



SYLLABUS

Core & Elective Courses

PG PROGRAMME IN HISTORY

Under Choice Based Credit Semester System

FAROOK COLLEGE
(AUTONOMOUS)

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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PROGRAMME SPECIFIC OUTCOMES (PSO)

Upon completion of MA History programme, the students will be able to:

- PSO 01** Recognize the underlying ideas, theories, and foundations of history and its significance to society understanding.
- PSO 02** Studying how people interact in society requires applying theoretical knowledge, critical thinking, and analytical abilities.
- PSO 03** 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
- PSO 04** 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.
- PSO 05** Analyse diverse ideas, forms, techniques, problems, and applications of historical study, as well as their applicability to social science.
- PSO 06** Evaluate important facets and theories in history, social science, culture, media, and the environment.
- PSO 07** Evaluate the fundamental ideas, theories, approaches, and approaches that support historical research methodologies, as well as how well they fit into various research contexts.
- PSO 08** 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.

SCHEME OF THE PROGRAMME

Credit and Weightage Distribution in Each Semester **Total Credits:**

Semester	Course	Credit	Internal	External	Total
I	Core Course 1: Modern Historiography and Method	5	5	30	35
	Core Course 2: Pre-colonial Kerala: Problems and Perspectives	5	5	30	35
	Core Course 3: Themes in Indian Historiography	5	5	30	35
	Core Course 4: Ancient Indian History: Selected Debates	5	5	30	35
	Audit Course	4	-	-	-
	Total		24		
II	Core Course 5: History and Social theory	5	5	30	35
	Core Course 6: Formation of Modern Kerala	5	5	30	35
	Core Course 7: Themes in Medieval Indian History	5	5	30	35
	Core Course 8: Emergence of Modern world	5	5	30	35
	Audit Course	4	-	-	-
	Total		24		
III	Core Course 9: India in Eighteenth Century	5	5	30	35
	Core Course 10: Indian National Movement- History and debates.	5	5	30	35
	Elective I:	4	5	30	35
	Elective II:	4	5	30	35
	Total		18		

IV	Core Course 11: Contemporary India – Selected Themes	4	5	30	35
	Core Course 12: Contemporary World: Selected Themes	4	5	30	35
	Elective III:	3	5	30	35
	Elective IV:	3	5	30	35
	Project	6	1	4	
	Comprehensive Viva Voce	2	-	-	-
	Total	22			140
	Grand Total	80			560
Core Course:					
Elective Course					
Project					
Viva Voce					
<i>Audit Course</i>					
<u>Extra Credit Activities</u>					
Total					

Comment [AP1]: Kindly request to add Credits as well as it's corresponding marks

Credit Distribution

Semester	Core Course	Elective Course	Project	Viva Voce	Audit Course	Total
1						
2						
3						
4						
Total						
Extra Credit Activities						
Grand Total=						

Comment [AP2]: Finish Credit distribution table

CORE COURSE STRUCTURE

Total Credits: 58 (Internal: 20%; External: 80%)

Semester	Code No	Course Title	Hrs/ Week	Credit	Weightages
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Semester	Code No	Course Title	Hrs/ Week	Credit	Weightages
I	MHS1C01	Core Course I: Modern Historiography and Method		5	35
	MHS1C02	Core Course II: Pre-colonial Kerala: Problems and Perspectives		5	35
	MHS1C03	Core Course III: Themes in Indian Historiography		5	35
	MHS1C04	Core Course IV: Ancient Indian History: Selected Debates		5	35
II	MHS2C05	Core Course V: History and Social theory		5	35
	MHS2C06	Core Course VI: Formation of Modern Kerala		5	35
	MHS2C07	Core Course VII: Themes in Medieval Indian History		5	35
	MHS2C08	Core Course VIII: Emergence of Modern world		5	35
III	MHS3C09	Core Course IX: India in Eighteenth Century		5	35
	MHS3C10	Core Course X: Indian National Movement- History and debates.		5	35
IV	MHS4C11	Core Course XI: Contemporary India – Selected Themes		4	35
	MHS4C12	Core Course XII: Contemporary World: Selected Themes		4	35
Total				58	

