dalit consciousness

55: Dalit self and identity

56: Dalit subordination

**Assignment:**

How do you distinguish between Dalit studies and Dalit experience.

**Week 15**

57: Dalit history

58: Sources for Dalit history

59: Archival vs Oral tradition

60: Dalit autobiographies

**Assignment:**

Discuss how Dalit history could be written in India.

**Week 16**

61: Dalitism vs Brahminism

62: Dalit movements

63: Phule and Ambedkar

64: Ayyankali

**Assignment:**

Assess the significance of Dalit movements in modern and contemporary India.

**Compulsory Reading**

Chentharassery, T. H.P, *Ayyankali*, Prabhath Books, Thiruvananthapuram, 2013.

Zelliot, Eleanor, *From Untouchable to Dalit: Essays on the Ambedkar Movement, From South India*, Penguin, Books, 2011.

Guru, Gopal, *Understanding the Category Dalit*, VIKALP, Bombay.

Guru, Gopal and Sundar Sarukkai, *Cracked Mirror: An Indian Debate on Experience and Theory*, OUP, New Delhi, 2018.

Kotani, H (ed), *Caste System, Untouchability and the Depressed*, Manohar, 1997.

Limbale, Sarankumar, *Towards an Aesthetic of Dalit Literature: History, Controversies and Considerations*, Orient Longman, Delhi, 2004.

Pandyan, M.S.S, *Brahmin and Non-Brahmin: Genealogy of the Tamil Political Present*, Manohar, 2001.

Rao, YagatiChinna, "Dalits and History Writings in India: Some Historiographical Trends and Questions" in Sabysachi Bhattacharya [ed], *Approaches to History: Essays in Indian Historiography*, Primus Books, 2011.

Mohan, Sanal P, *Modernity of Slavery: Struggles against Caste Inequality in Colonial Kerala*, OUP.

Wakankar, Milind, *Sabalterity and Religion; the Prehistory of Dalit Empowerment in South Asia*, Routledge, 2010.

**Recommended Reading**

- Arunima .G, *There Comes Papa: Colonialism and the Transformation of Matriliney in Kerala, Malabar C.1850-1940*, Orient Longman, Hyderabad, 2003.
- Balakrishnan, P.K, *KeralacharithravumJativyavasthayum*, DC Books, Kottayam, 2004.
- Baviskar, Amitav, *In the belly of the River: Tribal Conflicts over Development in the Narmada Valley*, OUP, New Delhi.
- Bennett, Judith M, “Feminism and History,” *Gender and History* 1, no 3 (1989): 251-272.
- Bock, Gisela, “Women’s History and Gender History: Aspects of an International Debate.” *Gender and History* 1, no.1 (1989): 7-30.
- Butler, Judith, *Bodies that Matter: On the Discursive Limits of “Sex.”* New York: Routledge, 1993.
- Butler, Judith, *Undoing Gender*. New York: Routledge, 2004.
- Butler, Judith, *Gender Trouble: Feminism and the Subversion of Identity*. New York: Routledge, 1990.
- Chatterjee, Partha, *Nation and its Fragments*, Princeton, 1993.
- Connell, R. W., *Masculinities* (St. Leonards, Vic.: Allen & Unwin, 1995).
- Deshpande, G. P. (ed), *Selected Writings of Jotirao Phule*, Left Word Books, New Delhi, 2002.
- Devika, J, (ed), *Her-Self: Early Writings on Gender by Malayalee Women*, Bhatkal & Sen, 2005.
- Devika, J, *KulasthreeyumChanthappennumUdayathengane*, CDS, Thiruvananthapuram, 2011.
- Gadgil, Madhav, *Report of the Western Ghats Ecology Expert panel*, Government of India, 2013.
- Ganesh, K.N, *KeralathinteInnalekal*, The State Institute of languages, Kerala, Thiruvananthapuram, 2017.
- Guru, Gopal, “The Politics of Naming”, *Seminar*, 471-Dalit, November 1998.
- Habib, Irfan, *Man and Environment:The Ecological History of India* ,Aligarh: Tulika, 2010
- Kochu, K.K, *KeralacharithravumSamuhaRupikaranavum*, Kerala Bhasa Institute, Thuruvanadapuram.
- Nair, Janaki, *Women and Law in Colonial India*, Kali for Women, 1996.
- Prasad, Chandra Bhan, Dalit Perspectives, *Seminar*, 558,February 2006.
- Saradamani, K, *Emergence of a Slave Caste*, Peoples Publishing House, Bombay, 1980.
- Sathyannarayana, K and Susie Tharu, *No Alphabet in Sight: New Dalit Writing*, Penguin, 2011.

## **MAHIS04E11: ECONOMIC AND SOCIAL HISTORY OF ANCIENT INDIA**

**Credits: 4**

### **Course Objectives**

This course discusses the nature of economic and social institutions which prevailed in pre-colonial India and examines their transformation over the ages. Colonial historiography has painted India as the land of despotism and conservatism and claimed social change as the outcome of western contacts. Social and economic formation of India in precolonial times would help to re-examine the stereotypic imagery of pre-colonial India.

### **Course Outcome**

Students learn the complex character of India's socio-economic structure and understand its strength and dynamism. They appreciate the stages of historical evolution from pastoralism and agriculture to trade and urbanism and from early/Asiatic to the feudal/pre-capitalist modes of production.

