FAROOK COLLGE (Autonomous)

Farook College P O, Kozhikode, Kerala

Syllabus

for

MA History

(2022 Admission)

Prepared By

Board of Studies in History & Islamic History

Farook College (Autonomous)

2022

CERTIFICATE

I hereby certify that the documents attached are the bonafide copies of the syllabus of Core Courses offered to M. A. History by the Department of History to be effective from 2022 admission onwards.

Principal

Date:

Place: Farook College

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PREAMBLE

The Department of History of the College stands distinct from its peers for its dynamic presence in academic endeavours and commitment to the cause of serious historical research. Established in 1990, it currently runs post graduate and research programmes. Apart from its regular programmes, it organises several activities to nourish talents of students, enrich social science knowledge, and strengthen research and to interface students with the community outside.

The only college-level department in the country to host a session of Indian History Congress (67th Session/2007), the department stands tall in its role as a platform of interfacing the experts of the academic world with a view to deliberating the frontiers of knowledge and disseminating them. Annual Extension Lectures (since 2012) connects the department with the international erudite scholars and their wisdom.

Dr. T. Muhahammedali
Chairman, Board of Studies in History
Farook College (Autonomous)

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Introduction

The Syllabus for M. A. History (with specialization in Islamic History)is intended to provide an overall picture of the problems and debates present in history and historiography. The Syllabus focuses on Indian History with special concern for Kerala history. The Courses are schemed keeping in view that students have acquired basic knowledge in the histories of the world, the nation and Kerala from their undergraduate programme.The syllabus intends to offer a clear and comprehensive picture of the problems and perspectives current in history at all levels. The whole set of courses are framed in such a way that, apart from gaining insight into historical problems, student would also acquire necessary skills leading to research, presentation and publication.

Objectives

- To provide students detailed Knowledge on the history of the world , India and west Asia
- To familiarize students with the major theoretical models in Historiography
- To equip students for research in History with focus on Kerala History
- To train the students in the craft of historical writing
- To equip students for competitive examinations

Learning outcome

- Students can follow and interpret the historical trends of the world, South Asia and West Asia
- Students can differentiate various philosophies of history and historiography
- Students can formulate research problems and write synopsis of research.
- Students can apply latest tools and techniques in research
- Students can undertake historical research projects
- Students can participate in debates in the subject
- Students can solve the problems of the contemporary situations

The courses are distributed as follows

I. Programme Structure

Duration: The programme covers 4 semesters distributed over a period of 2 academic years. The odd semesters (1, 3) shall be from June to October and even Semesters (2, 4) from November to March. Each semester shall have 90 working days including examinations.

Courses: The programme includes two types of courses, Core courses, Elective Courses and Audit courses. There shall be a Project /Dissertation to be completed by all students.

Credits: Total credit for the programme is 80 (eighty). The pattern of distribution is as follows :

i) Core Courses shall have a minimum of 60 (sixty) creditsand should not exceed 68 (sixty eight) credits.

ii) Elective Course shall have a minimum of12 (twelve) and should not exceed20 (Twenty) credits.

iii) Total Credits for Comprehensive Viva-voce and Project Work combined together shall be 8 (eight), subject to a minimum of 4 (four) credit for Project Work.

iv) Total credit in each semester shall vary between 18 to 22.

v) No course shall have less than 2 credits and more than 5 credits.

vi)Elective courses shall be spread over either both or in any one of the Third & Fourth Semesters combined, subject to the stipulations of the BoS.

vii) Students have to complete two audit courses successfully; one in the first semester and the other in the second semester.

Attendance:

The students are required to attend at least 75 percent of the total number of working days (theory/practical) in each semester. The students having less than 75 percentage of attendance shall not be allowed to appear for the examination.

Condonation for shortage of attendance for a maximum of 9 days (10% of the working days in a semester) in the case of single condonation and 18 days (20% of the working days in a semester) in the case of double condonation in a semester subject to a maximum of two times (for single condonation only) during the whole period of Post Graduate programme may be granted as per the existing procedures.

In the case of double condonation, only one condonation shall be allowed during the entire programme.

Students shall be normally permitted to register for the examination only if they have the required minimum attendance. If the student has a shortage of attendance in a semester, the student shall be permitted to move to the next semester and can write the examination for the entire courses of the semester in which shortage of attendance occurs as supplementary examination only after the completion of the entire programme. In such cases, a request from the student may be forwarded through the Head of the Department to the Principal of the college within two weeks of the commencement of the semester. There will not be any Repeat Semester.
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The students who have attendance within the limit prescribed, but could not register for the semester examinations, have to apply for token registration, within two weeks of the commencement of the next semester.

Project:

Project work is meant for providing an opportunity to identify and study a research problem in a systematic and scientific manner. It provides the students an opportunity to apply in research the skills they have acquired,to learn the art of conducting a study, and to present the report in a structured way. The report of the project, completed in every respect, is to be submitted to the Department for valuation.

1. Project work shall be done individually
2. The Project work should be completed by the end of the VI semester and the report should be submitted to the Department before 31st March of the year concerned.
3. The project report should be printed and typed in English.

Project work is mandatory. Viva-voce shall be one of the criteria for the evaluation of the Project Work.

All students have to submit a Project Report/Dissertation in the prescribed structure andformat as part of the Project Work undertaken as per the stipulations.

There shall be External and Internal evaluation for Project Work and these shall be combined in the proportion of 4:1. External Comprehensive Viva-voce is mandatory but internal evaluation is optional.

For a pass in Project Work, a student has to secure a minimum of P Grade in External and Internal examinations combined. If the students could not secure minimum P Grade in the Project work, they will be treated as failed in that attempt and the students may be allowed to rework and resubmit the same in accordance with the University examination stipulations. There shall be no improvement chance for Project Work.

The External and Internal evaluation of the Project Work shall be done on the basis of the following criteria and weightages as detailed below :

External (60%)

Sl No	Criteria	Weightage external
1	Significance of the problem	8
2	Method and analysis	8
3	Report and Presentation	8
4	Viva Voce	16
Total		40

Internal (20%)

Sl No	Criteria	Weightage internal
1	Punctuality	2
2	Originality of the work	2
3	Inquisitiveness	2
4	Viva Voce	4
Total		10

8. EVALUATION AND GRADING

Direct Grading System based on a 10-Point scale is used to evaluate the performance

(External and Internal Examination of students)

Letter grades and GPA/SGPA/CGPA are given on the following way:

a) First Stage Evaluation for both Internal and External done by the Teachers concerned in the following Scale :

Grade	Grade Points
A+	5
A	4
B	3

C	2
D	1
E	0

b) The Final Grade Range for both Internal & External shall be:

Letter Grade	Grade Range	Range of percentage	Merit/indicator
O	4.25 – 5.00	85.00 –100	Outstanding
A+	3.75 – 4.24	75.00 –84.99	Excellent
A	3.25 – 3.74	65.00 –74.99	Very Good
B+	2.75 – 3.24	55.00 –64.99	Good
B	2.50 – 2.74	50.00 –54.99	Above Average
C	2.25 – 2.49	45.00- 49.99	Average
P	2.00 -2.24	40.00- 44.99	Pass
F	< 2.00	Below 40	Fail
I	0	--	Incomplete
Ab	0	--	Absent

No separate minimum is required for Internal evaluation for a pass, but a minimum of P Grade is required for a pass in the external evaluation. However, a minimum P grade isrequired for pass in a course.

A student who fails to secure a minimum grade for a pass in a course will be permitted towrite the examination along with the next batch students.
Semester Grade Point Average (SGPA) – Calculation
The SGPA is the ratio of sum of the product of the number of credits with the grade points scored by a student in all the courses taken by a student and the sum of the number of credits of all the courses taken by a student.

After the successful completion of a semester, Semester Grade Point Average (SGPA)of a student in that semester is calculated using the formula given below.

Semester Grade Point Average - SGPA (Sj) = Σ(Ci x Gi) / Cr

(SGPA= Total Credit Points awarded in a semester / Total credits of the semester) where 'Sj' is the jth semester , 'Gi' is the grade point scored by the student in the ith course 'ci' is the credit of the ith course, 'Cr' is the total credits of the semester.

Cumulative Grade Point Average (CGPA) – Calculation
Cumulative Grade Point Average (CGPA)
= Σ(Ci x Si) / Cr(CGPA= TotalCredit points awarded in all semesters/Total credits of the programme) where C1 is the credit of the Ist semester S1 is the SGPA of the Ist semester and Cr isthe total number of credits in the programme. The CGPA is also calculated in the samemanner

taking into account all the courses undergone by a student over all thesemesters of a programme. The SGPA and CGPA shall be rounded off to 2 decimalpoints.For the successful completion of a semester, a student should pass all courses andscore a minimum SGPA of 2.0. However,the students are permitted to move to the nextsemester irrespective of their SGPA.

Structure of Continuous Assessment(CA)

	CAT	SEMINAR	ASSIGNMENT	Attendance	Total
Weig htage	2	1	1	1	5

% of Attendance	Grade for attendance
Above 95%	A+
90 to 95%	A
85 to 90%	B
80 to 85 %	C
75 to 80%	D
Below 75%	E

QUESTION PATTERN FOR SEMESTER END EVALUATION

The questions for external evaluation are prepared with the aim of assessing knowledge, standard application of knowledge and application of knowledge in new situations. Question paper should be a judicious mix of short note type, short essay type and long essay type

questions. The question setter shall submit a detailed scheme of evaluation along with the question paper.

Duration	Type	Total No of Questions	Questions to be answered	Weightage	Total weightage
3hrs	Short answer	7	4	2	8
	Short essays	7	4	3	12
	Essays	4	2	5	10
	Total				30

II. CREDIT DISTRIBUTION

Sem	Core				Open	Viva	Dissertation/project
I	5	5	5	5			
II	5	5	5	5			
III	5	5	4(E)	4(E)			
IV	4	4	3(E)	3(E)		2	6
Total	19	19	17	17		2	6
Grand Total 80							

(E= elective)

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Programme Outcomes

Upon completion of the Post Graduate Programme in History at Farook College (Autonomous) the students will be able to develop:

PO1. Advanced Disciplinary Knowledge

Graduates will demonstrate a deep understanding of advanced concepts and theories in their field of study, and will be able to apply this knowledge to complex problems.

PO2. Application of knowledge

The graduate will be able to review the information ,develop lines of argument and make sound judgment in accordance with the major disciplinary theories and concepts

PO3. Research and Inquiry

Graduates will be able to conduct independent research, using appropriate methods and tools, and will be able to analyze and interpret data to develop evidence-based conclusions

PO4. Professional Practice

Graduates will demonstrate the ability to apply their knowledge and skills to real-world problems and to practice their profession in an ethical and responsible manner.

PO5. Scientific Communication Skills

Students will be able to develop strong scientific communication skills, including the ability to effectively communicate scientific research to both scientific and non-scientific audiences.

PO6. Leadership and Management

Graduates will be able to assume leadership roles, guiding and motivating others to achieve shared goals, and will demonstrate the ability to manage complex projects and teams.

PO7. Lifelong Learning

Graduates will demonstrate a commitment to lifelong learning and professional development, staying current with advances in their field and continuously improving their skills and knowledge.

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Programme Specific Outcome (PSOs)

PSO1. Recognise the underlying ideas, theories, and foundations of history and its significance to society **understanding**.

PSO.2. Studying how people interact in society requires **applying** theoretical knowledge, critical thinking, and analytical abilities.

PSO3. Apply a variety of research techniques, both quantitative and qualitative, to gather and analyse data pertinent to historical research questions, come to the right conclusions, solve

problems using evidence, and effectively communicate research results to a range of audiences both orally and in writing.

PSO4. Analyse historical structural categories that have shaped society, as well as social stratification based on race, ethnicity, gender, class, and other aspects of social difference. Study the interplay of many forms of oppression and privilege, as well as how it affects social life.

PSO5. Analyse diverse ideas, forms, techniques, problems, and applications of historical study, as well as their applicability to social science.

PSO6. Evaluate important facets and theories in history, social science, culture, media, and the environment.

PSO7. Evaluate the fundamental ideas, theories, approaches, and approaches that support historical research methodologies, as well as how well they fit into various research contexts.

PSO8. Create a thorough research design that includes precise research questions, suitable sampling techniques, ethical considerations, and knowledge of the possible repercussions of historical research, such as concerns about confidentiality, informed consent, and the potential effect of the study on participants.

THE STRUCTURE OF THE SYLLABUS

Code	Title of Course	Credit
Ist Semester		
MHS1C01	Modern Historiography and Method	5
MHS1C02	Pre-colonial Kerala: Problems and Perspectives	5
MHS1C03	Themes in Indian Historiography	5
MHS1C04	Ancient Indian History:Selected Debates	5
IInd Semester		
MHS2C05	History and Social theory	5

MHS2C06	Formation of Modern Kerala	5
MHS2C07	Themes in Medieval Indian History	5
MHS2C08	Emergence of Modern world	5
IIIrd Semester		
MHS3C09	India in Eighteenth Century	5
MHS3C10	Indian National Movement- History and debates.	5
MHS3E1	Islam in the Medieval World-Polity and Society(Elective)	4+4=8
MHS3E2	Islam in the Medieval World- Knowledge and Culture(Elective)	
MHS3E3	Islam in the Modern world-Selected themes(Elective)	
MHS3E4	Maritime History of Malabar 1300-1800(Elective)	
IVth Semester		
MHS4C11	Contemporary India – Selected Themes	4
MHS4C12	Contemporary World: Selected Themes	4
MHS4E5	Environmental History of India: Perspectives and Problems (Elective)	3+3=6
MHS4E6	Epigraphy in Kerala History(Elective)	
MHS4E7	Megalithic Archaeology in Kerala(Elective)	
MHS4E8	Women and Dalit History of Kerala(Elective)	
MHS4 P01	Dissertation	6
MHS4V01	Viva	2
	Total	**80**

Audit Course

HTR 1 A01	**Book review**
HTR 2 A01	**Archaeological Field work**

M.A HISTORY (CSS PATTERN)
SEMESTER I

MHS1C01 Modern Historiography and Method

Credit	Hours per week		Weightage		
			Internal	External	Total
5	5		5	30	35

Course Objectives

To introduce the major trends and philosophies of Modern Historiography
To familiarize the contributions of selected historian/ philosophers
To provide the fundamentals of the processes of research
To provide detailed training in the formulation of research problems and synopsis
To train in writing review articles
To familiarize the latest developments in historiography

COURSE OUTCOMES

CO No	Expected Course Outcome Upon completion of this course, students will be able to;	Learning Domains	PSO No
CO 1	Distinguish the multiple trends in the modern historiography	Analyse	PSO5
CO2	Differentiate Sociological positivism and Historical Positivism	Analyse	PSO5
CO3	Critically engage with the modern historical thought	Evaluate	PSO7
CO4	Formulate problems for historical research. Engage in	Create	PSO2

	quantitative and qualitative research		
CO5	Prepare research synopsis. Write historiographical articles in magazines and periodicals	Apply	PSO2
CO6	Write Review articles on themes of history and historiography. Interpret the events of the fact historically	Create	PSO8

Module 1. Enlightenment Historiography	**Hrs 20**
1.1 Voltaire, Gibbon, David Hume, Vico and Herder 1.2 Positivism-Sociological Positivism 1.3 August Comte 1.4 Historical Positivism- Ranke 1.5 Hegel's philosophy of history 1.6 Criticism of Positivism 1.7 Dilthey, Croce and Collingwood	
Module 2. Positivist Method 2.1 Empiricism 2.2 Historical facts, evidence, truth and objectivity 2.3 Qualitative and Quantitative Methods 2.4 Causation and generalization	**Hrs 20**
Module 3. The Annales Historiography 3.1 The early trends- Marc bloc and Lucien Febvre 3.2 Braudel and his concepts of Structure, conjuncture and event 3.3 History of Mentalities and emotions 3.4 History of everyday life 3.5 Total history and concepts of historical time 3.6 Interdisciplinary method, quantitative method 3.7 Micro histories and local histories	**Hrs 20**
Module 4 Process of historical research 4.1 Identifying research problems 4.2 Hypothesis; research plan 4.3 Formulation of Synopsis 4.4 Collection and documentation of Data 4.5 Heuristics and Hermeneutics 4.6 Analysis- ordering of data and presentation	**Hrs 20**

4.7 Plagiarism and citations, Bibliography Glossary and index	
Teaching and Learning Methods	**Face to Face Instruction:** This involves attending traditional classroom lectures and participating in in-person discussions and activities with the instructor and fellow students. **Peer to Peer learning**: Students have to select a topic in the course and present it in the class which providing opportunity for critical thinking and feedback **Group Discussion:** Group discussion will be conducted based on the relevant topic in the course that will improve students' thinking and help them to construct their own meaning about academic contents

MODE OF ASSESSMENT	
Internal Assessment (5 Weightage) a. Internal Examinations- weightage = 2 (2 internal exams, both should be considered) b. Assignments and Exercises- weightage =1 c. Seminars/Viva Voce- weightage =1 d. Attendance - weightage =1 **External Assessment** (30 Weightage)	
External Assessment (30 weightage) **Mark distribution for setting Question paper** **No of Questions: 18**	
Module	**Weightage**
1. Enlightenment Historiography	8
2. Positivist Method	8
3. The Annales Historiography	8
4. Process of historical research	6

Readings:

Arthur Marwick : The New Nature of History, London, 1998

Arnold Momigliano : Ancient and Modern Historiography, Oxford, 1977.