ELECTIVE COURSE STRUCTURE

III	MHS3E1	Elective Course: Islam in the Medieval World-Polity and Society (Elective)		4+4=8	35
	MHS3E2	Elective Course: Islam in the Medieval World- Knowledge and Culture (Elective)			
	MHS3E3	Elective Course: Islam in the Modern World-Selected themes (Elective)			
	MHS3E4	Elective Course: Maritime History of Malabar 1300-1800(Elective)			
IV	MHS4E5	Environmental History of India: Perspectives and Problems (Elective)		3=3=6	35
	MHS4E6	Epigraphy in Kerala History (Elective)			
	MHS4E7	Megalithic Archaeology in Kerala (Elective)			
	MHS4E8	Women and Dalit History of Kerala (Elective)			

CORE COURSE SYLLABUS

SEMESTER 1

COURSE CODE: MHS1C01

CORE COURSE I: Modern Historiography and Method

Credit	Hours/week	Weightage
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X

		Internal	External	Total
5	5	5	30	35

Course Outcomes	Expected Course Outcome	Learning Domain	PSO No
	Upon completion of this course, students will be able to;		
CO1	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 quantitative and qualitative research	Create	PSO2
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

COURSE CONTENT	
Module I Enlightenment Historiography	20 Hours
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 II Positivist Method	20 Hours

2.1 Empiricism 2.2 Historical facts, evidence, truth and objectivity 2.3 Qualitative and Quantitative Methods 2.4 Causation and generalization	
Module III The Annales Historiography	20 Hours
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	
Module IV Process of historical research	20 Hours
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 4.7 Plagiarism and citations, Bibliography Glossary and index	

MODE OF TRANSACTION

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. Classroom participation (20%): 1 Weightage

b. Test papers I (40%):	2 Weightage
c. Assignment (20%):	1 Weightage
d. Seminar/ Viva (20%):	1 Weightage
External Assessment (30 Weightage)	

MODULE WISE WEIGHTAGE DISTRIBUTION	
Module	Weightage
Module I	8
Module II	8
Module III	8
Module IV	6

REFERENCES:

1. Arthur Marwick : The New Nature of History, London, 1998
2. Arnold Momigliano : Ancient and Modern Historiography, Oxford, 1977.
3. M.C. Lemon : The Philosophy of History.
4. L. Marshack . The Nature of Historical Enquiry
5. Jonas Ahlskog :The Primacy of Method in Historical Research
6. Michael Bentley : A Companion to Historiography
7. R.G. Collingwood : The Idea of History
8. Donald Kelly :Fortunes of History
9. E.H. Carr : What is History?
10. Peter Burke : The French Historical Revolution
11. Peter Burke : The Social and Economic History of Europe: A Selection from the Annales.
12. Francois Drosse : A History of the Annales
13. Marc Block : The Historians's Craft
14. F.Braudel : On History.
15. Jaques Le Goff et.al. : Constructing the Past
16. Lucy Faire& Simon Gunn(Ed.) : Research Methods for History
17. Jonas Ahlskog :The Primacy of Method in Historical Research
18. Aymard and Mukhya : The French studies in History Vol. 2

COURSE CODE: MHS1C02				
CORE COURSE II: PRE-COLONIAL KERALA: PROBLEMS AND PERSPECTIVES				
Credit	Hours/week	Weightages		
		Internal	External	Total
5	5	5	30	35

Course Outcomes	Expected Course Outcome	Learning Domain	PSO No
	Upon completion of this course, students will be able to;		
CO1	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