### **MODULE 1**

The idea of India – European perceptions – Unchanging, timeless and Spiritual India – Self-sufficient and Autarchic Villages – Oriental Despotism and Asiatic Mode – Theory of Aryan race – Orientalist perceptions questioned.

#### **Module Outcome**

Students understand how the image of pre-colonial India was constructed through the colonial/orientalist discourse. Students get an overview of the functional and institutional structures of Indian society and learn how caste system and inferior status of women stood as barriers to human progress.

### **MODULE 2**

Indian economy and Society : Formative phase – Harappan economy – Urbanism in desert setting – Structure of agriculture – Westerly trade – Population – Pastoral character of Rig Vedic society – Social protest and ideology – Anti-Brahmanical movements – Buddhism, Jainism and Charvaka philosophy -Second urbanization – Arthasastra economy – Concept of urban decay – Beginning of land grants – Indian Feudalism thesis – Trading corporations of South India – Tank irrigation – Village autonomy.

#### **Module Outcome**

Students understand the nuances of early socio-economic formation of India – transition from pastoral to agricultural, rural to urban and peasant to feudal – in detail.

### **MODULE3**

Medieval Indian economy – Agricultural production – Knowledge and technology – Agrarian calendar – Persian wheel – Canal system – Iqta and Jagir systems – Khalisa land – Land revenue system under Shershah and Akbar – Towns and Cities – Urban elite – Urban consumption – Craft production – Coinage – Inland trade routes – Maritime trade – European trading companies – Portfolio capitalism.-Impact of Islam on India – Religious conversions –

Ashraf and Ajlaf Muslims – Bhakti movement and quest for social equality – Sufism – Peasant protest during Mughal times.

### **Module Outcome**

Students get a comprehensive idea about India's progress during medieval times and appreciate the 'difference' of India from the stereotypical 'Medieval-Feudal'.

### **MODULE 4**

India's Social Structure – Caste system – European perception of caste – Social division and ethnicity – Occupation and labour based theories – Dumont and Homo Hierarchicus - Bougle, Senart and Meillasoux – Endogamy and 'marriage circles' – Jaiswal and Class - Legitimation of caste – Brahmanical-canonical literature – Varnasrama dharma – Karma theory – Rituals and Ceremonies – Caste, marriage and gender – Bhakti as legitimation process of stratification – Brahmanical patriarchy and women's status – *StridharmaPaddhathi*.

### **Module Outcome**

Students learn the nature of social protest in India which helps them to re-examine the notions of conservatism and changelessness.

### **Module 1:Lecture Plan**

#### **Week 1.**

#### **Topics**

- 1 European Perception of India
1. Unchanging, timeless and Spiritual India
2. Self-sufficient and Autarchic Villages
3. Oriental Despotism and Asiatic Mode

#### **Assignment:**

Analyse Colonial Perception of India

#### **Week 2**

#### **Topics**

5. Theory of Aryan race
6. Orientalist perceptions questioned
7. Social protest and ideology
- 8 .Buddhism



**Assignment:**

Discussion: Theory of Aryan race

**Week 3****Topics**

9. Jainism and Charvaka philosophy
10. Central Asian contacts and changes in caste and varna
11. Sankara and Advaita philosophy
12. Impact of Islam on India

**Assignment:**

Debate- Central Asian contacts and changes in caste and varna

**Week.4****Topics**

13. Ashraf and Ajlaf Muslims
- 14 Bhakti movement and quest for social equality
15. Sufism.
16. Peasant protest during Mughal times

**Assignment:**

Analyse various. Peasant protest during Mughal times

**Compulsory Reading**

Breckenridge, Carol. A and Peter van der Veer (eds.), *Orientalism and the Post-colonial* Faber, London, 1990.

Inden, Ronald.B, *Imagining India*, Indiana University Press, Bloomington, 2001.

Keay, John, *India Discovered*, Collins, London, 1981.

Sharma, R.S and K.M. Shrimali, eds., *The Comprehensive History of India, vol. IV (2)*, People's Publishing House, New Delhi, 1992

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

Sharma, R.S., *Perspectives in Social and Economic History of Ancient India*, Munshiram Manoharlal, Delhi, 2003.

Teltsher, Kate, *India Inscribed: European and British Writing on India, 1600-1800*, OUP, New Delhi, 1995.

Thapar, Romila, *Past and Prejudice*, National Book Trust, New Delhi, 1975.

Thapar, Romila, *Past as Present: Forging Contemporary Identities through History*, Aleph Book Company, New Delhi, 2014.

Trautman, Thomas R., *Aryans and British India*, Sage-Vistar, New Delhi, 1997.

Viswanathan, Gauri, *Masks of Conquest: Literary Study and British rule in India*, Columbia University Press, 2014.