M.C. Lemon : The Philosophy of History.

L. Marshack . The Nature of Historical Enquiry

Jonas Ahlskog :The Primacy of Method in Historical Research

Michael *Bentley* : A Companion to Historiography

R.G. Collingwood : The Idea of History

Donald Kelly :Fortunes of History

E.H. Carr : What is History?

Peter Burke : The French Historical Revolution

Peter Burke : The Social and Economic History of Europe: A Selection from the Annales.

Francois Drosse : A History of the Annales

Marc Block : The Historians's Craft

F.Braudel : On History.

Jaques Le Goff et.al. : Constructing the Past

Lucy Faire& Simon Gunn(Ed.): Research Methods for History

Jonas Ahlskog :The Primacy of Method in Historical Research

Aymard and Mukhya : The French studies in History Vol. 2

M.A HISTORY (CSS PATTERN)
SEMESTER I

MHS1C02 PRE-COLONIAL KERALA: PROBLEMS AND PERSPECTIVES

Credit	Hours per week		Weightage		
			Internal	External	Total
5	5		5	30	35

Course Objectives

To introduce the basic facts relating to the social formation of Kerala
To familiarize Kerala's socio-political-economic structure and institutional practices.
To understand the major problems and varied perspectives on early Kerala history.
To study history through historiographic discourse.

COURSE OUTCOMES

CO No	Expected Course Outcome Upon completion of this course, students will be able to;	Learning Domains	PSO No
CO 1	Obtain a basic understanding in Kerala's social structure and cultural heritage	Understand	PSO1
CO2	Discuss the nature of early Kerala's socio-political formations	Understand	PSO1
CO3	Assess the caste/class/gender foundations of Kerala's social structure	Analyse	PSO5
CO4	Locate the research problems which are yet to be explored	Understand	PSO1

CO5	Prepare research synopsis	Create	PSO8
CO6	Write and publish articles on various aspects of Kerala history	Apply	PSO2

Module 1. Polity and state system	**Hrs 20**
1.1 Early Tamil Cheras – Debates on Monarchical state vs Pre-state polity 1.2 Foundation of the Second Chera Kingdom – Nature of the second Chera state 1.3 Centralized or Feudal polity? 1.4 Concept of 'Hundred Years' War' and decline of the second Cheras 1.5 Structure of Naduvazhi Swaroopam 1.6 Temple Sanketam 1.7 Role of Brahmins in the power structure of pre-Colonial Kerala	
Module 2. Agriculture and Trade 2.1 Formation of agrarian society – Tinai and the economy of early Tamilakam 2.2 Brahmin settlements and the debates on new transformation – Forms of land control 2.3 Brahmaswom, Devaswom, Cherikkal and Viruthi – Janmam-Kanam maryada 2.4 maritime Trade and coastal trading centres – Indo-Roman trade – Pattanam as Muziris 2.5 Trading corporations and forms of exchange –Anchuvannam and Manigramam 2.6 trade and urbanization – pattanam, nagaram and angadi 2.7 Nature of Arab and Chinese contacts	**Hrs 20**
Module 3. Caste and Social Power 3.1 Caste system in Kerala – its unique and common traits 3.2 origin and growth of jati groups 3.3 Transformation theory of 'from tribe to caste' 3.4 agrestic labour and problem of slavery 3.5 Brahmanical codes and customary rights 3.6 Jews, Christians and Muslims 3.7 Problem of 'Cultural Symbiosis'	**Hrs 20**
Module 4 Family, gender and Lineage 4.1 Matriliny in Kerala – debates on its origin 4.2 sambandham and talikettu kalyanam – koothachi and tevadichi 4.3 Koothambalam culture – Pulappedi and Mannappedi 4.4 Matriliny among Muslims – Nambutiri patriarchy –	**Hrs 20**

smarthavicharam 4.5 Concept of gender in Sankarasmriti 4.6 representation of women in Manipravalam works and Vadakkan Pattukal 4.7 Plagiarism and citations, Bibliography Glossary and index	
Teaching and Learning Methods	**Face to Face Instruction:** This involves attending traditional classroom lectures and participating in in-person discussions and activities with the instructor and fellow students. **Peer to Peer learning**: Students have to select a topic in the course and present it in the class which providing opportunity for critical thinking and feedback **Group Discussion:** Group discussion will be conducted based on the relevant topic in the course that will improve students' thinking and help them to construct their own meaning about academic contents

MODE OF ASSESSMENT	
Internal Assessment (5 Weightage) a. Internal Examinations- weightage = 2 (2 internal exams, both should be considered) b. Assignments and Exercises- weightage =1 c. Seminars/Viva Voce- weightage =1 d. Attendance - weightage =1 **External Assessment** (30 Weightage)	
External Assessment (30 weightage) **Mark distribution for setting Question paper** **No of Questions: 18**	
Module	**Weightage**
1. **Polity and state system**	8
2. **Agriculture and Trade**	8
3. **Caste and Social Power**	8
4. **Family, gender and Lineage**	6

Reading List

A.Sreedharamenon: *A survey of Kerala History*
Adrain.C.Mayer: *Land and Society in Malabar*
C. AchuthaMenon: *Cochin State Manual*
David M. Schneidher and Kathleen Gough (ed): *Matrilineal Kinship*
Devika. J:*En-gendering Individuals: The Language of Re-forming Early Twentieth Century Kerala*
ElamkulamP.N.KunjanPillai*: Studies in Kerala History*
Fr. J. Puthenkalam: *Marriage and Family in Kerala*
G.Arunima: *There comes Papa*
Herman Gundert: *Keralapazhama*
K.A.NilakanthaShastri (ed): *Foreign Notices of South India*
K.K.N.Kurup (Ed): *New Dimensions in South Indian History*
K.M.Panikkar: *A History of Kerala, 1498-1801*
K.N.Ganesh: *KeralathinteInnalekal*
KesavanVeluthat :*The Early Medieval in South India*
KesavanVeluthat and P.P. Sudhakaran(Ed): *Advances in History*
K.P. PadmanabhaMenon :*History of Kerala (4 volumes)*
K.P.PadmanabhaMenon: *Kochirajyacharithram*
K.Saradamoni: *Matriliny Transformed*
M.G.S.Narayanan: *Cultural Symbiosis in Kerala*
M.G.S.Narayanan: *Perumals of Kerala*
M.G.S.Narayanan: *VanjeriGranthavari*
M.R.RaghavaVarier: *KeralolpattiGrandhavari*
MF Nimkoff (ed): *Comparative Family Systems*
N. Sam: *ElamkulamKunjanPillayutesampoornakritikal*
P.J.Cherian (Ed), *Perspectives in Kerala History*
P.K.Balakrishnan: *JativyavasthayumKeralacharithravum*
P.R. SundaraIyer: *A Treatise on Malabar and Aliyasanthana law*
RajanGurukkal and Raghavavarier: *Keralacharithram, Vol I&II*
RajanGurukkal and RaghavaVarier: *A Cultural History of Kerala Vol.1*
RajanGurukkal: *Medieval temple and the Agrarian System*
RaghavaVarier:*Village community in Medieval Kerala*
RaghavaVarier: *Keraleeyatha - Charithramanagal*
Robin Jeffry: *Decline of Nair Dominance*
S.K.Nayar: *RanduKeralolpathikal*
William Logan: *Malabar*
P.K.S.Raja :*Medieval Kerala*
R.Chempakalakshmi, KesavanVeluthat, T.R.Venugopalan (Ed): *State and Society in Medieval South India*
AshinDasgupta :*Malabar in Asian Trade*
Government of Kerala: *Kerala Through the Ages*

M.A HISTORY (CSS PATTERN)
SEMESTER I

MHS1C03 Themes in Indian Historiography

Credit	Hours per week		Weightage		
			Internal	External	Total
5	5		5	30	35

COURSE OUTCOMES

CO No	Expected Course Outcome Upon completion of this course, students will be able to;	Learning Domains	PSO No
CO 1	Realize the efforts of various historians and their perspectives	Understand	PSO1
CO2	Distinguish the ideological and philosophical approaches of major school of historians	Analyse	PSO5
CO3	Apply the theoretical frame works of historians	Apply	PSO2
CO4	Critically analyze and interpret the works on Indian history	Analyse	PSO5
CO5	Write historiographical critiques	Apply	PSO2
CO6	Locate and classify historian and their works on the basis of their perspective	Understand	PSO1

Module 1. Historical Consciousness in Early India	**Hrs 20**

1.1 Indian Perceptions of History 1.2 Historical Consciousness in Vedic texts 1.3 *gatha, narasamsi,akhyana and danastuti* 1.4 Buddhist and jain texts and the changing expressions of Historical Consciousness 1.5 *Itihasa-Purana* traditions-*Sutamagadha* tradition 1.6 *vamsanucharita-Prasastis* and Dynastic Chronicles 1.7 Early Tamil Works-The concept of Time in India	
Module 2 Historical traditions of medieval India 2.1 Historians of Sultanate and Mughal period 2.2 Rajaput Literature-Mangal Kabyas of the East 2.3 Historical Works under Vijayanagara and Chola	**Hrs 20**
Module 3 Historiographical Trends in Colonial India 3.1 Portuguese and Dutch writings 3.2 Asiatic Society and the work of the Indologists 3.3 Imperialist History and Colonial Ethnography 3.4 Euro-centric Image of the Indian Past-Stereotypes of Spiritual Unchanging India, Oriental Despotism, Asiatic Mode of Production 3.5 The work of Nationalist Historians-Critique of Orientalism and Imperialism	**Hrs 20**
Module 4 Contemporary perspectives 4.1 Marxist attempts at reconstructing India's past 4.2 Kosambi and others 4.3 social Science perspectives 4.4 Subaltern Studies and the emergence of 'Post-Colonial' perceptions	**Hrs 20**
Teaching and Learning Methods	**Face to Face Instruction:** This involves attending traditional classroom lectures and participating in in-person discussions and activities with the instructor and fellow students. **Peer to Peer learning**: Students have to select a topic in the course and present it in the class which providing opportunity for critical thinking and feedback **Group Discussion:** Group discussion will be conducted based on the relevant topic in the course that will improve students' thinking and help them to construct their own meaning about academic contents

MODE OF ASSESSMENT
Internal Assessment (5 Weightage) a. Internal Examinations- weightage = 2 (2 internal exams, both should be

considered)

b. Assignments and Exercises- weightage =1

c. Seminars/Viva Voce- weightage =1

d. Attendance - weightage =1

External Assessment

(30 Weightage)

External Assessment (30 weightage)

Mark distribution for setting Question paper

No of Questions: 18

Module	**Weightage**
1. Historical Consciousness in Early India	8
2.Historical traditions of medieval India	8
3.Historiographical Trends in Colonial India	8
4. Contemporary perspectives	6

Reference

Brockington, C.F., *The Righteous Rama*, Oxford University Press

Bulcke, Kamil, *Ramakatha*

Pargiter, F.E., *Ancient Indian Historical Tradition*, London, 1974

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Pathak V.S., *The Ancient Historians of India*, Delhi, 1966

Warder A.K., *An Introduction to Indian Historiography*

Philips C.H., ed, *Historians of India, Pakistan and Ceylon*, London, 1961

Sankalia H.D., *Ramayana: Myth or Reality*

Thapar, Romila., *Exile and the Kingdom*, Bangalore,1978

----------, *Ancient Indian Social History: Some Interpretations*, Delhi, 1975

----------, *Cultural Pasts*, New Delhi, 2001

----------, '*Of Biographies and Kings*, The Book Review' Vol.xxi, No.8, August, 1997

----------, *Past and Prejudice*, NBT, New Delhi, 1975

----------, *Interpreting Early India*, OUP, New Delhi, 1999

Henri Elliot and Charles Dowson, *History of India as told by its own Historians*, 8 vols.

J.S.Grewal, *Medieval India: History and Historians*

HarbansMukhia, *Historians and Historiography in the Reign of Akbar*

K.A.Nizami, *On History and Historians of Medieval India*

Mohibul Hasan (ed), *Historians of Medieval India*

Peter Hardy: *Historians of medieval India*

Aijaz Ahmad, *In Theory*, Oxford University Press, Delhi, 1992

Arberry A.J. *British Orientalists*, William Collins, London, 1943

Breckenridge, Carol A and Peter van der Veer eds., *Orientalism and the Post-colonial Predicament*, OUP, Delhi, 1994

Chaudhuri, Nirad C., *Scholar Extraordinary: The life of Friedrich Max Muller*, Orient Paperbacks, Delhi,1974

Currie, Kate, *Beyond Orientalism*, K.P.Bagchi and Co, Calcutta, 1996

Inden, Ronald, *Imagining India*, Blackwell, 1990

Keay, John, *India Discovered*, Collins, London, 1981

Kejarival O.P, *The Asiatic Society of Bengal and the Discovery of India's past 1784-1838*, OUP, Delhi, 1988

Kopf, David, *British Orientalism and the Indian Renaissance: the Dynamics of Indian Modernisation 1773-1835*, University of California Press, Berkeley and Los Angeles, 1969

Mackenzie, John M., *Orientalism: History, theory and the Arts*, Manchester and New York, 1995, Manchester University Press.