COURSE CONTENT	
Module I: Polity and state system	20 Hours
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 II: Agriculture and Trade	20 Hours
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	
Module III: Caste and Social Power	20 Hours
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’	
Module IV: Family, gender and Lineage	20 Hours
4.1 Matriliney in Kerala – debates on its origin 4.2 sambandham and talikettu kalyanam – koothachi and tevadichi 4.3 Koothambalam culture – Pulappedi and Mannappedi 4.4 Matriliney among Muslims – Nambutiri patriarchy – smarthavicharam 4.5 Concept of gender in Sankarasmriti 4.6 representation of women in Maniavalam works and Vadakkan Pattukal 4.7 Plagiarism and citations, Bibliography Glossary and index	

MODE OF TRANSACTION

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. Classroom participation (20%): 1 Weightage
- b. Test papers I (40%): 2 Weightage
- c. Assignment (20%): 1 Weightage
- d. Seminar/ Viva (20%): 1 Weightage

External Assessment (30 Weightage) No of Questions: 18

MODULE WISE WEIGHTAGE DISTRIBUTION

Module	Weightage
Module I	8
Module II	8
Module III	8
Module IV	6

REFERENCES:

1. A.Sreedharamenon: A survey of Kerala History
2. Adrain.C.Mayer: Land and Society in Malabar
3. C. AchuthaMenon: Cochin State Manual
4. David M. Schneidher and Kathleen Gough (ed): Matrilineal Kinship
5. Devika. J:En-gendering Individuals: The Language of Re-forming Early Twentieth Century Kerala
6. ElamkulamP.N.KunjanPillai: Studies in Kerala History
7. Fr. J. Puthenkalam: Marriage and Family in Kerala
8. G.Arunima: There comes Papa
9. Herman Gundert: Keralapazhama
10. K.A.NilakanthaShastri (ed): Foreign Notices of South India
11. K.K.N.Kurup (Ed): New Dimensions in South Indian History
12. K.M.Panikkar: A History of Kerala, 1498-1801
13. K.N.Ganesh: KeralathinteInnalekal
14. KesavanVeluthat :The Early Medieval in South India
15. KesavanVeluthat and P.P. Sudhakaran(Ed): Advances in History
16. K.P. PadmanabhaMenon :History of Kerala (4 volumes)

17. K.P.PadmanabhaMenon: Kochirajyacharithram
18. K.Saradmoni: Matriliny Transformed
19. M.G.S.Narayanan: Cultural Symbiosis in Kerala
20. M.G.S.Narayanan: Perumals of Kerala
21. M.G.S.Narayanan: VanjeriGranthavari
22. M.R.RaghavaVarier: KeralolpattiGrandhavari
23. MF Nimkoff (ed): Comparative Family Systems
24. N. Sam: ElamkulamKunjanPillayutesampoornakritikal
25. P.J.Cherien (Ed), Perspectives in Kerala History
26. P.K.Balakrishnan: JativyavasthayumKeralacharithravum
27. P.R. Sundaralyer: A Treatise on Malabar and Aliyasanthana law
28. RajanGurukkal and Raghavavarier: Keralacharithram, Vol I&II
29. RajanGurukkal and RaghavaVarier: A Cultural History of Kerala Vol.I
30. RajanGurukkal: Medieval temple and the Agrarian System
31. RaghavaVarier:Village community in Medieval Kerala
32. RaghavaVarier: Keraleeyatha - Charithramanagal
33. Robin Jeffry: Decline of Nair Dominance
34. S.K.Nayar: RanduKeralolpathikal
35. William Logan: Malabar
36. P.K.S.Raja :Medieval Kerala
37. R.Chempakalakshmi, KesavanVeluthat, T.R.Venugopalan (Ed): State and Society in Medieval South India
38. Ashin Dasgupta: Malabar in Asian Trade
39. Government of Kerala: Kerala Through the Ages

COURSE CODE –MHS1C03				
CORE COURSE III: Themes in Indian Historiography				
Credit	Hours/week	Weightages		
		Internal	External	Total
5	5	5	30	35

Course Outcomes

CO No.	Expected Course Outcome	Learning Domain	PSO No.
	Upon completion of this course, students will be able to;		
CO1	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