## **Module 2: Lecture Plan**

### **Week 5.**

#### **Topics**

- 17 Indian economy – An introduction
18. Harappan economy
19. Urbanism in desert setting
20. Structure of agriculture

#### **Assignment:**

Analyse rise urbanism in India

### **Week 6**

#### **Topics**

21. Westerly trade
22. Pastoral character of Rig Vedic society
23. Second urbanization
- 24 Second urbanization

#### **Assignment:**

Analyse the nature of Vedic society

### **Week 7**

#### **Topics**

25. Arthasastra economy
26. Pastoral character of Rig Vedic society
27. Concept of urban decay
28. Beginning of land grants

#### **Assignment:**

Debate- urban decay

## **Week.8**

### **Topics**

29. Indian Feudalism thesis
- 30 Indian Feudalism thesis
31. Trading corporations of South India.
32. Village autonomy

### **Assignment:**

Debate: Chola State Village Autonomy or centralised

### **Compulsory Reading**

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

Chattopadhyaya, B.D, *The Making of Early Medieval India*, Oxford University Press, New Delhi, 1994.

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

Hall, Kenneth R, *Trade and Statecraft in the Age of Colas*, Abhinav Publications, New Delhi, 2003.

Ratnagar, Shereen, *Encounters: The Westerly Trade of the Harappan Civilization*, Oxford University Press, Delhi, 1981.

Ratnagar, Shereen, *Enquiries into the Political organization of Harappan Society*. Ravish Publishers, Pune, 1991.

Ratnagar, Shereen, *Understanding Harappa: Civilization in the Greater Indus Valley*, Tulika Books, (4th ed. Edition), New Delhi, 2017.

Sharma, R.S, *Indian Feudalism*, Laxmi Publications, Chennai, 2008.

Sharma, R.S, *Material Culture and Social Formations in Ancient India*, 2nd ed., Lakshmi Publications, New Delhi, 2007.

Sharma, R.S, *Social Changes in Early Medieval India (c.AD 500-1200)*, People's Publishing House, Delhi, 1969.

Wright, R.P, *The Ancient Indus: Urbanism, Economy and Society*, Cambridge University Press, Cambridge, 2010.

### **Module 3:Lecture Plan**

## **Week 9.**

### **Topics**

- 33 Medieval Indian economy - Introduction
34. Agricultural production
35. Agrarian calendar

36. Persian wheel and Canal system

**Assignment:**

List out different Agricultural tools of Medieval India

**Week 10**

**Topics**

- 37. Iqta system
- 38 Jagir systems
- 39. Land revenue system under Shershah
- 40 Land revenue system under Shershah

**Assignment:**

Discuss Jagirdari Crisis

**Week 11**

**Topics**

- 41. Land revenue system under Akbar
- 42. Land revenue system under Akbar
- 43. Towns and Cities
- 44 Craft production

**Assignment:**

Debate. Shershah is the predecessor of Akbar's Revenue policy

**Week.12**

**Topics**

- 45. Urban elite
- 46 Medieval Trade
- 47. European trading companies
- 48. Portfolio capitalism,

**Assignment:**

Discuss the Portfolio capitalism

**Compulsory Reading**

Habib, Irfan, *Agrarian System of Mughal India (1556-1707)*, Oxford University Press, New Delhi, 1999.

Marshall, P.J., *The Eighteenth Century in Indian History: Evolution or Revolution?* Oxford University Press, New Delhi, 2003.

Raychaudhari, Tapan & Irfan Habib (ed), *Cambridge Economic History of India (1200-1750)*, Cambridge University Press, New Delhi, 1982.

Moosvi, Shireen, *The Economy of the Mughal Empire*, Oxford University Press, New Delhi, 1987.

Subrahmanyam, Sanjay, *Europe's India: Words, People, Empires, 1500-1800*, Harvard University Press, 2020.

Subrahmanyam, Sanjay, *The Political Economy of Commerce: Southern India 1500-1650*, Cambridge University Press, 2002.

**Module 4: Lecture Plan**

**Week .13**

**Topics**

- 49 India's Social Structure
- 50. Caste system
- 51. European perception of caste
- 52. Social division and ethnicity

**Assignment:**

Prepare a report on the Social division of Indian society

**Week .14****Topics**

- 53. Occupation and labour-based theories
- 54 Dumont and Homo Hierarchicus
- 55. Bogle, Senart and Meillasoux
- 56 Endogamy and 'marriage circles'

**Assignment:**

Analyse the different perspectives on castes

**Week. 15****Topics**

- 57. Legitimation of caste
- 58. Brahmanical-canonical literature
- 59. Varnasrama dharma – Karma theory
- 60. Rituals and Ceremonies

**Assignment:**

List out the way castism rooted in Indian society

**Week.16****Topics**

- 61. Caste, marriage and gender
- 62 Bhakti as legitimation process of stratification

63. Brahmanical patriarchy and women's status.

64. StridharmaPaddhathi.,

**Assignment:**

Discuss the role of women in castism

**Compulsory Reading**

Dumont,Louis, *Homo Hierarchicus: The Caste System and Its Implications*, University of Chicago,Chicago,1981.

Habib, Irfan,*Essays in Indian History*, Tulika Books, New Delhi, 2007.

Jaiswal,Suvira, *Caste: Origin, Function and Dimensions of Change*, Manohar Publishers, New Delhi,1998

Sen,AlokaParasher, (ed.) *Subordinate and Marginalized Groups in Early India*, Oxford University Press, New Delhi, 2004.

Flood, Gavin (ed.), *The Blackwell Companion to Hinduism*, Blackwell, New Delhi,

Ray,Himananshu Prabha, *The Winds of Change: Buddhism and the Maritime Links of Early South Asia*, Oxford University Press, Delhi, 1986.