Majeed, Javed, Ungoverned *Imaginings: James Mill's the History of British India and Orientalism*, Oxford, The Clarendon Press, 1992

Metrcalf, Thomas R., *Ideologies of the Raj*, Cambridge University Press, 1987

Mukherjee, S.N., Sir *William Jones: A Study of Eighteenth Century British attitudes to India*, Bombay, Orient Longman,1987

O'Leary, Brendan, *The Asiatic Mode of production: Oriental despotism, Historical Materialism and Indian history*

Said, Edward, *Orientalism*, Pantheon Books, New York, 1987

Teltscher, Kate, *India Inscribed*, OUP, New Delhi, 1995

Trautmann, Thomas R., *Aryands and British India*, New Delhi, 1997, Sage-Vistar

Viswanathan, Gauri, *Masks of Conquest: Literary Study and British rule in India*, Faber and Faber, London, 1990

Daud Ali,ed., Viewing the Past, OUP,2000

Ranajit Guha et . al.ed., *Subaltern Studies*, *VOL.I-XII*

David Ludden , ed., *Reading Subaltern Studies*, Anthem Press, 2005

Partha Chatterjee , ed., *History and the Present*, Permanent Black,2003

Saurabh Dube ed., *Post-Colonial Passages*, OUP, 2004

Sanjay Subrahmanyam, Velcheru Narayana Rao and David Shulman, *Textures of Time*, OUP, 2001

M.A HISTORY (CSS PATTERN)
SEMESTER I

MHS1C04 ANCIENT INDIAN HISTORY: SELECTED DEBATES

Credit	Hours per week		Weightage		
5	**5**		**Internal** **5**	**External** **30**	**Total** **35**

Course Objectives:

To introduce the major trends in the studies of ancient India
To train the contributions of selected historians in this field
To deliver the archeology method of the early India
To provide detailed training for script reading method, especially on the basis of Indus
To train in writing review articles
To familiarize the recent trends in social formation and new social formation

COURSE OUTCOMES

CO No	Expected Course Outcome Upon completion of this course, students will be able to;	Learning Domains	PSO No
CO 1	Identify the research arena of early India	Understand	PSO1
CO2	Differentiate the script, writing, language, pictograph, ideogram, etc.	Analyse	PSO5
CO3	Critically engage with the decline theories of civilization	Analyse	PSO5
CO4	Frame problems for establishment of an empire. Absorb the idea of from lineage society to State-craft	Create	PSO8

CO5	Prepare research synopsis. Write review articles	Create	PSO8
CO6	Analyze the ancient Eco zones. Interpret the evolution of urban towns.	Analyse	PSO5

Module 1. Harappan culture, Aryan problem and Decline Theories	**Hrs 20**
1.1 Origin of urbanism in the Indus valley – Early Indians 1.2 nature of Harappan state and society – Trading encounters 1.3 Indus script 1.4 Decline of Harappa and the Aryan Invasion theory 1.5 Question of Indus-Saraswati civilization 1.6 interaction between Harappan and Vedic peoples 1.7 Genome-DNA research in Indus Civilization	
Module 2. From lineage to state in the Gangetic valley 2.1 Second Urbanization and NBP archaeology 2.2 from jana to janapada – nature of janapada polity 2.3 from state to empire – structure of the Mauryan state 2.4 debates on Arthasastra – seven castes of Magasthanes 2.5 nature of Asokan state – policy of dhamma and the decline of the Mauryas	**Hrs 20**
Module 3. Transition towards feudalism 3.1 Time as metaphor and the concept of Kali age crisis 3.2 Sharma's feudalism thesis 3.3 Land grants 3.4 Kosambi's feudalism from above and below 3.5 nature of Feudal polity 3.6 critique of Indian feudalism thesis – Feudal or Asiatic mode?	**Hrs 20**
Module 4 Tamilakam in the early historic period 4.1 Karthigesu Sivathamby and the Tinai concept 4.2 power structure of the *muvendar* chiefdoms 4.3 Question of pre-Aryan-ness of the Tamil culture 4.4 'crisis' theme and the making of a new social formation	**Hrs 20**
Teaching and Learning Methods	**Face to Face Instruction:** This involves attending traditional classroom lectures and participating in in-person discussions and activities with the instructor and fellow students. **Peer to Peer learning**: Students have to select a topic in the course and present it in the class which providing opportunity for

	critical thinking and feedback **Group Discussion:** Group discussion will be conducted based on the relevant topic in the course that will improve students' thinking and help them to construct their own meaning about academic contents

MODE OF ASSESSMENT	
Internal Assessment (5 Weightage) a. Internal Examinations- weightage = 2 (2 internal exams, both should be considered) b. Assignments and Exercises- weightage =1 c. Seminars/Viva Voce- weightage =1 d. Attendance - weightage =1 **External Assessment** (30 Weightage)	
External Assessment (30 weightage) **Mark distribution for setting Question paper** **No of Questions: 18**	
Module	**Weightage**
1. Harappan culture, Aryan problem and Decline Theories	8
2. From lineage to state in the Gangetic valley	8
3. Transition towards feudalism	8
4. 'crisis' theme and the making of a new social formation	6

Selected Readings:

A.L. Basham: *Studies in Indian History and culture*.
A.S. Altekar: *State and Government in Ancient India*.
B.D. Chattopadhyaya: *The making of early Medieval India*.
B.N.S. Yadava: *Society and Culture in Northern India in the Twelfth Century.*
D.C. Sircar: *Land system and Feudalism in Ancient India*.

D.C. Sircar: *Landlordism and Tenancy in Ancient and Medieval India as Revealed by Epigraphical Records*.
D.D. Kosambi: *An introduction to the study of Indian History*.
D.N. Jha (ed.): *The Feudal Order*
G.L. Adhya: *Early Indian Economics* Bombay, 1966.
Herman Kulke: *State in India.*
Irfan Habib &VivekanandJha:*A People's History of India Vol.5:Mauryan India*.
Irfan Habib& Vijay Kumar Thakur: A People's History of India, Vol.3: *The Vedic Age*.
Irfan Habib: A People's History of India, Vol.2: *Indus Civilization*.
K. Sivathamby: *Studies in Ancient Tamil Society.*
K.A. NilakantaSastri: *A History of South India.*
K.A. NilakantaSastri: *Sangam Literature: Its Cults and Cultures.*
Kamil Zvelebil: *The Smile of Murugan.*
Karashima.N: *South Indian History and Society:Studies from inscriptions*.
KesavanVeluthat: *The Political Structure of Early Medieval South India.*
Perry Anderson: *Lineages of the Absolutist State*.
R. Champakalakshmi: *Trade, Ideology and Urbanization.*
R.H. Adams:*The Evolution of Urban Society*.
R.S. Sharma: *Aspect of Political ideas and institutions in Ancient India.*
R.S. Sharma: *Indian Feudalism*.
R.S. Sharma: *Material Culture and Social Formations in Ancient India.*
R.S. Sharma: *Sudras in Ancient India.*
Rajan Gurukkaland RghavaVarier (eds.): *Cultural History of Kerala,* Vol.1.
Raychandhari: *Political History of Ancient India*.
Richard Fox: *Kin, Clan, Raja and Rule State – Hinterland Relations in Pre-Industrial India.*
Richard Fox: *Realms and Region in Traditional India*.
Romila Thapar: *Cultural Pasts*
Romila Thapar: *From Lineage to state*
Romila Thapar: *Interpreting Early India*
Shereen Ratnagar: *Understanding Harappa*: *Civilization in the greater Indus Valley*.
T.V. Mahalingam: *South Indian Polity.*
V.Balambal: *Feudatories of South India*.
Vijayakumar Thakur: *Historiography of Indian Feudalism.*

M.A HISTORY (CSS PATTERN)
SEMESTER II

MHS2C05 History and Social theory

Credit	Hours per week		Weightage		
			Internal	External	Total
5	5		5	30	35

Course Objectives

To introduce the major concepts and theories in sociology
To familiarize students with the linkages of history with sociology
To make students capable of understanding the social dimensions of contemporary life
To train the students in availing social theories in research
To familiarize the latest developments in social theory

COURSE OUTCOMES

CO No	Expected Course Outcome Upon completion of this course, students will be able to;	Learning Domains	PSO No
CO 1	Differentiate various trends in the social theory	Analyse	PSO5
CO2	Critically engage and interpret the contemporary issues and problems	Analyse	PSO5
CO3	Apply social theories in historical research	Apply	PSO2
CO4	Write articles in magazines and periodicals on issues of contemporary significance	Create	PSO8
CO5	Take part in debates related to contemporary issues	Apply	PSO2

CO6			

Module 1. Historical materialism	**Hrs 20**
1.1 classical Marxism 1.2 Criticism of Positivism and evolutionism 1.3 monist view of history 1.4 dialectics and historicizing- Class and Class war 1.5 base and superstructure, Structural Marxism 1.6 reproduction and autonomy of superstructure-Gramscian Marxism 1.7 Civil Society and hegemony -Social history – Thompson and Hobsbawm	
Module 2. Durkheim and Weber 2.1 Collective Consciousness and Social fact 2.2 Mechanical and organic Solidarity 2.3 Methodological holism 2.4 Anti Positivism in Weber 2.5 *verstehen*, Sociology of Religion, Rationalization and Modernity 2.6 Methodological Individualism- ideal type	**Hrs 20**
Module 3. Contemporary social theory 3.1 Time as metaphor and the concept of Kali age crisis 3.2 The Frankfurt School: Horkheimer and Adorno 3.3 Feminism:J. w. Scott and Julia Kristeva 3.4 Critical theory: Jurgen Habermas 3.5 Theories of Structuration: Giddens and Bourdieue 3.6 structuralism and post structuralism: Saussure and Levistrauss,Foucault and Derrida 3.7 The linguistic turn: history as narratives 3.8 New Cultural History	**Hrs 20**
Module 4 Postmodern and Postcolonial influences in historiography 4.1 Interrogating Enlightenment modernity 4.2 position of truth and objectivity 4.3 Structure and Agency 4.4 Structuralist and post structuralist methods 4.5 discourse analysis and Archaeology of knowledge	**Hrs 20**
Teaching and Learning Methods	**Face to Face Instruction:** This involves attending traditional classroom lectures and participating in in-person discussions and activities with the instructor and fellow students. **Peer to Peer learning**: Students have to select a topic in the course and present it in the class which providing opportunity for critical thinking and feedback **Group Discussion:** Group discussion will be conducted based on the relevant topic in the course that will improve students'

	thinking and help them to construct their own meaning about academic contents

MODE OF ASSESSMENT	
Internal Assessment (5 Weightage) a. Internal Examinations- weightage = 2 (2 internal exams, both should be considered) b. Assignments and Exercises- weightage =1 c. Seminars/Viva Voce- weightage =1 d. Attendance - weightage =1 **External Assessment** (30 Weightage)	
External Assessment (30 weightage) **Mark distribution for setting Question paper** **No of Questions: 18**	
Module	**Weightage**
1. Historical materialism	8
2. Durkheim and Weber	8
3. Contemporary social theory	8
4. Postmodern and Postcolonial influences in historiography	6

Select Reading

Karl Marx : Selection from German Ideology “Feuerbach”

G. Plekhanov : Introduction to the Monist view of History

G.A. Cohen : Karl Marx’s Theory of History, London 1978

Perry Anderson : In the Tracks of Historical Materialism

E. Hobsbawm : On History

E.P. Thomspon : Making of History

A. Gramsci : Selections from the Prison Notebooks.

E. Balibar : Historical Materialism

D. Seddon : Relations of Production

Raphel Samuel (ed.): People's History and Socialist Theory

Donald Kelly : Frontiers of History

Max Horkheimer : History and Social Sciences.

Peter Burke : History and Social Theory

Peter Burke : New Perspectives in Historical Writing, London, 1991.

Keith Jenkins : Rethinking History, London, 2002.

: Postmodern History Reader

Beverly Southgate:History: What and Why

H. Aram Veeser : New Historicism

Mark Poster : Marx, Foucault and History

Edward Said : Orientalism

Robert Burns and H.R. Richard(ed): Philosophies of History, Black well.

Aron V. Cicourel (ed.). Advances in Social Theory and Methodology, Rouledge, 1981

Joyce Appleby, Margaret Jcob and Lynn Hunt (eds.) : Telling the Truth about History, London, 1995.

Lynn Hunt : New Cultural History

Allun Munslow : Deconstructing History, London, 2004.

Peter Barry : Beginning theory

Heine Anderson and Lars Bo Kaspersen : Old and new social theories

Jacques Revel and Lynn Hunt :Histories: French construction of the Past

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M.A HISTORY (CSS PATTERN)
SEMESTER II

MHS2C06 FORMATION OF MODERN KERA

Credit	Hours per week		Weightage		
			Internal	External	Total
5	5		5	30	35

Course Objectives

To discuss the role of diverse factors and dialectical forces in shaping modern Kerala

To examine the nature of Kerala's encounter with colonialism and assess its impact on economy, society and politics

To sum up the role of various agencies in the educational progress of Kerala

To analyze the nature of Kerala renaissance and assess its strengths and weaknesses

To evaluate the post-colonial developments against the Kerala model of development paradigm

COURSE OUTCOMES

CO No	Expected Course Outcome Upon completion of this course, students will be able to;	Learning Domains	PSO No
CO 1	Get basic knowledge about Kerala's tryst with modernity	Understand	PSO1
CO2	Analyze the complex process through which the integration of modern values took place.	Analyse	PSO5

CO3	Assess the character of Kerala's Renaissance and evaluates its merits and defects.	Analyse	PSO5
CO4	Identify the various themes on which research in Kerala History could be undertaken.	Understand	PSO1
CO5	Understand the strength and weakness of Kerala Model of Development.	Understand	PSO1
CO6	Discuss the future course of Kerala's socio-economic development in the context of the rising globalized economy.	Understand	PSO1

Module 1. Colonial modernity in Kerala	**Hrs. 20**
1.1 British Land Revenue Administration in Malabar 1.2 Tenurial reforms in Travancore and Cochin 1.3 modernization of governance – changes in agriculture, industry and trade 1.4 legislation in family and inheritance 1.5 missionaries and modern education 1.6 evangelical activism 1.7 middle class and the public sphere	
Module 2. Anti-colonial/Political movements 2.1 Early 'restorative' rebellions of Pazhassi Raja, Veluthampi, Kurichiyas and Mappilas 2.2 Abstention movement and popular politics 2.3 nationalist movement in Malabar – Revolt of 1921 2.4 struggle for responsible government in Travancore and Cochin 2.5 growth of radical politics and the communist movement 2.6 trade unions and peasant associations – Punnapra-Vayalar 2.7 Aikya Kerala movement	**Hrs. 20**
Module 3. Reform Movements 3.1 Caste and social disabilities 3.2 Anti Caste Movements 3.3 Chattampi Swamikal, Sri Narayana Guru and Ayyankali – Reform Organizations 3.4 SNDP Yogam, NairSamajam/NSS – Yogakshemasabha, Sadhujanaparipalana Yogam 3.5 Pandit Karuppan, Poikayil Yohannan and Sahodaran Ayyappan 3.6 Social Reform to Social Protest 3.7 Temple Entry Movement– Vaikom and Guruvayur Satyagraha 3.8 Rise of Women's Associations 3.9 Colonial and capitalist roots of reform in Kerala – problem of 'Kerala Renaissance'	**Hrs 20**
Module 4 Post colonial Developments 4.1 Aikya Kerala Movement-Formation of Kerala State 4.2 EMS Ministry	**Hrs 20**