COURSE CONTENT	
Module I: Historical Consciousness in Early India	20 Hours
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-Sutamagadhatradition 1.6 vamsanucharita- Prasastisand Dynastic Chronicles 1.7 Early Tamil Works-The concept of Time in India	
Module II: Historical traditions of medieval India	20 Hours
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	
Module III: Historiographical Trends in Colonial India	20 Hours
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-	
Module IV: Contemporary perspectives	20 Hours
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	

MODE OF TRANSACTION

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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. Classroom participation (20%): 1 Weightage
- b. Test papers I (40%): 2 Weightage
- c. Assignment (20%): 1 Weightage
- d. Seminar/ Viva (20%): 1 Weightage

External Assessment (30 Weightage): No of Questions: 18

MODULE WISE WEIGHTAGE DISTRIBUTION

Module	Weightage
Module I	8
Module II	8
Module III	8
Module IV	6

REFERENCES:

1. Brockington, C.F., The Righteous Rama, Oxford University Press
2. Bulcke, Kamil, Ramakatha
3. Pargiter, F.E., Ancient Indian Historical Tradition, London, 1974
4. -----, The Puranic Accounts of the Dynasties of the Kali Age, Delhi, 1927
5. Pathak V.S., The Ancient Historians of India, Delhi, 1966
6. Warder A.K., An Introduction to Indian Historiography

7. Philips C.H., ed, *Historians of India, Pakistan and Ceylon*, London, 1961
8. Sankalia H.D., *Ramayana: Myth or Reality*
9. Thapar, Romila., *Exile and the Kingdom*, Bangalore, 1978
10. -----, *Ancient Indian Social History: Some Interpretations*, Delhi, 1975
11. -----, *Cultural Pasts*, New Delhi, 2001
12. -----, 'Of Biographies and Kings, The Book Review' Vol.xxi, No.8, August, 1997
13. -----, *Past and Prejudice*, NBT, New Delhi, 1975
14. -----, *Interpreting Early India*, OUP, New Delhi, 1999
15. Henri Elliot and Charles Dowson, *History of India as told by its own Historians*, 8 vols.
16. J.S.Grewal, *Medieval India: History and Historians*
17. HarbansMukhia, *Historians and Historiography in the Reign of Akbar*
18. K.A.Nizami, *On History and Historians of Medieval India*
19. Mohibul Hasan (ed), *Historians of Medieval India*
20. Peter Hardy: *Historians of medieval India*
21. Aijaz Ahmad, *In Theory*, Oxford University Press, Delhi, 1992
22. Arberry A.J. *British Orientalists*, William Collins, London, 1943
23. Breckenridge, Carol A and Peter van der Veer eds., *Orientalism and the Post-colonial*
24. *Predicament*, OUP, Delhi, 1994
25. Chaudhuri, Nirad C., *Scholar Extraordinary: The life of Friedrich Max Muller*, Orient Paperbacks, Delhi, 1974
26. Currie, Kate, *Beyond Orientalism*, K.P.Bagchi and Co, Calcutta, 1996
27. Inden, Ronald, *Imagining India*, Blackwell, 1990
28. Keay, John, *India Discovered*, Collins, London, 1981
29. Kejarival O.P, *The Asiatic Society of Bengal and the Discovery of India's past 1784-1838*, OUP, Delhi, 1988
30. Kopf, David, *British Orientalism and the Indian Renaissance: the Dynamics of Indian*
31. *Modernisation 1773-1835*, University of California Press, Berkeley and Los Angeles, 1969
32. Mackenzie, John M., *Orientalism: History, theory and the Arts*, Manchester and New York, 1995, Manchester University Press.
33. Majeed, Javed, *Ungoverned Imaginings: James Mill's the History of British India and Orientalism*, Oxford, The Clarendon Press, 1992
34. Metrcalf, Thomas R., *Ideologies of the Raj*, Cambridge University Press, 1987
35. Mukherjee, S.N., *Sir William Jones: A Study of Eighteenth-Century British attitudes to India*, Bombay, Orient Longman, 1987
36. O'Leary, Brendan, *The Asiatic Mode of production: Oriental despotism, Historical Materialism and Indian history*
37. Said, Edward, *Orientalism*, Pantheon Books, New York, 1987
38. Teltscher, Kate, *India Inscribed*, OUP, New Delhi, 1995
39. Trautmann, Thomas R., *Aryands and British India*, New Delhi, 1997, Sage-Vistar
40. Viswanathan, Gauri, *Masks of Conquest: Literary Study and British rule in India*, Faber and Faber, London, 1990
41. Daud Ali, ed., *Viewing the Past*, OUP, 2000
42. Ranajit Guha et . al. ed., *Subaltern Studies, VOL.I-XII*
43. David Ludden , ed., *Reading Subaltern Studies*, Anthem Press, 2005
44. Partha Chatterjee , ed., *History and the Present*, Permanent Black, 2003
45. Saurabh Dube ed., *Post-Colonial Passages*, OUP, 2004
46. Sanjay Subrahmanyam, Velcheru Narayana Rao and David Shulman, *Textures of Time*, OUP, 2001