**Recommended Reading**

Alam, Muzaffar, *The Crisis of Empire in Mughal North India: Awadh and the Punjab, 1707-1748*, Oxford University Press, New Delhi, 1986

Chattopadhyaya, B.D, *Aspects of Rural Settlements and Rural Society in Early Medieval India*,OUP New Delhi,,2005

Furber,Holden, *Rival Empires of Trade in the Orient, 1600-1800*, Minneapolis, 1976.

Gupta,Ashin Das, *Indian Merchants and the Decline of Surat C 1700-1750*, Manohar, New Delhi, 1994.

Gupta, Ashin Das, *The World of the Indian Ocean Merchants (Collected Essays)*, Oxford University Press, New Delhi, 2001

Gupta, P. L,*The Imperial Guptas, 2 Vols*, Vishwavidyalaya Prakashan, Varanasi, 1979.

Kesavan, Veluthat,*Political Structure of Early Medieval South India*, Orient Longman, New Delhi,1993

Liu, Xinriu, *Ancient India and Ancient China: Trade and Religious Exchanges*, Oxford University Press, Delhi, 1988.

Maity, S. K,*EconomicLife in Northern India in the Gupta period (c. AD300–550)*, Motilal Banarsidass, Delhi, 1970.

Olivelle, Patrick (ed.) *Between the Empires: Society in India 300 BCE to 400 CE*, Oxford University Press, Oxford and New York, 2006.

Ranabir, R.S. Chakrabarti, *Trade and Traders in Early India*, Manohar, NewDelhi, 2002.

Sharma, R.S., *Urban Decay in India AD 300-1000*,MunshiramManoharlal, Delhi.

Sharma,R.S., *Shudras in Ancient India*, Motilal Banarsidass, Delhi,1958.

Shrimali,K. M., *Agrarian Structure in Central India and the Northern Deccan (c. AD 300–500): A Study of Vakataka Inscriptions*, MunshiramManoharlal, New Delhi, 1987.

## **MAHIS04E12: ART AND ARCHITECTURE IN PRE-MODERN INDIA**

**Credits: 4**

### **Course Objectives**

This course provides students opportunity to learn the architectural heritage of India. It seeks to acquaint students with the techniques and methods of construction and the origin and evolution of styles.

### **Course Outcome**

Students learn the history of architecture, with a focus on its origin and stylistic evolution. They study the process of assimilation and the formation of cultural identity.

### **MODULE1**

Introduction to theories in Art and Architecture –Concept of Built Space –Definition of Art History and Visual Art –History of Art and Architecture in India – Pre-historic art – Rock art –India – Kerala – Indus art & architecture – Vastusastra –Shilparatna –Iconography.

### **Module Outcome**

Students get a vision about art history and about its historical and theoretical foundations.

### **MODULE 2**

Buddhist and Jain art and architecture – Iconography –Stupas – Chaitya –Vihara – Cave – Monastery –Sculptures –Engraving –Painting – Mauryan art –Sunga art –Indo-Bactrian – Indo-Parthian – Saka-Kushana arts – Gandhara and Mathura art –Universities.

### **Module Outcome**

Students learn about the different streams of architectural and iconographic tradition of ancient India.

### **MODULE 3**

Gupta art& Architecture – Iconography –Jataka Panels – Rashtrakuta art –Vakataka art – Ajanta-Ellora – Bhag caves – Temple architecture – Nagara, Vesara, Dravida –Structural Temple – Pallava, Pandya, Chera& Chola – Konark – Khajuraho – Hoysala – Vijayanagara – Temple architecture in Kerala – Traditional house pattern –Texts on Kerala architecture – Mural Art tradition in Kerala.

### **Module Outcome**

Students identify the origin and types of various Indian Temple styles, with a focus on the architectural tradition of Kerala.

### **MODULE 4**

Art and Architecture in Medieval India –Sultanate & Mughal Periods– Indo-Saracenic style –Religious& secular Architecture –Mosques, Mausoleums &Tombs–Forts, Palaces & Gardens – Delhi, Agra and Fatehpur Sikri– Typical features of Muslim Architecture – Painting & Calligraphy –Regional styles –Towards Colonial architecture.

## **Module Outcome**

Students understand the evolutionary process of medieval Indian art and architecture and identify the basic features of Indo-Saracenic style.

## **Module 1: Lecture Plan**

### **Week 1**

#### **Topics:**

1. Art and architecture: Theories
2. Concept of Art History
3. Utility vs aesthetics
4. Concept of Built Space

#### **Assignment:**

Discuss the concept of Art History.

### **Week 2**

#### **Topics:**

5. Definition of Art History
6. Architecture in India – Harappan, Buddhist and later traditions
7. Indian Art: prehistoric times
8. Buddhist art

#### **Assignment:**

Analyse the features of Indian art and architecture.

### **Week 3**

#### **Topics:**

9. Rock art in India
10. Bhimbedka
11. Other sites
12. Rock art sites in Kerala

#### **Assignment:**

Prepare rock art map of India.

### **Week 4**

#### **Topics:**

13. Features of Indus art and architecture
14. Mauryan art and architecture
15. Traditional text books on Vastusastra
16. Iconography and Traditional text books

#### **Assignment:**

Review Silparatna, the traditional iconographic text.