4.3 Land reforms – Education Bill - Vimochana Samaram 4.4 Migrations and its impacts 4.5 Coalition politics - trends in literature 4.6 Kerala Model and its critics 4.7 Rise of Dalit and Gender consciousness	
Teaching and Learning Methods	**Face to Face Instruction:** This involves attending traditional classroom lectures and participating in in-person discussions and activities with the instructor and fellow students. **Peer to Peer learning**: Students have to select a topic in the course and present it in the class which providing opportunity for critical thinking and feedback **Group Discussion:** Group discussion will be conducted based on the relevant topic in the course that will improve students' thinking and help them to construct their own meaning about academic contents

Reading List

K.P. Padmanabha Menon, Kochirajyaprajamandalam : orucharithram
K.N. Panikkar, Peasant Protests and revolts in Malabar
T.K. Raveendran, Vaikom Satyagraha and Gandhi
A.P.IbrahimKunju, Mappila Muslim of Kerala
A.SreedharaMenon, Makers of Modern Kerala
A.Sreedharamenon, Triumph and tragedy in Travancore
Adrain.C.Mayer, Land and Society Malabar
B.Sobhanan, S.Ramachandran Nair and K.J.John, History of Freedom Movement in KeralaVol III
C.J.Baker and D.A.Washbrook (Ed), South India : Political Institutions and Political Change 1880-1940
D.A.Washbrook, Emergence of Provincial politics : Madras Presidency 1870-1920
David Ludden, Peasant History in South India
Dick Kooiman, The LMS in Travancore
Dilip.M.Menon, Caste, nationalism and communism in south India : Malabar 1990-1948
G.Arunima, Here comes Papa
Genevieve Lemercinier, Religion and Ideology in Kerala
George Mathew, Communal Road to Secular Kerala
George.K.Lieten, The First communist Ministry in Kerala
J.Devika, Engendering Individuals.
K.Gopalankutty, Malabar Pathanangal
K.K. Kusuman, Abstention Movement
K.K.George, Limits to Kerala's development

K.K.N.Kurup (Ed), New Dimensions in South Indian History
K.K.N.Kurup, History of Agrarian struggles in Kerala
K.K.N.Kurup, Modern Kerala
K.K.N.Kurup, Pazhassisamarangal
K.N.Panikkar, Against the Lord and State
K.Ramachnadran Nair, The History of Trade Union Movement in Kerala
K.Saradamoni, Matriliny Transformed
Koji Kawashima, Missionaries in a Hindu State
Louis Overkerk, No Elephant for the Maharaja
M.G.S Narayanan (Ed), Malabar Mahotsav Souvenir
M.J.Koshy, The Last days of Monarchy in Kerala
M.S.A.Rao, Social Reform in Kerala
M.S.S.Pandian, Brahman and the Non-Brahman
Margret Frenz, From Contact to Conquest
P.B.Blakrishnan (Ed), Sreenarayanaguru
P.Radhakrishnan, Land reform, Agrarian Struggle and Social Change
ParayilGovindan (Ed), The Development Experience of Kerala
PhilippoOsella and Caroline Osella (Ed), Islamic Reform in South Asia.
Philippo Osella and Caroline Osella, Social Mobility in Kerala- Modernity and Identity in Conflict.
Rajan Gurukkl & Rghava Variyar, Kerala Charitram, Vol II.
Rajan Gurukkl & Rghava Variyar, A History of Kerala
R.Frykenburg (Ed), Land control and social structure in Indian History
Robin Jeffrey, Decline of Nair Dominance
Robin Jeffrey, Politics, Women and Wellbeing
Ronald.J. Herring, Land to the Tiller : Political Economy of agrarian reform in South India
T.C.Varghese, Agrarian Change and Social Consequences
T.K.Raveendran, Asan and Social revolution in Kerala
T.P.Shankarankutty Nair, The Tragic Decade in Kerala History
V.V.Kunhikrishnan, Tenancy legislation in Malabar

M.A HISTORY (CSS PATTERN)
SEMESTER II

MHS2C07 Themes in Medieval Indian History

		Weightage		
Credit: 5	**Hours per week: 5**	**Internal 5**	**External 30**	**Total 35**

Course Objectives:

To provide the major trends in medieval Indian history
To familiarize the contributions of selected historian
To provide the State-craft of medieval period
To provide detailed training in the formation of socio-economic system
To train in writing review articles
To explain the latest developments in art and architecture of medieval India

COURSE OUTCOMES

CO No	Expected Course Outcome Upon completion of this course, students will be able to;	Learning Domains	PSO No
CO 1	Differentiate the various empires in its bureaucratic pattern	Analyse	PSO5
CO2	Create medieval regional maps	Create	PSO2
CO3	Critically engage with the patriarchal form of regime. Formulate problems for village community.	Analyse	PSO5
CO4	Engage in religious forms middle ages	Analyse	PSO5
CO5	Prepare research synopsis on art history. Write articles in research journals	Apply	PSO2

CO6	Write review articles on themes of syncretic culture. Interpret the events of the fact historically	Create	PSO2

Module 1. Political Structure	**Hrs 20**
1.1 Delhi Sultanate – Sultan, Nobility and Ulema: Conflict and Consensus 1.2 The Mughal State: Centralized or Patrimonial-Bureaucratic? – Revenue System 1.3 Mansabdari - Provincial Government 1.4 South Indian Kingship 1.5 Segmentary or Military-Feudal? – Ritual and politics in Kingship - Kerala Perumals - Vijayanagara 1.6 Regional States – Rajput Polity 1.7 Swarajya and Chhatrapati concept among the Marathas – Bengal	
Module 2. Economy 2.1 Agricultural Production - land tenures- Iqta and Jagir- Khalisa and Madad-e-mash 2.2 Reforms of Alaudhin Khilji and Sher Sha – Toder Mal and Revenue administration 2.3 Zabti system, Batai and Nasaq systems - Zamindari System 2.4 Nayankara system under Vijayanagara - revenue administration under Cholas 2.5 Crafts Production and Trade – Artisan groups and their organization of production 2.6 Local trade and market – Overland and overseas trade 2.7 Forms of exchange and coinage – trade routes – trading groups 2.8 Urban centres (Forts, Qasbas, Nagaram) Coastal towns (Bandar and Pattanam) – Features of urbanism	**Hrs 20**
Module 3. Society 3.1 The Village community – Jajmani system – Service and rent 3.2 organisation of occupations and social positions 3.3 The village headman – Khut, Chaudhary and Muqaddam – 3.4 Balutedari of Western India – Ayagar system of South India 3.5 Zamindari and its variations 3.6 Role of the Brahmana and the Ulema in the village community 3.7 Caste and Social stratification 3.8 Caste as occupational division and ideology 3.9 Theory of Louis Dumont and Criticisms	**Hrs 20**
Module 4 Religion and Culture 4.1 Spread of Islam – 'Al-Hind'- Sufism – Din Ilahi 4.2 Coming of Christianity 4.3 Indigenous sects – Saivism and Vaishnavism 4.4 Medieval Bhakti Movement – Syncretic tradition (Ramanand, Kabir and Nanak) 4.5 Sectarian traditions (Chaitanya, Meera and Tulsidas)	**Hrs 20**

4.6 Maharashtraand South Indian Bhakti 4.7 Cultural encounters - Indo-Muslim culture Literature, music, art, sculpture and architecture 4.8 science and technology 4.9 Impact of Islam on India	
Teaching and Learning Methods	**Face to Face Instruction:** This involves attending traditional classroom lectures and participating in in-person discussions and activities with the instructor and fellow students. **Peer to Peer learning**: Students have to select a topic in the course and present it in the class which providing opportunity for critical thinking and feedback **Group Discussion:** Group discussion will be conducted based on the relevant topic in the course that will improve students' thinking and help them to construct their own meaning about academic contents

Selected Readings:

A.Rahman (ed.): Science and Technology in Medieval India OUP, 1994.
Aziz: Mansabdari Systems and the Mughal Army, Delhi, 1954.
Burton Stein: Peasant State and Society in Medieval South India, OUP, 1980.
Burton Stein: Vijayanagara, CUP, 1989.
Catherine B. Asher: Mughal Architecture, CUP, 1992.
D Lorenzen: India's Religious Tradition
Friedhelm Hardy, India's Religions, OUP, Delhi.
H.K. Sherwani: Bahmanis of Deccan, New Delhi, 1985.
H.K.Naqvi: Urbanism and Urban Centres in Medieval North India, OUP.
H.K.Sherwani and P M Joshi (ed). History of Medieval Deccan (1295-1724)
Herman Kulke (ed.): The State in India (1000-1700), Oxford
Hyderabad, 1973-74.
IrfanHabib (Ed): Medieval India-Researches in the History of India 1200-1750, OUP, 1993.
IrfanHabib: (ed.): Akbar and His India, Oxford, 1997.
IrfanHabib: A Peoples History of India- Technology in Medieval India, Tulika, 2008.
IrfanHabib: Agrarian System in Mughal India, OUP, 1999.
IrfanHabib: Economic History of Medieval India- A Survey, Pearson, 2011.
IrfanHabib: Essays in Indian History, Tulika, 2013.
IrfanHabib: Medieval India-The Story of a Civilization, NBT, 2008.
J.F.Richards (ed.) Kingship and authority in Medieval India, Delhi.
J.F.Richards: The Mughal Empire, Foundation Books, 1993.

K.A. Nisami: Region and Politics in India during 13th century. OUP, Delhi, 2009.
K.A. Nizami and Muhammad Habib (ed.): Comprehensive History of India, Vol. V,Parts I and II. People's Publishing House, New Delhi.
Louis Dumont: Homo Hierarchicus
Milo C Beach: The Mughal Painting, CUP, 1992.
Musaffar Alam and Sanjay Subrahmanyam (eds.): The Mughal State, OUP, 1998.
N. Karashima: Kingship in Indian History, Manohar, Delhi.
N. Karashima: South Indian History and Society, OUP, 1984.
Percy Brown: India Architecture (Islamic Period), Bombay, Taraporevala, 1958.
R.P.Tripathi: The Rise and Fall of the Mughal Empire, Allahabad, 1936.
Richard G Fox (ed.): Realism and Region in Medieval India, Delhi, 1976.
Satish Chandra: Essays on Medieval Indian History, OUP, 2003.
Satish Chandra: Medieval India, Vol. 1 and II. Har-Anand Publishers, New Delhi, 2004.
Stephen P. Blake: Shajahanbad, Cambridge
Stewart Gordon: The Marathas, Cambridge,, 1998
Sunil Kumar: Formation of the Delhi Sultanate. Permanent Black, New Delhi, 2007.
T. Raychaudhuri and Irfan Habib (ed.): Cambridge Economic History of India, Vol. I, Cambridge, 1982.

M.A HISTORY (CSS PATTERN)
SEMESTER II

MHS2C08 Emergence of Modern world

Credit	Hours per week		Weightage		
5	**5**		**Internal** **5**	**External** **30**	**Total** **35**

Course Objective

To familiarise the rise of modern science in relation to European society by the Renaissance
To study the European politics in the 18th century like parliamentary monarchy, patterns of Absolutism in Europe etc.
To analyse the impact of Industrial Revolution in England and other European countries
To Provide a clear idea about the revolutions and its impact of European countries.

COURSE OUTCOMES

CO No	Expected Course Outcome Upon completion of this course, students will be able to;	Learning Domains	PSO No
CO 1	Understand the various factors led to the transition of medieval world to a modern world	Understand	PSO1
CO2	Identify the major currents in the history of modern world	Understand	PSO1
CO3	Critically engage the historiography of transition	Analyse	PSO5
CO4	Analyses the social and economic background of the emergence various institutions in history	Analyse	PSO5

Module 1.Transition to a Modern World	**Hrs 20**
1.1Decline of feudalism 1.2 Weakening of absolutism 1.3 Rise of nation states 1.4 Intellectual revolution 1.5 Reason 1.6 Empiricism 1.7 Science 1.8 Secularism	
Module 2 Revolutionary changes 2.1 American revolution, a social movement? Its significance 2.2 French Revolution	**Hrs 20**
Module 3 Industrial Revolution 3.1 changes in relation of production 3.2 economic changes 3.3 social consequences 3.4capitalism as a world system 3.5 colonialism 3.6 Latin American revolutions	**Hrs 20**
Module 4 Bolshevik revolution 4.1Its ideological impact 4.2 Consequences of the I world war 4.3Changing perspectives on international relations 4.4 Rise of Fascism and Nazism.	**Hrs 20**
Teaching and Learning Methods	**Face to Face Instruction:** This involves attending traditional classroom lectures and participating in in-person discussions and activities with the instructor and fellow students. **Peer to Peer learning**: Students have to select a topic in the course and present it in the class which providing opportunity for critical thinking and feedback **Group Discussion:** Group discussion will be conducted based on the relevant topic in the course that will improve students' thinking and help them to construct their own meaning about academic contents

MODE OF ASSESSMENT
Internal Assessment (5 Weightage) a. Internal Examinations- weightage = 2 (2 internal exams, both should be considered) b. Assignments and Exercises- weightage =1

c. Seminars/Viva Voce- weightage =1 d. Attendance - weightage =1 **External Assessment** (30 Weightage)
External Assessment (30 weightage) **Mark distribution for setting Question paper** **No of Questions: 18**

Module	**Weightage**
1Transition to a Modern World	8
2 Revolutionary changes	8
3 Industrial Revolution	8
4 Bolshevik revolution	6

Reference

R.Hall, *The Scientific Revolution*

A.Soboul, *The French Revolution*

A.j.Starianon, *World Since 1500*

Boyd.C.Shafer, *Faces of Nationalism*

Earlton Hayes and Margareta Faissler, *Modern Times*

Grane Brinton, John Christopher and Robert Lee Wolff, *Civilization in the West*

Danid.S.Landes, *The Unbound Prometheus*

Douglas.C.North, *Economic Growth of the US*

Donald.F.Lach, *Europe and the Modern World*

Edmund.S,Morgan, *The American Revolution: Taw centuries of*Interpretation

E.Friedall, *Cultural History of the Modern World*

GeorqesLefaber, *The French Revolution*

Gerard Schulz, *Revolution and Peace Treaties, 1917-1920*

George Basalla, *The Rise of Modern Science*

Hamza Alavi, *Capitalism and Colonial Production*

Harry Magdoff, *Imperialism*

Howarde Zinn, *A peoples History of the US*

J.F.Lively, *The Enlightenment*

J.O.Beral, *Science in History*

Leon Trotsky, *The Struggle Against Fascism in Germany*

Lovis Gottschalk and Donald Lach, *Europe and the Modern World*

M.Liebman, *The Russian Revolution*

LovisFichner Rathin, *Understanding Art*

Marc Ferro, Colonisation, *A Global History*

Paul Baran, *The Political Economy of Growth*

Raymind Williams, *Culture and Society*

Richard Pipes (Ed), *Revolutionary Russia*

R.Blackburn (Ed) *Ideology in Social Sciences*

Tom Kemp, *Theories of Imperialism*

S.J.Woolf (Ed), *European Fascism*

Samir Amin, *Imperialism and un equal Development*

T.S.Ashton, History of Latin American Nations

Wilhelm Reich, *The mass Psychology of Fascism*

W.S.Robertson, *History of Latin American Nations*

Antony.D.Sminth, *Nationalism*: *Theory Ideology, History*

E.H.Carr, *The Bolshevik Revolution (3 Vols)*

E.H.Carr, *International Relations between the two world wars*

G.Golikov, *The October Revolution*

J.H.Randall, *Making of the Modern World*.