COURSE CODE –MHS1C04				
CORE COURSE IV: ANCIENT INDIAN HISTORY: SELECTED DEBATES				
Credit	Hours/week	Weightages		
		Internal	External	Total
5	5	5	30	35

Course Outcomes

CO No.	Expected Course Outcome	Learning Domain	PSO No
	Upon completion of this course, students will be able to;		
CO1	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

COURSE CONTENT	
Module 1: Harappan culture, Aryan problem and Decline Theories	20 Hours
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	20 Hours
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	
Module 3: Transition towards feudalism	20 Hours
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?	
Module 4: Tamilakam in the early historic period	20 Hours
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	

MODE OF TRANSACTION

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. Classroom participation (20%):	1 Weightage
b. Test papers I (40%):	2 Weightage
c. Assignment (20%):	1 Weightage
d. Seminar/ Viva (20%):	1 Weightage
External Assessment (30 Weightage) No of Questions: 18	

MODULE WISE WEIGHTAGE DISTRIBUTION	
Module	Weightage
Module I	8
Module II	8
Module III	8
Module IV	6

REFERENCES:

1. A.L. Basham: *Studies in Indian History and culture.*
2. A.S. Altekar: *State and Government in Ancient India.*
3. B.D. Chattopadhyaya: *The making of early Medieval India.*
4. B.N.S. Yadava: *Society and Culture in Northern India in the Twelfth Century.*
5. D.C. Sircar: *Land system and Feudalism in Ancient India.*
6. D.C. Sircar: *Landlordism and Tenancy in Ancient and Medieval India as Revealed by Epigraphical Records.*
7. D.D. Kosambi: *An introduction to the study of Indian History.*
8. D.N. Jha (ed.): *The Feudal Order*
9. G.L. Adhya: *Early Indian Economics* Bombay, 1966.
10. Herman Kulke: *State in India.*
11. Irfan Habib & VivekanandJha: *A People's History of India Vol.5: Mauryan India.*
12. Irfan Habib & Vijay Kumar Thakur: *A People's History of India, Vol.3: The Vedic Age.*
13. Irfan Habib: *A People's History of India, Vol.2: Indus Civilization.*
14. K. Sivathamby: *Studies in Ancient Tamil Society.*
15. K.A. NilakantaSastri: *A History of South India.*
16. K.A. NilakantaSastri: *Sangam Literature: Its Cults and Cultures.*
17. Kamil Zvelebil: *The Smile of Murugan.*
18. Karashima.N: *South Indian History and Society: Studies from inscriptions.*
19. KesavanVeluthat: *The Political Structure of Early Medieval South India.*
20. Perry Anderson: *Lineages of the Absolutist State.*
21. R. Champakalakshmi: *Trade, Ideology and Urbanization.*
22. R.H. Adams: *The Evolution of Urban Society.*
23. R.S. Sharma: *Aspect of Political ideas and institutions in Ancient India.*
24. R.S. Sharma: *Indian Feudalism.*