## **Compulsory Reading**

Bhattacharya, T, *The Canons of Indian Art or A Study on Vastuvidya*, South Asia Book, Delhi, 1963.

Rowland, B, *The Art and Architecture of India*, Penguin Books, Baltimore, 1967.



Sivramamurti, C, *The Art of India*, Harry N. Abrams, Inc.; Reissue edition, New York, 1977.  
Zimmer, Henrich Robert, *The Art of Indian Asia*, Pantheon, USA, 1995.

## **Module 2: Lecture Plan**

### **Week 1**

#### **Topics:**

17. Features of Buddhist art
18. Features of Buddhist architecture
19. Features of Jain art
20. Features of Jain architecture

#### **Assignment:**

Examine the features of Buddhist and Jain tradition of art and architecture.

### **Week 2**

#### **Topics:**

21. Features of Mauryan art and architecture
22. Art of Asokan Edicts
23. Sunga art
24. Sunga architecture

#### **Assignment:**

Compare and contrast Mauryan and Sungan art.

### **Week 3**

#### **Topics:**

25. Indo-Bactrian art and architecture
26. Indo-Parthian art and architecture
27. Saka art and architecture
28. Kushana art and architecture

#### **Assignment:**

Write a note on post-Mauryan art and architecture.

### **Week 4**

#### **Topics:**

29. Gandhara art
30. Mathura art
31. Ancient Universities
32. Nalanda and Taxila

#### **Assignment:**

Prepare a report on Gandhara school art.

### **Compulsory Reading**

Brown, Percy, *Indian Architecture (Hindu and Buddhist Periods)*, D. B. Taraporevala sons & Company Ltd., Delhi, 1959.

Chauley, C.C, *Art and Architecture of Nalanda*, Sundeep Prakashan, New Delhi, 2002.

Chauley, C.C, *Early Buddhist Art in India*, Sundeep Prakashan, Delhi, 1998.

Huntington, Sand John C. Huntington, *The Art of India: Buddhist, Hindu, Jain*, Whether Hill, Newyork, 1988.

### **Module 3: Lecture Plan**

#### **Week 1**

##### **Topics:**

33. Gupta art
34. Gupta architecture
35. Vakatakaart& architecture
36. Rashtrakutaart& architecture

##### **Assignment:**

Prepare a report on Indian art during Gupta times.

#### **Week 2**

##### **Topics:**

37. Pallavaart
38. Pallavaarchitecture
39. Chola art
40. Chola architecture

##### **Assignment:**

Prepare a note on Chola architecture.

#### **Week 3**

##### **Topics:**

41. Pandya art& architecture
42. Cheraart& architecture
43. Konark & Khajuraho
44. Hoysalaart& architecture

##### **Assignment:**

Examine the development of regional architectural styles in South inida.

#### **Week 4**

##### **Topics:**

45. Vijayanagaraart&architecture
46. Sculpture in Vijayanagara
47. Temple art of Kerala
48. Uniqueness of Kerala architecture

##### **Assignment:**

Analyze the typical features of Kerala architecture.

### **Compulsory Reading**

Balasubramaiaam, S.R,*Early Chola Temples*, Orient Longman,Delhi,1971.

Balasubramaiaam, S.R,*Early Chola Art and Architecture*, Asia Publishing House, Bombay, 1966.

- Cousens, Henry, *The Chalukya Architecture*, Sundeep Prakashan, Delhi, 1978.
- Harle, J.C, *The Art and Architecture of the Indian Sub-Continent*, Penguin, Harmonds Worth, 1987.
- Kkosa, Sunil, *Handbook of Indian Art*, Sundeep Prakashan, Delhi, 1978.
- Kramrich, Stella, *The Hindu Temple, Vol.2*, Motilal Banarsidass Publication, Delhi, 1976.
- Salatore, R.N, *Vijayanagara Art*, Sundeep Prakashan, Delhi, 1982.
- Rajan, K.V. Soundara, *Art of South India, Tamil Nadu and Kerala*, Sundeep Prakashan, Delhi, 1978.
- Rajan, K.V. Soundara, *South Indian Temples*, Sundeep Prakashan, Delhi, 1978.

#### **Module 4: Lecture Plan**

##### **Week 1**

##### **Topics:**

1. Art and Architecture in Medieval India-An Introduction
2. Indo-Saracenic style and its features
3. Tughlaq artchitectureand its features
4. Khalijiartchitectureand its features

##### **Assignment:**

Discuss the features the nature of Indo-Saracenic art.

##### **Week 2**

##### **Topics:**

5. Lodhi artchitecturestyle and its features.
6. Sayyad artchitecturestyle and its features.
7. Regional style-An introduction
8. Regional style and its features.

##### **Assignment:**

Explain how regional architecture is superior than Sultanate architecture.

##### **Week 3**

##### **Topics:**

9. Mughalstyleartchitecture -An introduction
10. Babar and his artchitectural style.
11. Humayunand his artchitectural style.
12. Akbar and his artchitectural style.

##### **Assignment:**

Prepare a report on Pietradura.

##### **Week 4**

##### **Topics:**

13. Akbar and Fatehpur Sikri
14. Jahangir and his architectural style.
15. Shahjahan and his architectural style.
16. Regional style and its features.

**Assignment:**

Write a note on Mughal Jewellery work.