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M.A HISTORY (CSS PATTERN)
SEMESTER III

MHS3C09 INDIA IN EIGHTEENTH CENTURY

		Weightage		
Credit: 5	**Hours per week: 5**	**Internal** **5**	**External** **30**	**Total** **35**

Course objective

To provide detailed understanding about the history last phase of the Mughal rule

To introduce various theories regarding the decline of the Mughals

To offer students the multiple dimensions of the transition of India from medieval to modern

COURSE OUTCOMES

CO No	Expected Course Outcome Upon completion of this course, students will be able to;	Learning Domains	PSO No
CO 1	Track the trajectories of the political economy of Capitalism	Understand	PSO1
CO2	Identify the linages of contemporary issues and institutions	Understand	PSO1
CO3	Interpret contemporary trends in the economic and political life.	Apply	PSO2
CO4	Participate in academic debates on the eighteenth century transition in India	Create	PSO8
CO5	Write articles in themes in the course and related areas.	Apply	PSO2
CO6			

Module 1. Late Mughals	**Hrs 20**
1.1 Mughal Empire after Aurangazib 1.2 formation of Maratha confederacy 1.3 Growth of Successor States- Awadh, Bengal and Hydarabad 1.4 Sikhs of Punjab 1.5 Decline of Mughal power 1.6 Invasion of Nadir sha 1.7 Third Battle of Panipat	
Module 2. Decline of Mughal Empire- Debate 2.1 Theory of Cultural Crises- Marshal Hogdson and Athar Ali 2.2 Theory of Administrative Crises – Sathish Chandra 2.3 Theory of Agrarian Crises- Irfan Habib 2.4 the theory of collaboration of Provincial capital and Foreign capital 2.5 C.A. Baylee and Muzaffer Alam 2.6 Karen leonard and the great Firm theory	**Hrs 20**
Module 3. Growth of English East India Company 3.1 From trade to conquest 3.2 Anglo-French rivalries 3.3 Anglo Maratha wars 3.4 Anglo Mysore wars 3.5 Becoming territorial power- Battle of Plassey- Battle of Buxar 3.6 Treaty of Allahabad 3.7 Trade, revenue collection and "investment" in Bengal	**Hrs 20**
Module 4 Debate on Capitalist Development in India 4.1 Lack of potentialities for capitalist Development 4.2 View of Irfan Habib and Athar Ali 4.3 Theory of Formations of Indigenous Provincial capital and its Collaboration with International Capital 4.4 The debate on Continuity and ruptures under Colonialism 4.5 Impact of Islam on India	**Hrs 20**
Teaching and Learning Methods	**Face to Face Instruction:** This involves attending traditional classroom lectures and participating in in-person discussions and activities with the instructor and fellow students. **Peer to Peer learning**: Students have to select a topic in the

	course and present it in the class which providing opportunity for critical thinking and feedback **Group Discussion:** Group discussion will be conducted based on the relevant topic in the course that will improve students' thinking and help them to construct their own meaning about academic contents

MODE OF ASSESSMENT	
Internal Assessment (5 Weightage) a. Internal Examinations- weightage = 2 (2 internal exams, both should be considered) b. Assignments and Exercises- weightage =1 c. Seminars/Viva Voce- weightage =1 d. Attendance - weightage =1 **External Assessment** (30 Weightage)	
External Assessment (30 weightage) **Mark distribution for setting Question paper** **No of Questions: 18**	
Module	**Weightage**
1. Late Mughals	8
2. Decline of Mughal Empire- Debate	8
3. Growth of English East India Company	8
4. Debate on Capitalist Development in India	6

Selected Readings

Athar Ali	Nobility under Aurangazib
C.A.Baylee,	Rulers Towns men and Bazars. North Indian society during the age of British Expansion 1983
Ian St. John	The Making of the Raj, India Under East India Company california 2012
Irfan Habib,	Agrarian System in Mughal India

	Essays on Indian History-Towards a Marxist Perspective
Laksmi Subramahnyam,	History of India 1707-1857
Marshal Hogdson	Venture of Islam vol 3
Muzaffar Alam ,	The Crisis of Empire in Mughal Norht India
	(Ed.)The Mughal State
P.J.Marshall,	Eighteenth Century in Indian History
	East Indian Fortunes: Bengal in the Eighteenth Century,1988
Percival Spear	History of India Vol 2
Satish Chandra,	Parties and Politics in Mughal Court 1707-1740
Seema Alavi.	Eighteenth Century In India
Tirthankar Roy	The East India Company, Worlds Most Powerful Corporation

M.A HISTORY (CSS PATTERN)
SEMESTER III

MHIS3B10 Indian National Movement – History and debates

		Weightage		
Credit: 5	**Hours per week: 5**	**Internal 5**	**External 30**	**Total 35**

Course Objectives

To examine the nature of the colonial state in India
To discuss the multiple dimensions of the anti-colonial/nationalist movement.
To explore the major historiographical debates on colonialism/nationalism
To assess the strengths and weaknesses of the nationalist movement.

COURSE OUTCOMES

CO No	Expected Course Outcome Upon completion of this course, students will be able to;	Learning Domains	PSO No
CO 1	Critically examine the twin processes of colony-building and nation-making	Analyse	PSO5
CO2	Identify the varied ideological and theoretical strands on the nature of colonialism/nationalism.	Understand	PSO1
CO3	Differentiate the various strands of the anti-colonial movement Discuss the dialectical forces behind freedom/partition	Analyse	PSO5
CO4	Assess the legacy of the nationalist movement	Analyse	PSO5
CO5	Develop a subaltern, dalit, gender perspective of the nationalist movement	Apply	PSO2
CO6	Compare and contrast the present political developments against the politics of the nationalist movement.	Create	PSO2

Module 1. Colonialism – Ideology and Perspectives	**Hrs 20**
1.1 Apparatus of the Colonial state 1.2 History, Ethnography, census survey, Manuals and Gazetteers 1.3 Service and Technology 1.4 Role of English Language 1.5 Debate on Colonial state 1.6 Imperialist, Nationalist, Marxist, Neo-Cambridge 1.7 Ambedkarist and Subaltern Perspectives	
Module 2. Towards a Theory of Nationalism	**Hrs 20**

2.1 The Modern Character of Indian Nationalism 2.2 Anti Imperialist Nature – Process of Nation in the Making 2.3 Economic Critique of Colonialism 2.4 Socialist and Communist Critique of Nationalism 2.5 Formation of Civil Society	
Module 3. Nationalist Resistance 3.1 Constitutional methods 3.2 Militant Nationalism 3.3 Gandhian strategy 3.4 Growth of Revolutionary Terrorism 3.5 Evolution of Swarajists 3.6 Congress Socialists, Communists –Subash Chandra Bose and INA 3.7 Debates about the efficacy of different Strategies.	**Hrs 20**
Module 4. Independence and Partition 4.1 II World War and the new international situation 4.2 Emergence of USA and the decline of British Empire 4.3 Pressure from the Socialist Bloc 4.4 Internal politics - Radical Movements 4.5 RIN Mutiny and Peasant Revolts (Tebhaga, Telengana and Punnapra-Vayalar) 4.6 Hindu Mahasabha and Minority politics – Failure of Gandhian strategy	**Hrs 20**
Teaching and Learning Methods	**Face to Face Instruction:** This involves attending traditional classroom lectures and participating in in-person discussions and activities with the instructor and fellow students. **Peer to Peer learning**: Students have to select a topic in the course and present it in the class which providing opportunity for critical thinking and feedback **Group Discussion:** Group discussion will be conducted based on the relevant topic in the course that will improve students' thinking and help them to construct their own meaning about academic contents

MODE OF ASSESSMENT
Internal Assessment (5 Weightage) a. Internal Examinations- weightage = 2 (2 internal exams, both should be considered) b. Assignments and Exercises- weightage =1

c. Seminars/Viva Voce- weightage =1 d. Attendance - weightage =1 **External Assessment** (30 Weightage)
External Assessment (30 weightage) **Mark distribution for setting Question paper** **No of Questions: 18**

Module	**Weightage**
1. Colonialism – Ideology and Perspectives	8
2. Towards a Theory of Nationalism	8
3. Nationalist Resistance	8
4. Independence and Partition	6

Reading List

A.R. Desai: The Social Background of Indian Nationalism.
A.R. Desai: Peasant Struggles in India.
Anthony Smith: Theories of Nationalism.
Ashis Nandy: The Intimate Enemy. The Loss of Self under Colonialism.
Bipan Chandra: (ed.): The Indian Left.
Bipan Chandra: Communalism in Modern India.
Bipan Chandra: et al. India's Struggle for Independence.
Bipan Chandra: Nationalism and Colonialism in Modern India.
Bipan Chandra: Politics in Modern India.
Bipan Chandra: The Rise and Growth of Economic Nationalism in Modern India.
D. Rothermund: The Phases of Indian Nationalism and other essay.
David Hardiman: Gandhi: in his time and ours, Permanent Black, 2003.
E.Irschik: Politics and Social Conflict in South India.
Gyanendra Pandey: Construction of Communalism in Colonial North India.
India.
J.R. McLane: Indian Nationalism and the Early Congress.
Judith Brown: Gandhi and Civil Disobedience. Mahatma in Indian Politics 1028-34,
Judith Brown: Gandhi: A Prisoner of Hope, OUP, 1990.
Judith Brown: Gandhi‟s rise to power.
K.N.Panikkar: Culture, Ideology and Hegemony.
Partha Chatterjee: Nation and its Fragments.
Partha Chatterjee: National Thought and the Colonial World.
Penderel Moon: British Conquest and Dominion India, London, 1989.
Penderel Moon: Plain tales of the Raj. London, 1973.

R.C.Majumdar: The Struggle for freedom.
Ronaldo Munck: The Difficult Dialogue: Marxism and Nationalism.
S. Gopal: Jawaharlal Nehru: A. Biography (Vols. I and II).
S. Gopal: The British Policy in India 1858-1905.
J. Gallaghar and Anil Seal (Eds): Locality, Province and Nation: Essays on Indian Politics 1870-1940.
Sashi Joshi and Bhagwan Josh: The Struggle for Hegemony in India, 3 Vols.
Shahid Amin: The Event, Metaphor and Memory.
Stanley Wolpert: Tilak and Gokhale
Sucheta Mahajan: Independence and Partition: The Erosion of Colonial Power
Sumit Sarkar: Beyond Nationalist Frames. Permanent Black, 2002.
Sumit Sarkar: Critique of Colonial India.
Sumit Sarkar: Modern India.
Sumit Sarkar: Writing Social History.
Subaltern Studies Volumes 1-X
Ranajit Guha: Elementary Aspects of Colonial Insurgency in Colonial India.

M.A HISTORY (CSS PATTERN)
SEMESTER III

MHS3E1: ISLAM IN THE MEDIEVAL WORLD POLITY AND SOCIETY

Credit: 4

Internal	External	Total Weightage
5	30	35

Course objectives

The course is intended for providing the history foundation of Islam and its spread in the medieval world under various political powers. The course focus on the development of political system of the medieval Arab world.

COURSE OUTCOMES

CO No	Expected Course Outcome Upon completion of this course, students will be able to;	Learning Domains	PSO No
CO 1	Describe the foundation of Islam and its political role in medieval world	Understand	PSO1
CO2	Identify the foundations of the first state of prophet in Madina	Understand	PSO1
CO3	Explain the formation of the orthodox caliphate	Understand	PSO1
CO4	Locate the reasons for the dynastic competitions for the caliphate	Understand	PSO1

Module 1. Rise and spread of Islam	**Hrs 20**
1.1 Historical roots of Islam 1.2 Prophet Muhammad 1.3 Integration of Tribes 1.4 Formation of Islamic State and society in Medina	
Module 2. Pious Caliphs 2.1 Expansion 2.2 Military System 2.3 Organization of Administration 2.4 Society and religion under the Pious Caliphs 2.5 Schism and Rise of Shiism	**Hrs 20**
Module 3. Umayyads 3.1 Byzantine Influence 3.2 Militant Nationalism 3.3 Process of Arabization 3.4 Oppression of Shiites 3.5 Administration 3.6 Social Condition 3.7 Arabs and non-Arabs – Mawali – Dhimmis	**Hrs 20**
Module 4. Abbasid Revolution 4.1 Changing notions of Khilafat 4.2 Social stratification 4.3 Loss of Arab 4.4 Dominance and Influence of Persians, Turks, etc 4.5 Puritan Resistance	**Hrs 20**
Teaching and Learning Methods	**Face to Face Instruction:** This involves attending traditional classroom lectures and participating in in-person discussions and activities with the instructor and fellow students. **Peer to Peer learning**: Students have to select a topic in the course and present it in the class which providing opportunity for critical thinking and feedback **Group Discussion:** Group discussion will be conducted based on the relevant topic in the course that will improve students' thinking and help them to construct their own meaning about academic contents

MODE OF ASSESSMENT	
Internal Assessment (5 Weightage) a. Internal Examinations- weightage = 2 (2 internal exams, both should be considered) b. Assignments and Exercises- weightage =1 c. Seminars/Viva Voce- weightage =1 d. Attendance - weightage =1 **External Assessment** (30 Weightage)	
External Assessment (30 weightage) **Mark distribution for setting Question paper** **No of Questions: 18**	
Module	**Weightage**
1. Rise and spread of Islam	8
2. Pious Caliphs	8
3. Umayyads	8
4. Abbasid Revolution	6

Books for Reference

Amir Ali	*The Spirit of Islam*
Amir Ali	*A Short History of Saracens*
Arnold TW	*The Caliphate*
Asgar Ali Engineer	*The Origin and Development of Islam*
Fischer SN	*The Middle East – A History*
Gibb HAR	*Studies on the Civilization of Islam*
Hitti, Philip	*History of the Arabs*
Hitti, Philip	*Makers of Arab History*
MH Haikal	*Life of Muhammed*
SAQ Husaini	*Arab Administration*
Hodgson MGS	*The Venture of Islam*

Bernard Lewis	*Islam in History*
Nicolson	*History of the Arabs*
Lombard M	*Golden Age of Islam*
R. Livi	*Social Structure of Islam*
H Pirenne	*Mohamed and Charlemagne*
H Pirenne	*Social and Economic History of Medieval Europe*
Khuda Baksh	*The Orient Under the Caliphs*
Zaidan J *A*	*History of Islamic Civilization*
GB Kirk	*A Short History of the Near East*
M Rodinson	*Muhammad*
Glubb JS	*The Empire of the Arabs*
Von Grunebaum	*Classical Islam*
Ibn Khaldun	*The Muqaddimah*
MM Sherif	*A History of Muslim Philosophy*
Schacht and Bosworth	*Legacy of Islam*

M.A HISTORY (CSS PATTERN)
SEMESTER III

MHS3E2 Islam in the Medieval World- Knowledge and Culture

Credit: 4

Internal	External	Total Weightage
5	30	35

Course objectives

The course is aimed to provide the history of the cultural contributions of the medieval Arab Islamic civilization.

COURSE OUTCOMES

CO No	Expected Course Outcome Upon completion of this course, students will be able to;	Learning Domains	PSO No
CO 1	Describe the foundations of the Arab Islamic thought	Understand	PSO1
CO2	Identify the medieval practices and techniques of trade	Understand	PSO1
CO3	Locate the linkage between eastern and western trade during the medieval period	Understand	PSO1
CO4	Distinguish various shades of thought in Isalm	Analyse	PSO5
CO5	Relate the contemporary sciences with the medieval scientific contributions	Understand	PSO1
CO6	Take part in debates related to various themes in Arab Islamic knowledge	Create	PSO2

Module 1. Religious Thought	**Hrs 20**

1.1 Islamic Methods of Research 1.2 Question of Ijtihad and Taqlid 1.3 Ijma – Qiyas 1.4 Collection of Hadith Literature 1.5 Four Schools of Jurisprudence 1.6 Development of socio-legal System	
Module 2. Arab Trade and Commerce 2.1 Overseas and Overland Trade 2.2 Coinage 2.3 Role of Trading Communities 2.4 Urbanization – Pirenne Thesis 2.5 the Question of Potentialities of Capitalist Development 2.6 Weber's Criticism	**Hrs 20**
Module 3. Science and Philosophy 3.1 Development of Arab Science 3.2 Assimilation of Eastern and Western knowledge 3.3 Applied Science 3.4 Arab Islamic Philosophy: Greek and Buddhist Influence 3.5 Mua'tazilism and Asha'rism 3.6 Concept of *ilmi Kalam* 3.7 Emergence of Sufism – Ghazzali and his Thought 3.8 Ibn Thimya and his Refutation of Philosophy and Logic	**Hrs 20**
Module 4. Cultural Progress in Muslim Spain 4.1 Ummayath Emirate 4.2 Khilafath in Cordova 4.3 Petty Kingdoms 4.4 Literature 4.5 Historians – Science – Philosophy	**Hrs 20**
Teaching and Learning Methods	**Face to Face Instruction:** This involves attending traditional classroom lectures and participating in in-person discussions and activities with the instructor and fellow students. **Peer to Peer learning**: Students have to select a topic in the course and present it in the class which providing opportunity for critical thinking and feedback **Group Discussion:** Group discussion will be conducted based on the relevant topic in the course that will improve students' thinking and help them to construct their own meaning about academic contents

MODE OF ASSESSMENT	
Internal Assessment (5 Weightage) a. Internal Examinations- weightage = 2 (2 internal exams, both should be considered) b. Assignments and Exercises- weightage =1 c. Seminars/Viva Voce- weightage =1 d. Attendance - weightage =1 **External Assessment** (30 Weightage)	
External Assessment (30 weightage) **Mark distribution for setting Question paper** **No of Questions: 18**	
Module	**Weightage**
1. Religious Thought	8
2. Arab Trade and Commerce	8
3. Science and Philosophy	8
4. Cultural Progress in Muslim Spain	6

Books for Reference

Amir Ali	*The Spirit of Islam*
Amir Ali	*A Short History of Saracens*
Arnold TW	*The Caliphate*
Asgar Ali Engineer	*The Origin and Development of Islam*
Ira M Lapidus	*A history of Islamic Societies*
Fischer SN	*The Middle East – A History*
Gibb HAR	*Studies on the Civilization of Islam*
Hitti, Philip	*History of the Arabs*
Hitti, Philip	*Makers of Arab History*
MH Haikal	*Life of Muhammed*
SAQ Husaini	*Arab Administration*

Hobgson MGS	*The Venture of Islam*
Bernard Lewis	*Islam in History*
Nicolson	*History of the Arabs*
Lombard M	*Golden Age of Islam*
R. Livi	*Social Structure of Islam*
H Pirenne	*Mohamed and Charlemagne*
H Pirenne	*Social and Economic History of Medieval Europe*
Khuda Baksh	*The Orient Under the Caliphs*
Zaidan J *A*	*History of Islamic Civilization*
GB Kirk	*A Short History of the Near East*
Maxim Rodinson	*Muhammad*
Glubb JS	*The Empire of the Arabs*
Von Grunebaum	*Classical Islam*
Ibn Khaldun	*The Muqaddimah*
MM Sherif	*A History of Muslim Philosophy*
Schacht and Bosworth	*Legacy of Islam*

M.A HISTORY (CSS PATTERN)
SEMESTER III

MHS3E03 Islam in the Modern World - Selected Themes

Credit: 4

Internal	External	Total Weightage
5	30	35

Course Objectives:

To introduce the major trends in modern political forms of the Middle East
To familiarize the contributions of academicians and various journals
To provide the nationalisms with pan-Islamic streams
To provide detailed training in the map making of Arab World, considering the Mandate System
To train in writing review articles in West Asian crisis
To familiarize the latest developments in Oil-economy and Western-US approaches

COURSE OUTCOMES

CO No	Expected Course Outcome Upon completion of this course, students will be able to;	Learning Domains	PSO No
CO 1	Distinguish the multiple trends from Arab World to Ottoman Caliphate	Analyse	PSO5
CO2	Understand the nature protests from Middle East	Understand	PSO1
CO3	Critically engage with the political Islam and Islamic politics	Analyse	PSO5
CO4	Formulate problems for research in Islamic history. Engage in the history of Islamic civilization.	Apply	PSO2
CO5	Prepare research synopsis on modern Islamic patterns.	Apply	PSO2
CO6	Write historiographical articles in magazines and periodicals. Write Review articles on themes of schools of Islamic thought. Interpret the events of the fact historically	Create	PSO2

Module 1. First World War and the Middle East	**Hrs 20**
1.1 Geography of Middle East 1.2 Arab Revolt in 1916 and 1930's 1.3 pan-Arabism 1.4 Anglo-French Occupation 1.5 Dismemberment of Ottoman Turkey 1.6 Mandate System in the Fertile Crescent	
Module 2. Rise of Arab Nationalism 2.1 Saudi Arabian Kingdom 2.2 Turkish Khilafah as a factor 2.3 pan-Islamism	**Hrs 20**

2.4 Decolonization of Egypt, Syria, Iraq and Lebanon 2.5 Nasser and Egyptian Revolution 2.6 Ascendancy of Baath Party in Syria and Iraq	
Module 3. Formation of Israel and Arab Resistance 3.1 Arab-Israel Conflict – Refugee Problem 3.2 PLO 3.3 Concept of Pan-Palestine state 3.4 Peace Process – Camp David, Oslo Agreements 3.5 Intifada 3.6 Palestinian Autonomy 3.7 Hamas 3.8 Political Economy of West Asian crisis	**Hrs 20**
Module 4. Puritanism in Politics 4.1 Wahhabi kingdom of Saudi Arabia 4.2 Authoritarian regime and Pro-western Foreign Policy 4.3 Shiite Politics in Iran 4.4 Iranian Revolution 4.5 Libyan and Egyptian experiences of political Islamic organizations	**Hrs 20**
Module 5. Oil Economy and Social Change 4.1 Economic Development of West Asia 4.2 Social crisis – Growth of Islamism 4.3 Radical Islam 4.4 Movement for Democracy 4.5 Women Movements 4.6 Gender question – ecological consensus of the Middle East	
Teaching and Learning Methods	**Face to Face Instruction:** This involves attending traditional classroom lectures and participating in in-person discussions and activities with the instructor and fellow students. **Peer to Peer learning**: Students have to select a topic in the course and present it in the class which providing opportunity for critical thinking and feedback **Group Discussion:** Group discussion will be conducted based on the relevant topic in the course that will improve students' thinking and help them to construct their own meaning about academic contents

MODE OF ASSESSMENT
Internal Assessment (5 Weightage) a. Internal Examinations- weightage = 2 (2 internal exams, both should be considered) b. Assignments and Exercises- weightage =1 c. Seminars/Viva Voce- weightage =1 d. Attendance - weightage =1 **External Assessment** (30 Weightage)
External Assessment (30 weightage) **Mark distribution for setting Question paper** **No of Questions: 18**

Module	**Weightage**
1. First World War and the Middle East	8
2. Rise of Arab Nationalism	8
3. Formation of Israel and Arab Resistance	8
4. Puritanism in Politics	3
5. Oil Economy and Social Change	3

Selected Readings:

Al Marayati, *The Middle East: Its Government and Politics*
Aziz Azmeh, *Islam and Modernity*
B. Leonard, *The Study of the Middle East*
Bernad Lewis, *Middle East and the West*
Edward Said, *Covering Islam*
Edward Said, *The Question of Palestine*
Fouad Ajami, *The Arab Predicament*
Georgr Antonio, *The Arab Awakening*
H. Cobban, *Palestine Liberation Organization*
Hisham Sharabi, *Nationalism and Revolution in the Arab World*
J. Piscatori, Islam in a World of Nation States
Lemezowski, *Oil and State in the Middle East*
N.N. Fischer, *A History of Middle East*
Peter Avery, *Modern Iran*

Philip K. Hitti, *Syria – A Short History*
S. Ibrahim, *The Arab Social Order*
W.C. Smith, *Islam in Modern History*
William Yale, *Near East – A History*
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M.A HISTORY (CSS PATTERN)
SEMESTER III

MHS3E4 Maritime History of Malabar 1300-1800

Credit	Hours per week		Weightage		
4	**5**		**Internal 5**	**External 30**	**Total 35**

Course Objectives

To introduce the rich legacy of Malabar in the overseas trade relations
To Locate Malabar and its natural ports in the Indian ocean trade networks
To provide the awareness about the historical importance of policies and programmes of Medieval rulers
To train the historical craft to corroborate various source materials
To create inquisitiveness in the maritime studies

COURSE OUTCOMES

CO No	Expected Course Outcome Upon completion of this course, students will be able to;	Learning Domains	PSO No
CO 1	Identifies the ancient and medieval ports of Malabar	Understand	PSO1
CO2	Distinguish the trade modalities of Malabar in the overseas and overland trade	Analyse	PSO5
CO3	Critically analyzing various traders and their involvement in the maritime trade centered on Malabar and other Indian ocean littoral	Analyse	PSO5

CO4	Conduct field work	Apply	PSO2
CO5	Finding out new areas to be engaged to produce new knowledge	Create	PSO2

Module 1.Recent trends in the Historiography of Indian oceanTraveler 's Account and Foreign perception	**Hrs 20**
1.1 Ibn Batuta 1.2 Abdul Raza 1.3 Mahuan 1.4Accounts of the Portuguese sojourners in Malabar 1.5Duarte Barbosa 1.6 Gasper Correa-Barbosa 1.7 -Pyrard de laval 1.8 Alexander Hamilton 1.9 Neuhoff 1.10 Van Goens	
Module 2 Pre-colonial Maritime trade 2.1 Malabar -Chinese relations 2.2 Voyages of Zheng he 2.3 Arab traders in Malabar 2.4 Important Centers of Maritime trade 2.5 Kollam 2.6- Kochi 2.7 Kodungallur 2.8 Kozhikkkode 2.9 Valapattanam 2.10 Madayi	**Hrs 20**
Module 3 Advent of Colonialism 3.1 Portuguese Estado in Malabar 3.2 Native resistance 3.3 Native resistance 3.4 Ali Rajas of Cannanore 3.5 Trading endeavors of the Dutch and the French East India Companies in the Malabar Coast 3.6 English East India Company in Malabar	**Hrs 20**
Module 4 Social and Cultural Impacts of overseas contacts 4.1 Rise of Cosmopolitanism in Malabar	**Hrs 20**

4.2 Chinese and Arab influence in everyday life and language.	
Teaching and Learning Methods	**Face to Face Instruction:** This involves attending traditional classroom lectures and participating in in-person discussions and activities with the instructor and fellow students. **Peer to Peer learning**: Students have to select a topic in the course and present it in the class which providing opportunity for critical thinking and feedback **Group Discussion:** Group discussion will be conducted based on the relevant topic in the course that will improve students' thinking and help them to construct their own meaning about academic contents

MODE OF ASSESSMENT	
Internal Assessment (5 Weightage) a. Internal Examinations- weightage = 2 (2 internal exams, both should be considered) b. Assignments and Exercises- weightage =1 c. Seminars/Viva Voce- weightage =1 d. Attendance - weightage =1 **External Assessment** (30 Weightage)	
External Assessment (30 weightage) **Mark distribution for setting Question paper** **No of Questions: 18**	
Module	**Weightage**
1.Traveler 's Account and Foreign perception	8
2. Pre-colonial Maritime trade	8
3. Advent of Colonialism	8
4. Social and Cultural Impacts of overseas contacts	6

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Andre Wink, Al Hind *The making of Indo Islamic world, Vol 1,2&*3
Barbara D Metcalf (ed), *Islam in South Asia in Practice, Princeton University Press 2009*

Brendan LaRocque,*Devotional religion and the political economy of early modern North India*
Eugenia Vanina, *Urban Crafts and Craftsmen in Medieval India: 13th to 18th Centuries, 2004*
Eugenia Vanina, *Ideas and Society: India between the Sixteenth and the Eighteeth Centuries Hardcover – 1 Jun 2004*

Iqtidar Hussain Siddiqui,*Islam and Muslims in South Asia: Historical Perspective, Adam publishers,1987*

K.A.Nizami ,*State And Culture In Medieval India, Adam publishers,1985*

K.A.Nizami, *Some aspects of Religion and Culture During thirteenth Century, Aligarh, 1961*

Marshell Hodgson, *The Venture of Islam, Vol 3*

Meenakshi Khanna(ed) *Cultural History of medieval India, SS Press,2007*

Milo C Beach: *The Mughal Painting, CUP, 1992.*
Monica Juneja, *Architecture in Medieval India permanent Black,2001*

MuneeraHaeri, *The Chishtis: A Living Light, OUP, 2000*
Neeru Misra,Sufis and Sufism-Some Reflection, Mnohar,2004
Parts I and II. People's Publishing House, New Delhi.
Richard M Eton, *Essays on Islam and Indian History, OUP 2002*

S.A.A. Rizvi, *The Wonder that was India, Part II, Culcutta 1993*

Yusuf Hussain, *Glimpses of Medieval Indian Culture, Bombay, 1973*

M.A HISTORY (CSS PATTERN)
SEMESTER IV

MHS4C11 Contemporary India – Selected themes

Credit	Hours per week		Weightage		
4	**5**		**Internal**	**External**	**Total**
			5	**30**	**35**

Course Objectives:

To introduce the major issues in contemporary India
To familiarize the contributions of selected historians/social scientists
To provide the fundamentals of the Indian Constitution
To provide detailed training in the formulation Indian Republic
To train in writing review articles in present Indian scenario
To familiarize the latest developments in modern Indian history

Course objectives

The course is intended for providing the history foundation of Islam and its spread in the medieval world under various political powers. The course focus on the development of political system of the medieval Arab world.