**Compulsory Reading**

- Asher, Catherine, B, *Art and Architecture of Mughal India*, Cambridge University Press, Cambridge, 1992.
- Beach, Milos, *Mughal and Rajput Paintings: The New Cambridge History of India Series*, Foundations Books, U.K, 1992.
- Juneja, Monica, *Architecture in Medieval India: Forms, Context, Histories*, Permanent Black, Delhi, 2001.
- Koch, Ebba, *Mughal Art and Imperial Ideology*, Oxford University Press, Delhi, 2001.
- Sharma, Padmakumar, *Mughal Architecture of Delhi: A Study of Mosques and Tombs*, Sundeep Prakashan New Delhi, 2000.
- Sinha, C.P, and U.C. Dwivedi, *Medieval Art of India 1000 A.D to 1700 A.D*, Sundeep Prakashan, New Delhi, 2003
- Verma, S.P, *Mughal Painters and Their Work: A Bibliographical Survey and Catalogue*, Oxford University Press, Delhi, 1994.

**Recommended Reading**

- Agarwal, V.S, *Indian Art Vol.I*, Pruthi Prakashan, Varanasi, 1984.
- Balaji, P.D, *Rock Cut Temples of Early Pandyas of Tamilnadu*, New Bharatiya Book Corporation, Madras, 2012.
- Hardie, C. James, *Temple Gateways in South India*, OUP, Oxford, 1961.
- Deva, Krishna, *Temples of North India*, National Book Trust, New Delhi, 2002.
- Dhaky, M.A, *The Indian Temple Forms in Karnataka Inscriptions and Architecture*, Abhinav, New Delhi, 1977.
- Donaldson, T.E, *Hindu Temple Art of Orissa, 3 Vols*, E.J Brill, Leiden, 1985.
- Dubertail, Jouveau, *Dravidian Architecture*, Educational Service Society, New Delhi, 1967.
- Fergusson, J, *History of Indian and Eastern Architecture*, J.Murray, Harvard University, 1876.
- Ghosh, D.P, *Medieval Indian Painting Eastern School*, Sundeep Prakashan, Delhi, 1982.
- Gupta, R.S, *The Art and Architecture of Aihole*, Taraporevala Publication, Bombay, 1967.
- Hardly, A, *Indian Temple Architecture Form and Transformation*, Asia Publishing House, Bombay, 1966.
- Hariharan and Kuppaswami, *Music in Indian Art*, Sundeep Prakashan, Delhi, 1985
- Kramrisch, Stella, *A Survey of Painting in Deccan*, MLBD, London, 1983.
- Majumdar, R.C (ed.), *The History and Culture of the Indian People, Vol. III*, Bharatiya Vidhya Bhavan, Bombay, 1997.

Meister, M.W, and Dhakey, M.A ,(eds,) *Encyclopaedia on South Indian Temple Architecture: South India, Upper Dravidadesa, early phase (A.D 550-1075)*, University of Pennsylvania Press,Philadelphia,1986.

Meister, M.W, (ed.),*Encyclopaedia of Indian Architecture :South India*, Lower Dravidadesa, B.C 200-1324 A,D, University of Pennsylvania Press,Philadelphia,1983.

Meister, M.W, M.A. Dhakey and Krishna Deva (eds.), *Encyclopaedia on Indian Temple Architecture: North India, foundations of North Indian Styles (250 B.C -1100 A.D)*, University of Pennsylvania Press,Philadelphia,1988.

Majumdar, R.C. (ed.),*The Struggle for Empire*,The History and Culture of the Indian People (Volume V), Bharatiya Vidhya Bhavan,Bombay,2001.

Soundarajan, K.V. *Indian Temple Styles*,MunshiramManoharlal,New Delhi,1972.

Srinivasan, K.R, *Temples of South India*, National Book Trust, New Delhi, 1971.

# **OPEN COURSE**

## **MAHIS04O02: HISTORY OF CONTEMPORARY INDIA**

**Credits: 4**

### **Course Objectives**

The course intends to familiarize students with the great and radical transformation India experienced in the post-colonial period – decolonization and the construction of a powerful nation-state with a socialist orientation. By the end of the twentieth century a paradigm shift began to take shape – a transformation towards liberal economy, pro-US foreign policy, authoritarian state structure, etc. Students understand the basic undercurrents of post-colonial politics and socio-economic structures.

### **Course Outcome**

Students form a perspective about India's post-colonial development and identify the ideological and structural roots of the recent shift towards a neo-liberal political economy. They study the relationship between everyday politics and neo-liberal economic policies in the context of Hindutva politics.

### **MODULE 1**

Development Strategies – Planning and development – Five Year Plans – Mixed Economy – Center-State Relations – Panchayati Raj and economic Decentralization – Mixed to Liberal Economy – GATT, WTO and Neo-liberalism – impact of liberalization.

### **Module Outcome**

Students develop an idea about the relationship between nation-building and economic

### **MODULE 2**

Linguistic states and regional politics – Formation of linguistic states – Anti-Hindi agitation – Question of regional autonomy – Regionalism and regional separatism – Kashmir, Punjab and Assam – Khalistan and the ULFA – Regionalism in the North Eastern states – formation of new states.

### **Module Outcome**

Students identify the difference between state formation during the immediate post-independent period and post-2000 years.