COURSE OUTCOMES

CO No	Expected Course Outcome Upon completion of this course, students will be able to;	Learning Domains	PSO No
CO 1	Distinguish the multiple trends in the modern/contemporary historiography.	Analyse	PSO5

CO2	Differentiate colonial and post-colonial Indian ruling system.	Analyse	PSO5
CO3	Critically engage with the remnants of colonialism in contemporary India.	Analyse	PSO5
CO4	Formulate problems for current socio-political practice in India. Engage in the field study of current India.	Apply	PSO2
CO5	Prepare research synopsis in regional cultural trends in India. Write articles in magazines and periodicals.	Apply	PSO2
CO6	Create historical maps, drama and short-films in regional peculiarities of India. Interpret the issues in Indian politics historically.	Create	PSO2

Module 1. Development Strategies and an Idea of Republic	**Hrs 20**
1.1 Economic Planning and Development 1.2 Bombay Plan 1.3 Nehruvian Era 1.4 Indian Republic 1.5 Five Year Plans 1.6 Centre-State Relations 1.7 Education Commissions 1.8 Panjayathi Raj 1.9 Towards LPG (Liberalization, Privatization and Globalization) 1.10 Niti Ayog	
Module 2. Linguistic States and Regional Imbalances 2.1 Formation of Linguistic states 2.2 State Re-organization Commission 2.3 Cases of Kerala and Andra Pradesh 2.4 Problems of Regionalism 2.5 Kashmir 2.6 Punjab and North East	**Hrs 20**

Module 3. Changes in the Social Structure 3.1 Industrialization and urbanization 3.2 Caste and Community – question of reservation 3.3 Social justice and policies for equal opportunities 3.4 Debates on Mandal Commission Reports- Minorities and Minority Status 3.5 National Policy on Education (1986) 3.6 Identity politics – Dalit movements 3.7 Gender and the rise of women movements 3.8 Adivasi movements – environmental movements	**Hrs 20**
Module 4. Parties and Politics 4.1 Post-Independence democratic experiences 4.2 secular democracy 4.3 Internal Emergency – Rise of Janata Party 4.4 Growth of Hindutva Politics – Communalism 4.5 Left politics in India	**Hrs 20**
Module 5. Contemporary Cultural Trends 4.1 Changes in literacy and education 4.2 language as key issue 4.3 nature of literature 4.4 communication and media developments 4.5 New media	**Hrs 20**
Teaching and Learning Methods	**Face to Face Instruction:** This involves attending traditional classroom lectures and participating in in-person discussions and activities with the instructor and fellow students. **Peer to Peer learning**: Students have to select a topic in the course and present it in the class which providing opportunity for critical thinking and feedback **Group Discussion:** Group discussion will be conducted based on the relevant topic in the course that will improve students' thinking and help them to construct their own meaning about academic contents

MODE OF ASSESSMENT
Internal Assessment (5 Weightage) a. Internal Examinations- weightage = 2 (2 internal exams, both should be considered) b. Assignments and Exercises- weightage =1 c. Seminars/Viva Voce- weightage =1 d. Attendance - weightage =1 **External Assessment**

(30 Weightage)
External Assessment (30 weightage) **Mark distribution for setting Question paper** **No of Questions: 18**

Module	**Weightage**
1. Development Strategies and an Idea of Republic	8
2. Linguistic States and Regional Imbalances	8
3. Changes in the Social Structure	8
4. Parties and Politics	3
5. Contemporary Culture Trends	3

Readings:

Alice Thorner Sujatha Patel, Bombay

Amartya Sen, Development as Freedom, OUP, 2000

Amiya Kumar Bachi, Perilous Passages: Making and the Global Ascendancy of capital

Amrutha Basu, Community Conflicts and State in India

Ashwini Desphande, The Grammar of Caste: Economic Discrimination in Contemporary India, OUP

Badri Narayan, The Making of the Dalit Public in North India, OUP, 2011

Bipan Chandra (ed.), Indian Left

Bipan Chandra, A History of India since Independence

Bipan Chandra, Essays on Contemporary India

BipanChandra, The Making of Modern India from Marx to Gandhi, Orient Blackswan, 2012.

Christopher Jaffrelot, Ambdedkar and Untouchability

Christopher Jaffrelot, India's Silent Revolution: the Rise of the Low Castes in North Indian Politics, Permanent Black, 2003

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D R Nagarj, Flaming feet: A Study of the Dalit Movement

Dietmar Rothermund, Contemporary India, Pearson

Dilip Menon, The Blindness of Insight: Essays on Caste in Modern India

E Zelliot, From Untouchable to Dalit, Manohar, 1996.

Fracine R Frankel, India's Political Economy, OUP, 2005
Fracine R Frankel, JP Movement and Internal Emergency
Gail Omvedt, Dalits and Democratic Revolution
Ghanashyam Shah (ed.), Social Movements in India
Gopal Guru (ed.), Humiliation , OUP
Gopal Guru and Sundar Sarukkari, The Cracked Mirror: An Indian Debate on Experience and Theory, OUP
Gyanendra Panday, A History of Prejudice
Gyanendra Panday, Routine Violence
Hiranmay Karlekar (ed.), Fifty Years of India's Independence
Imtiaz Ahmad and Helmut Reifield, Lived Islam in South Asia
J Aloysius, Nationalism without a Nation in India
Jan Art Scholte, Globalization a Critical Introduction, Palgrave, 2000.
Joseph Stiglitz, Globalization and its Discontents, Penguin, 2002
K L Sharma (ed.), Caste and class in India
Kanch Ilaiah, Buffalo Nationalism: A Critique of Spiritual Nationalism.
KN Panikkar et. al, The making of History
M K Santhanam (ed.), Fifty Years of Indian Republic
Mushrul Hassan, Legacy of a Divided Nation
Nicholas Dirks, Caste on mind
Partha Chatterjee (ed.), State and Politics in India
Partha Chatterjee (ed.), Wages of Freedom
Partha Chatterjee, Nation and its Fragments
Paul R Brass, Politics of India since Independence
Perry Anderson, Indian Ideology
Pulapre Balakrishnan (ed.), Economic Reform and Growth in India, Orient Blackswan, 2011
R S Khare, Caste, Hierarchy, and Individualism: Indian Critiques of Louis Dumont's Contributions, OUP
Rajani Kothari, Caste in Indian Politics
Ram Avata Sharma Madhukymar Ahlywalia Ravi Kanbu et. al, Urbanization in India,
Ramachandra Guha, Quite Wood
Randhir Singh, Marxism, Socialism, Indian Politics: A view from the Left, Aakar, 2008
Right
Robin Jeffry, India's News Paper Revolution
Romila Thappar (ed.), India Another Millennium
S Gopal (ed.), An Anatomy of a Confrontation
S Gopal, Jawaharlal Nehru – Biography
S S M Desai, An Economic History of India

S.K. Thorat and Katherine S. Newman, Blocked by Caste: Economic Discrimination and Social Exclusion in Modern India, OUP, New Delhi, 2010.
S.K. Thorat, Dalits in India: Search for a Common Destiny, Sage, New Delhi, 2009
Sage
Stuart Blackburn and Vasudha Dalmia, India's Literary History, Permanent Black, 2004
Sudha Pai and Avinash Kumar, Revisiting 1956 – B.R. Ambedkar and States Reorganizations, Orient Black Swan, 2014.
Sumit Sasrkar, Modrn Times
Sumit Sasrkar, Thanika Sarkar et. al, Khaki Shirts and Saffrom Flags: A Critic of Hindy
Suresh Chndra Ghosh, The History of Education in India, Orient Black Swan, 1995
Surinder Jodhka, Caste, OUP, 2012
The World Bank, Poverty and Social Exclusion in India

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M.A HISTORY (CSS PATTERN)
SEMESTER IV

MHIS4 B12 Contemporary World – Selected Themes

Hours per week		Weightage		
4		**Internal**	**External**	**Total**
		5	**30**	**35**

Objectives:
To survey the history of the world from post Second-World War to the present.
To familiarize the major problems of the post-war world such as Cold War, globalization and global terrorism.
To discuss the rise and decline of the Socialist bloc under Soviet Union and the rise of China
To assess the nature of post-war politics in the light of decolonization of the third world

COURSE OUTCOMES

CO No	Expected Course Outcome	Learning Domains	PSO No
	Upon completion of this course, students will be able to;		

CO 1	Understand the post-war developments of the twentieth century world.	Understand	PSO1
CO2	Discuss new terms and concepts like Decolonization, Cold War, Third world, Globalization, Global Terrorism, Human Rights, etc.	Understand	PSO1
CO3	Appreciate the role of the UN in regulating the politics of the present.	Analyse	PSO5
CO4	Examine the relationship between economy and politics in the growing globalized world.	Analyse	PSO5
CO5	Assess the course of contemporary politics and discuss the nature of the evolving new power structure.	Analyse	PSO5
CO6			

Module 1. Post-war politics	**Hrs 20**
1.1 Cold War: Causes 1.2 Military alliances 1.3 NATO, SEATO, CENTO 1.4 Warsaw Pact 1.5 Global impact of the Cold War 1.6 Third World response 1.7 NAM 1.8 Growth of China as a World Power	
Module 2. Decolonization of Asia and Africa 2.1 India and China 2.2 Arab World 2.3 South East Asia 2.4 Algeria, Rhodesia/Zimbabwe 2.5 South African struggle against apartheid	**Hrs 20**
Module 3. Human Security and Environmental Concerns 3.1 United Nations 3.2 the UNO and Human rights 3.3 women's rights 3.4 Ecological Movements 3.5 Third World Environmentalsim	**Hrs 20**
Module 4. Global Issues 4.1 End of Communism in Europe 4.2 Fall of USSR 4.3 Eastern Europe 4.4 Globalization and the new World Order 4.5 WTO 4.6 Global Terrorism	**Hrs 20**

Teaching and Learning Methods	**Face to Face Instruction:** This involves attending traditional classroom lectures and participating in in-person discussions and activities with the instructor and fellow students. **Peer to Peer learning**: Students have to select a topic in the course and present it in the class which providing opportunity for critical thinking and feedback **Group Discussion:** Group discussion will be conducted based on the relevant topic in the course that will improve students' thinking and help them to construct their own meaning about academic contents

MODE OF ASSESSMENT
Internal Assessment (5 Weightage) a. Internal Examinations- weightage = 2 (2 internal exams, both should be considered) b. Assignments and Exercises- weightage =1 c. Seminars/Viva Voce- weightage =1 d. Attendance - weightage =1 **External Assessment** (30 Weightage)
External Assessment (30 weightage) **Mark distribution for setting Question paper** **No of Questions: 18**

Module	**Weightage**
1. **Post-war politics**	8
2. **Decolonization of Asia and Africa**	8
3. **Human Security and Environmental Concerns**	8
4. **Global Issues**	6

ReadingList

Daniel R. Brower, The World in the Twentieth Century: From Empires to Nations (5th edn, Prentice Hall, University of California, Davis, 2002)
_____, The World Since 1945: A Brief History (Prentice Hall, University of California, Davis, 2000)
Michael Carver, War Since 1945 (The Ashfield Pres, London/New Jersey, 1990)
Stephen Chan and Jarrod Wiener (eds.), Twentieth Century International History. A Reader (I.B. Tauris Publishers, London/ New York, 1999)
Chris Cook and John Stevenson, The Modern World, International History and Politics Since 1945 (Long man, London/New York, 1998)
A.S. Grenville, A History of the World in the Twentieth Century (The Belknap Press of Harvard University Press, Cambridge, Massachusetts, 1994)
Eric Hobsbawm, Age of Extremes. The Short Twentith Century, 1914 – 1991 (Viking, New Delhi 1995)
Paul Johnson, A History of the Modern World (Weidenfeld and Nicolson, London, 1984)
Edward H. Judge and John W. Langdon, A Hard and Bitter Peace: A Global History of the Cold War (Prentice Hall, 1996)
W.C. Langsam and O.C. Mitchell, The World Since 1919 (8th edn., Surjeet Publications, Delhi, 1997)
JA.Z. Manfred (ed.) A Short History of the World (Progress Publishers, Moscow, 1974)
Wayne C. Mc Williams and Harry Piotrowskim The World Since 1945 (Lynne Rienner Publishers – Boulder/ Adamantine Press Ltd – London, 1990)
James Cameron, The African Revolution (Random House, New York, 1961)
T.R.H. Davenport, South Africa: A Modern History (London, 1977)
Marshall I. Goldman, Gorbachev‟s Challenge: Economic Reforms in the Age of High Technology (W.W. Norton, New York, 1987)
Immanuel C.Y. Hus, Rise of Modern China (4th ed., Oxford University Press, New York, 1990)
Maurice Meisner, Mao’s China and After: A History of the People’s Republic Free Press, New York, 1986)

M.A HISTORY (CSS PATTERN)
SEMESTER IV

MHIS4E5 Environmental History of India: Perspectives and Problems

		Weightage		
Credit: 3	**Hours per week: 5**	**Internal 5**	**External 30**	**Total 35**

Course objectives

To provide the basic concepts in environmental history.
To train in the various perspectives on environmental historiography.
To familiarise with the global issues on environment.
To provide the history of environmental movements in India

COURSE OUTCOMES

CO No	Expected Course Outcome Upon completion of this course, students will be able to;	Learning Domains	PSO No
CO 1	Distinguish the basic concepts in ecological studies and environmental history.	Analyse	PSO5
CO2	Identify questions related to varying historiographical positions.	Understand	PSO1
CO3	Analyse global ramifications of the environmental questions.	Analyse	PSO5
CO4	Locate the reasons for contemporary environmental problems in the country and outside.	Understand	PSO1
CO5	Write articles on the topics in environmental history.	Create	PSO2
CO6			

Module 1. Basic concepts and Historiography	**Hrs 20**
1.1 Environmental studies and Environmental History 1.2 Interdisiplinarity of Environmental History 1.3 Historiographical approaches-colonial and post-colonial 1.4 Guha- Grove debate 1.5 sources and methodology	
Module 2. Environment in Pre-modern India 2.1 Environment, Population, technology and migrations 2.2 Forest fallow cultivation to multi crop, Pastoralism and agriculture during prehistoric period 2.3 Environment and Indus civilization 2.4 debate on the rise and decline 2.5 Forest and hydraulic resources - Pastoralists and agriculture	**Hrs 20**
Module 3. Colonialism and Environment 3.1 Ecological imperialism –concept and debate 3.2 Colonial forest policy and management in India 3.3 Botanical Gardens Deforestation and ecological change 3.4 Canal Constructions, Pastoralists and tribal livelihood under Colonialism 3.5 Plantations and environment, Introduction of New Genetic verities in Kerala	**Hrs 20**
Module 4. Environmental Movements in independent India 4.1 Movements against deforestations and Big Dams 4.2 Chipko Movement , Silent Valley Movement 4.3 Struggles against Tehri Dam, Narmada Bachao Andolan 4.4 Plachimada Movement and Anti-endosulfan Movements in Kerala 4.5 Eco Feminism	**Hrs 20**
Teaching and Learning Methods	**Face to Face Instruction:** This involves attending traditional classroom lectures and participating in in-person discussions and activities with the instructor and fellow students. **Peer to Peer learning**: Students have to select a topic in the course and present it in the class which providing opportunity for critical thinking and feedback **Group Discussion:** Group discussion will be conducted based on the relevant topic in the course that will improve students' thinking and help them to construct their own meaning about academic contents

MODE OF ASSESSMENT
Internal Assessment (5 Weightage) a. Internal Examinations- weightage = 2 (2 internal exams, both should be considered) b. Assignments and Exercises- weightage =1 c. Seminars/Viva Voce- weightage =1 d. Attendance - weightage =1 **External Assessment** (30 Weightage)
External Assessment (30 weightage) **Mark distribution for setting Question paper** **No of Questions: 18**

Module	**Weightage**
1. **Basic concepts and Historiography**	8
2. **Environment in Pre-modern India**	8
3. **Colonialism and Environment**	8
4. **Environmental Movements in independent India**	6

Readings

- Al Gore, *Earth in the Balance*, London, 1992
- Alfred W. Crosby, *Ecological Imperialism: the Biological Expansion of Europe 900-1900*, New York, 1986.
- Amita Baviskar, (ed.), *Contested Grounds: Essays on Nature, Culture and Power*,New Delhi, 2008.
- Amita Baviskar, In the belly o f the River: Tribal Conflicts over Development in the Narmada Valley OUP, New Delhi.
- Arnold, David and Ramachandra Guha,eds., *Nature, Culture and Imperialism: Essays on the Environmental History of South Asia*.Delhi: Oxford University Press1995
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- Donald Worster, ed. *The Ends of the Earth: Perspectives of Modern Environmental History,* New York, 1988
- 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

- Habib, Irfan, *Man and Environment:The Ecological History of India* ,Aligarh: Tulika 2010

- J.F. Richards and R. Tucker, (ed)*World Deforestation in the Twentieth entury*,Durham, 1988
- James Connelly and Graham Smith, Vandana Shiva, *Staying Alive: Women, Ecology and Development*, London, 1989.
- Madhav Gadgil and Ramachandra Guha, *This Fissured Land: An Ecological History of India*, OUP, New Delhi, 1992.
- Mahesh Rangarajan, *Environmental Issues in India*, New Delhi, 2007
- Ramachandra Guha, *The Unquiet Woods*, OUP, Delhi, 1989.
- Mahesh Rangarajan, and K.Sivaramakrishnan, eds, , *India's Environmental History*: Volumes 1 and 2.Delhi: Permanent Black. 2011
- Richard H Grove, *Green Imperialism*, OUP, 1995.
- S. Fernardez and Kulkarni (ed), *Towards a New Forest Policy: Peoples Rights and Environmental Needs.*
- Skaria, Ajay, *Hybrid Histories: Forests, Frontiers and Wildness in Western India*, New Delhi. 1999
- Stebbing E.P ,*The Forest of India,*Vols, 11, London, 1922-27.
- Sverker Sorlin and Paul Warde, *The Problem of Environmental History: A Re-reading of the field,*

M.A HISTORY (CSS PATTERN)
SEMESTER IV

MHS4E6 Epigraphy in Kerala History

Credit	Hours per week		Weightage		
			Internal	External	Total
3	5		5	30	35

Course Objectives

To familiarize with ancient Indian systems of writing.
To Train them in preparing mechanical estampage of Stone inscriptions and copper plates,
To transcribing archaic records into modern scripts
To help students to interpret and explain epigraphs in relation to problems of dating and contents.
To familiarize them with different types of inscriptions including royal orders, charters, agreements, land grants etc.

COURSE OUTCOMES

CO No	Expected Course Outcome Upon completion of this course, students will be able to;	Learning Domains	PSO No
CO 1	Understand the development of epigraphy and its uses in the history and historiography	Understand	PSO1
CO2	Distinguish major Indian scripts	Understand	PSO1
CO3	Decipher Brahmi and Vattezhuthu scripts	Apply	PSO2
CO4	Students will be able to take eye copy, estampage of inscriptions.	Apply	PSO2
CO5	Critically engage with the epigraphical source from the perspectives of historian.	Analyse	PSO5

Module I Indian History and Epigraphy	**Hrs 20**
1.1 Indian scripts: Brahmi, Kharoshti and their decipherment 1.2 Epigraphy as a source of Indian history and culture 1.3 Political and dynastic histories 1.4 Chronology and genealogies 1.5 Economic and social history 1.6 Asokan edicts 1.7 Inscriptions of Guptas 1.8 Chola Inscriptions	
Module 2 Methods of Epigraphic Study 2.1 Presentation of texts 2.2 Reproduction of original text 2.3 Taking estampage 2.4 Identification of script and language	**Hrs 20**

2.5 Authentication of inscription 2.6 Classification -Dating 2.7 Analysis and interpretation	
Module 3 Epigraphy and Kerala History 3.1 Madras Archeology Department and South Indian Inscriptions 3.2 Travancore Archeology Department and Tavancore 3.3 Archeological Series, Bulletins of RamaVarma Research Institute 3.4 Hultz and Logan 3.5 V. R Parameswaran Pillai 3.6 Studies of ElamkulamP.N.Kunhanpillai 3.7 MGS Narayanan and Raghava Varier.	**Hrs 20**
Module 4 Case studies 4.1 One each for Brahmi inscription, Vattezhutu, Kolezhuthu and Grantha	**Hrs 20**
Teaching and Learning Methods	**Face to Face Instruction:** This involves attending traditional classroom lectures and participating in in-person discussions and activities with the instructor and fellow students. **Peer to Peer learning**: Students have to select a topic in the course and present it in the class which providing opportunity for critical thinking and feedback **Group Discussion:** Group discussion will be conducted based on the relevant topic in the course that will improve students' thinking and help them to construct their own meaning about academic contents

MODE OF ASSESSMENT
Internal Assessment (5 Weightage) a. Internal Examinations- weightage = 2 (2 internal exams, both should be considered) b. Assignments and Exercises- weightage =1 c. Seminars/Viva Voce- weightage =1 d. Attendance - weightage =1 **External Assessment** (30 Weightage)
External Assessment (30 weightage) **Mark distribution for setting Question paper** **No of Questions: 18**

Module	**Weightage**
1Indian History and Epigraphy	8
2 Methods of Epigraphic Study	8
3 Epigraphy and Kerala History	8
4 Case studies	6

Reference

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Gopinatha Rao, T.A., *Travancore archaeological Series,Vol.I to VII*

Mahadevan, Iravatham (2003) *Early Tamil Epigraphy, Harward University*

Mahalingam, T.V., (1954) *Early South Indian Paleography, Madras university*

Pandey, Raj Bali (1952), Indian Pleography, Varanasi

RaghavaVarier, M.R (1998), *Social Roots of the Early Indian Palaeography, Presidential Address, Indian History Congress, 50th session, Section V, Epigraphy, Historical Archaeology and Numismatics*.

Sircar,D.C., (1965) *Indian Epigraphy*, Delhi

----------(1942) *Select Inscriptions Bearing on Indian History and Civilization,Calcutta*

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Upasak.C.S.(1960),*The History and Paleography of the Mauryan Brahmi Sript, Nalanda*

Subramanian, T.N ((1966), *PantaithamilEluttukal,* (Tamil), Madras.

Richard Salomon, *Indian Epigraphy: Aguide to study inscriptions in Sanskrit, prakrit and other Indo Aryan Languages* 1998

V.R. Parameswaran Pillai,(1962) *PracheenaLikhitangal* (Mal), Kottayam

Kerala Society Papers (1997), Thiruvananthapuram

Dr. N. Sam, *KeralathilePracheenaLipimathrikakal*(mal),(2004),Thiruvananthapuram

Elamkulam PN Kunhanpillai, *Studies in Kerala History*

N.Sam (ed) *Elam kulamKunhanpillayudetheranheduthaKrithikal*(mal), Thiruvananthapuram

M. G. S. Narayanan,(2013) *Perumals of Kerala,*

M.G .S Narayanan(1972), *Cultural Symbiosis in Kerala*

M.R.Manmthan (ed),(2007) *Archaeology in Kerala : Past and Present*, Farook College

http://www.thehindu.com/features/friday-review/history-and-culture/the-earliest-inscription-in-malayalam/article3501408.ece

http://www.thehindu.com/features/friday-review/history-and-culture/edakal-cave-yields-one-more-tamilbrahmi-inscription/article2872568.ece

http://www.thehindu.com/news/national/kerala/newly-discovered-brahmi-inscription-deciphered/article5777862.ece

http://www.sakshieducation.com/Story.aspx?nid=127756

http://www.deccanherald.com/content/227553/kerala-caves-yield-engraved-inscription.html

M.A HISTORY (CSS PATTERN)
SEMESTER IV

MHS4E7 Megalithic Archaeology in Kerala

		Weightage		
Credit: 3	**Hours per week: 5**	**Internal 5**	**External 30**	**Total 35**

Course Objectives

To familiarize with the basic concepts in archaeology.

To train in methods of archaeological studies.

To train in availing archaeology for historical studies

To provide direct experience of the early historic archaeology of Kerala.

COURSE OUTCOMES

CO No	Expected Course Outcome Upon completion of this course, students will be able to;	Learning Domains	PSO No
CO 1	Identify the extent of megalithic cultures in the world.	Understand	PSO1
CO2	Explore archaeological sites and identify the archaeological remains	Understand	PSO1
CO3	Explain the typology of the megalithic monuments	Understand	PSO1
CO4	Locate major archeological sites of Kerala	Understand	PSO1
CO5	Prepare reports of archaeological explorations	Apply	PSO2
CO6	Participate in archaeological excavations	Create	PSO2

Module 1. Megaliths – Meaning and Context	**Hrs 20**
1.1 Definition – Chronology - Authors 1.2 Distribution - Types- Characteristics 1.3 Megalithic archaeology 1.4 Neolithic and Iron Age contexts – Europe, Africa, West Asia, South East Asia, India 1.5 burial tombs and settlement sites 1.6 material culture and death customs 1.7 ethno-archaeological investigations	
Module 2. Kerala Megaliths 2.1 Types – Distribution – Chronology - Authors 2.2 unique and common features 2.3 Modes of Disposal and associated artefacts 2.4 Iron technology and BRW pottery 2.5 Beads and coins - material culture 2.6 Social organization - concept of life after death – cult of the dead	**Hrs 20**
Module 3. Megalithic Studies in Kerala 3.1 Colonial beginnings and later researches – Babington and Pandoo Coolies 3.2 Aiyappan and ancestor-cult 3.3 L. A. Krishna Iyer and living megalithism 3.4 Y.D. Sarma and typology of Cochin megaliths - B.K. Thaper and Porkalam excavation 3.5 Manilal's association of Mushroom with the Dolmen – Pazhayannur, Mangad, Arippa, Ummichipoyil and Anakkara excavations 3.6 Dieter B. Kapp and Kurumba megaliths – Rajan Gurukkal and megalithic linkage with early Tamilakam 3.7 Identification of lost sites – Bengla Motta Parambu and Chathan Parambu	**Hrs 20**
Module 4. Kerala Megaliths and archaeological issues 4.1 Association with the 'megalithic complex' of south India 4.2 Social organization and modes of Subsistence 4.3 Settlement pattern – mortuary variability and social stratification 4.4 links with Jain monks and trade groups 4.5 megalithism and tribalism - megalithism as a living tradition	**Hrs 20**
Teaching and Learning Methods	**Face to Face Instruction:** This involves attending traditional classroom lectures and participating in in-person discussions and activities with the instructor and fellow students. **Peer to Peer learning**: Students have to select a topic in the

	course and present it in the class which providing opportunity for critical thinking and feedback **Group Discussion:** Group discussion will be conducted based on the relevant topic in the course that will improve students' thinking and help them to construct their own meaning about academic contents

MODE OF ASSESSMENT
Internal Assessment (5 Weightage) a. Internal Examinations- weightage = 2 (2 internal exams, both should be considered) b. Assignments and Exercises- weightage =1 c. Seminars/Viva Voce- weightage =1 d. Attendance - weightage =1 **External Assessment** (30 Weightage)
External Assessment (30 weightage) **Mark distribution for setting Question paper** **No of Questions: 18**

Module	**Weightage**
1. **Megaliths – Meaning and Context**	8
2. **Kerala Megaliths**	8
3. **Megalithic Studies in Kerala**	8
4. **Kerala Megaliths and archaeological issues**	6

Reading List

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M.A HISTORY (CSS PATTERN)
SEMESTER IV

MHS4E8 Women and Dalit History of Kerala

		Weightage		
Credit: 3	**Hours per week: 5**	**Internal** 5	**External** 30	**Total** 35

Course objectives

This course aims to introduce the contexts and concepts on women and dalit studies in Kerala in historical perspectives.

COURSE OUTCOMES

CO No	Expected Course Outcome Upon completion of this course, students will be able to;	Learning Domains	PSO No
CO 1	Distinguish between the essential and social perspectives about gender	Analyse	PSO5
CO2	Explain the historical role of women and the dalits in Kerala	Analyse	PSO5
CO3	Identify the roles of women and dalits during the colonial times	Understand	PSO1
CO4	Describe the role of reform movements in the mobility of women and dalits	Understand	PSO1
CO5	Explain the contemporary problems of gender and caste in Kerala.	Analyse	PSO5
CO6	Participate in debates and discussions related to the gender and caste issues	Apply	PSO2

Module 1. Concepts on Patriarchy – Gender -Body - Masculinity- Femininity	**Hrs 20**
1.1 women in early historic period – representation in classical Tamil Texts- 'women the gatherers' 1.2 role of women in labour process in multiple economies - gender relations in early historic Kerala 1.3 kalavu and karpu- gender relation in early medieval Kerala 1.4 brahmanical patriarchy- uttama- madhyama and adhama 1.5 the concept of kulastri - representations in brahmanical canonical literature 1.6 sānkarasmṛiti- āshauch texts- representation of women in medieval manipravalam literature 1.7 chanthapennu and kulastri- women of kutis and atiyar groups 1.8 labour and social reproduction. Gender and caste relations	
Module 2. Modernity and ethnographic representation of women in colonial Kerala 2.1 Thurston and L A Ananthakrishna Ayyar -colonial legality and	**Hrs 20**

marumakkattayam 2.2 Women and Social reform – nambothiri and Nayar women – engendering individuals and changing status of women 2.3 V T Bhattathiripadu and Arya Pallam Parvati nenmenimangalam - women in labour process and anti-caste movements 2.4 Ayyankali ,Poyikal Appachan –Sahodaran Ayyappan and Vakbhadanandan 2.5 peasant movements and women question 2.6 feminist movements in Kerala -dalit feminism in Kerala	
Module 3. Conceptual and Theoretical Positions on Dalit 3.1 Ontology and epistemology of term 'dalit'-, Dalit as a perspective 3.2 Aiyappan and ancestor-cult 3.3 Domination and Subordination- caste oppression and untouchability 3.4 dalit identity and dalit lived experiences -dalit world view 3.5 social imageries and rebel consciousness. – Inadequacy of Marxist historiography on caste and dalit identity 3.6 emergence of dalit subject - question of caste and social suffering 3.7 experience and theory. History for political present –un-archived dalit histories 3.8 dalit history as alternative history	**Hrs 20**
Module 4. Dalits in History and Writing Dalit History 4.1 Social relations in early historic Kerala- mēlōr and kīzhōr - izhijinan and izhipirappālan- consolidation of agrarian hierarchy 4.2 formation of primary producers in early medieval Kerala - Atiyār /Āl groups – caste subordination and servitude 4.3 brahmanical ideology and socio-cultural segregation in mediaeval Kerala - untochability and codes of pollution – cultural resistance in oral tradition - pūmāthai and chengannūrāti - slave experience and modernity 4.4 From untouchables to Dalit- Imagining equality and emergence of Dalit self – Dalit movements in modern Kerala – Pratrhyaksha Raksha Daiva Sabha [PRDS] and Poikayil Appachan 4.5 Sadhujana Paripalana Sangham and Ayyankali- Pampadi John Joseph - anti untouchability movements in Malabar 4.6 Writing Dalit History - Kunnukuzhi S Mani, THP Chentarassery, K K Kochu, Sanal Mohan.	**Hrs 20**
Teaching and Learning Methods	**Face to Face Instruction:** This involves attending traditional classroom lectures and participating in in-person discussions and activities with the instructor and fellow students. **Peer to Peer learning**: Students have to select a topic in the

	course and present it in the class which providing opportunity for critical thinking and feedback **Group Discussion:** Group discussion will be conducted based on the relevant topic in the course that will improve students' thinking and help them to construct their own meaning about academic contents

MODE OF ASSESSMENT
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External Assessment (30 weightage) **Mark distribution for setting Question paper** **No of Questions: 18**

Module	**Weightage**
1. Concepts on Patriarchy – Gender -Body -Masculinity-Femininity	8
2. Modernity and ethnographic representation of women in colonial Kerala	8
3. Conceptual and Theoretical Positions on Dalit	8
4. Dalits in History and Writing Dalit History	6

Readings

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N K Jose,	Ayyankali Oru Patanam,Hobby Publishers Kottayam1989.
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