### **MODULE 3**

Foreign Policy – Nehruvian era – shaping of Non-Alignment – India-China relation – Panchaseel – India-Pak relations – war with China and Pakistan – India and the Cold War – regional cooperation and SAARC – Decline of NAM and growth of pro-US attitude – Nuclear Treaty – Alliance with Israel- Politics after 1947 –Bhoodan and Naxalite Movements – J.P. Movement – Indira Gandhi and declaration of Emergency – non-Congress ministries – Mandal Commission and anti-reservation movement – rise of Hindutva politics – Ram Janmabhoomi issue – question of uniform civil Code – BJP

governments in power – concept of ‘corporate Hindutva’.

### **Module Outcome**

This Module instructs the students with the political roots of India’s foreign policy and helps them to understand the nuances of recent shifts and changes. It also provides a glimpse of the basic political transformation taken place in India since 1947 and helps students to assess the pros and cons of, as well as the dynamics of, recent changes.

### **MODULE 4**

Social Changes – continuity and change – Industrialization and urbanization – growth of the middle class – changes in the Caste system – Dalits and the Question of reservation – Communalism in society and politics – Adivasi Question – Women's movements – land question and peasant movements – Environmental Movements.

### **Module Outcome**

This module makes students aware of the basic social changes in independent India and help them identify the threats and challenges ahead.

### **Module 1:Lecture Plan**

#### **Week 1**

#### **Topics:**

1. Development Strategies
2. Planning And Development
3. Origin of the Concept of Planning
4. Five Year Plans

#### **Assignment:**

Assess India’s Development Strategy through Five Year Plans.

#### **Week 2**

#### **Topics:**

5. Planning And Socialist Pattern
6. First Five Year Plan
7. Second Five Year Plan
8. MixedEconomy

#### **Assignment:**

Analyze the Impact of First Five Year Plan

#### **Week 3**

#### **Topics:**



9. Center-State Relations
10. Concept of Economic Decentralisation
11. Panjayati Raj System
12. Panchayati Raj In Practice

**Assignment:**

Examine The Functioning of Panchayati Raj In India.

**Week 4**

**Topics:**

13. Mixed To Liberal Economy
14. GATT & WTO
15. Neo Liberalism
16. Impact of Liberalisation

**Assignment:**

Analyse The Impact of Neo-Liberal Policies on Indian Economy.

policies in India.

**Compulsory Reading**

Brass, Paul, *Politics of India Since Independence*, Cambridge University Press, Washington, 1994.

Chandra, Bipan, *India Since Independence*, Penguin Random House India, 2017.

Chatterjee, Partha (ed.), *Wages of Freedom: Fifty Years of the Indian Nation State*, Oxford University Press, India, 1998.

Das Mausumi, Sabyasachi Kar, Nandan Nawn, *Economic Challenges for the Contemporary World - Essays in Honour of Prabhat Patnaik*, Sage, New Delhi, 2016.

Frankel, Francine, R., *India's Political Economy: 1947-2004*, OUP, Delhi, 2006.

Guha, Ramchandra, *India after Gandhi: The History of the World's Largest Democracy*, Picador, Delhi, 2017.

Jalan, Bimal (ed.), *The Indian Economy: Problems and Prospects*, Penguin, New delhi, 2004.

Sury, M.M, *Twenty Five Years of Economic Reforms in India: 1991 to 2016*, New Century Publications, New Delhi, 2016

**Module 2: Lecture Plan**

**Week 1**

**Topics:**

17. Regional Politics
18. Formation of Linguistic States

19. Anti-Hindi Agitation
20. Question of Regional Autonomy

**Assignment:**

Assess The Evolution of Regional Politics In The Post-Independence Period.

**Week 2**

**Topics:**

21. Separatist Tendencies
22. Regional Separatism
23. Kashmir Problem
24. Punjab &Khalistan

**Assignment:**

Briefly Analyze The Growth Of Regional Politics In Post-Independent India.

**Week 3**

**Topics:**

25. Assam Issue
26. ULFA
27. Bodo Land
28. North Eastern States

**Assignment:**

Evaluate The Rise of Separatism In Eastern And North Eastern India.

**Week 4**

**Topics:**

29. Formation of New States
30. Linguistic Problem
31. Movement In Andhra
32. States Reorganization Committee

**Assignment:**

Describe The Process Through Which States Reorganization Was Effected In India.

**Compulsory Reading**

Chandra, Bipan,*Essays on Contemporary India*, Haranand Publications, Delhi, 2007.

Chatterjee, Partha, *State and Politics in India*, Oxford University Press, India, 1998.

Saranghi,Asha&Sudha Pai (eds), *Interrogating Reorganization of States: Culture, Identity and Politics in India*, Routledge, 2011.

Tillin, Louise, *Remapping India: New States and their Political Origins*, C. Hurst & Co, London, 2013.

### **Module 3:Lecture Plan**

#### **Week 1**

##### **Topics:**

- 33. Indian Foreign Policy
- 34. Shaping of NAM
- 35. India-China Relations&Panchsheel
- 36. India-Pak Relations

##### **Assignment:**

Asses India's Foreign Policy during Nehruvian Era.

#### **Week 2**

##### **Topics:**

- 37. War With China And Pakistan
- 38. SAARC
- 39. Decline of Cold War & Shift In Foreign Policy
- 40. Growth of Pro-US Attitude

##### **Assignment:**

Analyse Indira Gandhi As Prime Minister

#### **Week 3**

##### **Topics:**

- 41. Bhoodan And Naxalite Movements
- 42. Indira Gandhi And Declaration Of Emergency
- 43. Non-Congress Ministries
- 44. Mandal Commission And Anti-Reservation Movement

##### **Assignment:**

Examine the Context in Which Emergency Was Declared.

#### **Week4**

##### **Topics:**

- 45. Rise of Hindutva Politics
- 46. Ram Janmabhoomi Issue
- 47. Question of Uniform Civil Code
- 48. Concept of 'Corporate Hindutva'

## **Assignment:**

Analyse The Growth of Hindutva Movement In India.

## **Compulsory Reading**

Ahamed,Aijaz, *Communalism and Globalization: Offensives of the Far Right*, Three Essays Collective, Gurgaon, 2008.

Chandra, Bipan, *The Indian Left: The Critical Appraisals*, Vikas, New Delhi, 1983.

Chatterjee,Partha, *A Possible India: Essays in Political Criticism*, Oxford University Press, India, 1998.

Gopal, S, *Jawaharlal Nehru: A Biography*, Oxford University Press, Delhi, 2014.

Jafferlot, Christophe,*The Hindu Nationalist Movement and Indian Politics: 1925 to the 1990s*, C Hurst & Co Publishers, Oxford, 1996.

Karlekar,Hiranmay, (ed.), *Independent India: The First Fifty Years*, OUP, Delhi, 1999.

Malone, David, M., Raja Mohan C &SrinathRaghavan,*The Oxford Handbook of Indian Foreign Policy*, OUP, Delhi, 2015.

Misra, R.N, *Bhoodan Movement*, S. Chand, New Delhi, 1972.

Nanda, B.R, (ed.), *India's Foreign Policy: The Nehru Years*, Vikas Publishing House, Delhi, 1976.

Panikkar, K.N, (ed.) *A Concerned Citizen's Guide to Communalism and Secular Agenda*, Penguin, New Delhi, 1999.

Pant,Harsh. V, *New Directions in India's Foreign Policy: Theory and Praxis*, Cambridge University Press, New Delhi, 2019.

Santhanam, M.K, (ed.) *Fifty Years of Indian Republic*, Publications Division, Ministry of Information and Broadcasting, Govt. of India,2000.

## **Module 4:Lecture Plan**

### **Week 1**

#### **Topics:**

- 49. Social Change In India
- 50. Tradition Vs Modernity
- 51. Industrialisation
- 52. Urbanisation

#### **Assignment:**

Examine Modernization of Traditional Indian Society.

### **Week 2**

#### **Topics:**

- 53. Changes In Caste System
- 54. DalitQuestion In India

- 55. Future of Reservation
- 56. Communalism In Contemporary Society

**Assignment:**

Evaluate the Major Social Changes in Post-Colonial India

**Week 3**

**Topics:**

- 57. Adivasi Question
- 58. Tribal Movements
- 59. Maoist Challenge
- 60. Land Question And Peasant Movements

**Assignment:**

Account for Subaltern Radicalism in India.

**Week 4**

**Topics:**

- 61. Women's Issues In India
- 62. Women's Movements
- 63. Environmental Issues
- 64. Environmental Movements

**Assignment:**

Examine The Relevance of Environmental History In The Indian Context.

**Compulsory Reading**

- Arnold, David and Ramachandra Guha (eds.), *Nature, Culture and Imperialism: Essays on the Environmental History of South Asia*, Oxford University Press, Delhi, 1995.
- Desai, A.R., *Peasant Struggles in India*, OUP, Delhi, 1979.
- Hassan, Mushrul, *Legacy of a Divided Nation*, Westview Press, USA, 1997.
- Kothari, Rajani, *Caste in Indian Politics*, Orient Longman, India, 2004.
- Menon, Nivedita, *Gender and Politics in India: Themes in Politics*, Isha Books, New Delhi, 2013.
- Michael, S.M., *Dalits in Modern India: Vision and Values*, Sage, New Delhi, 2007.
- Rangarajan, Mahesh, and Sivaramakrishnan, K.(eds.), *India's Environmental History: Volumes 1 and 2*, Permanent Black, Delhi, 2011.
- Thapar, Romila (ed.) *India: The Next Millennium*, Penguin India, 2000.

**Recommended Reading**

- Jayal ,Niraja ,Gopal and Mehta ,Pratap ,Bhanu ,(eds.), *The Oxford Companion to Politics in India*, OUP, New Delhi, 2011.

Jayal ,Niraja ,Gopal, (ed.), *Democracy in India*, OUP, New Delhi, 2007.  
Khilnani, ,Sunil ,*The Idea of India*, Penguin, New De,lhi, 2004.  
Tharoor ,Shashi, *India from Midnight to Millennium*, Penguin, Delhi, 2012.  
Vanaik ,Achin, and Bhargava, Rajeev, (eds.), *Understanding Contemporary India*, Orient  
Blackswan, Hyderabad, 2010.  
Weiner, Myron, *The Indian Paradox: Essays in Indian Politics*, Sage, New Delhi, 1989.  
Zelliot, Eleanore, *From Untouchable to Dalit: Essays on the Ambedkar Movement*, Manohar,  
New Delhi, 1996.