25. R.S. Sharma: *Material Culture and Social Formations in Ancient India*.
26. R.S. Sharma: *Sudras in Ancient India*.
27. Rajan Gurukkal and Raghava Varier (eds.): *Cultural History of Kerala*, Vol.1.
28. Raychandhari: *Political History of Ancient India*.
29. Richard Fox: *Kin, Clan, Raja and Rule State – Hinterland Relations in Pre-Industrial India*.
30. Richard Fox: *Realms and Region in Traditional India*.
31. Romila Thapar: *Cultural Pasts*
32. Romila Thapar: *From Lineage to state*
33. Romila Thapar: *Interpreting Early India*
34. Shereen Ratnagar: *Understanding Harappa: Civilization in the greater Indus Valley*.
35. T.V. Mahalingam: *South Indian Polity*.
36. V. Balambal: *Feudatories of South India*.
37. Vijayakumar Thakur: *Historiography of Indian Feudalism*.

SEMESTER 2

COURSE CODE –MHS2C05				
CORE COURSE V: History and Social theory				
Credit	Hours/week	Weightage		
		Internal	External	Total
5	5	5	30	35

CO No.	Expected Course Outcome	Learning Domain	PSO No
	Upon completion of this course, students will be able to;		
CO1	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

COURSE CONTENT	
Module I: Historical materialism	20 Hours

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 II: Durkheim and Weber	20 Hours
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	
Module III: Contemporary social theory	24 Hours
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 Bourdieu 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	
Module IV: Post modern and Post Colonial influences in historiography	20 Hours
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	

MODE OF TRANSACTION

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. Classroom participation (20%): | 1 Weightage |
| b. Test papers I (40%): | 2 Weightage |
| c. Assignment (20%): | 1 Weightage |
| d. Seminar/ Viva (20%): | 1 Weightage |

External Assessment (30 Weightages)

MODULE WISE WEIGHTAGE DISTRIBUTION

Module	Weightages
Module I	8
Module II	8
Module III	8
Module IV	6

REFERENCES:

1. Karl Marx : Selection from German Ideology “Feuerbach”
2. G. Plekhanov : Introduction to the Monist view of History
3. G.A. Cohen : Karl Marx’s Theory of History, London 1978
4. Perry Anderson : In the Tracks of Historical Materialism
5. E. Hobsbawm : On History
6. E.P. Thomson : Making of History
7. A. Gramsci : Selections from the Prison Notebooks.
8. E. Balibar : Historical Materialism
9. D. Seddon : Relations of Production

10. Raphael Samuel (ed.): People's History and Socialist Theory
11. Donald Kelly : Frontiers of History
12. Max Horkheimer : History and Social Sciences.
13. Peter Burke : History and Social Theory
14. Peter Burke : New Perspectives in Historical Writing, London, 1991.
15. Keith Jenkins : Rethinking History, London, 2002.
: Postmodern History Reader
16. Beverly Southgate: History: What and Why
17. H. Aram Veaser : New Historicism
18. Mark Poster : Marx, Foucault and History
19. Edward Said : Orientalism
20. Robert Burns and H.R. Richard(ed): Philosophies of History, Black well.
21. Aron V. Cicourel (ed.). Advances in Social Theory and Methodology, Roulledge, 1981
22. Joyce Appleby, Margaret Jacob and Lynn Hunt (eds.) : Telling the Truth about History, London, 1995.
23. Lynn Hunt : New Cultural History
24. Allun Munslow : Deconstructing History, London, 2004.
25. Peter Barry : Beginning theory
26. Heine Anderson and Lars Bo Kaspersen : Old and new social theories
27. Jacques Revel and Lynn Hunt: Histories: French construction of the Past

COURSE CODE –MHS2C06				
CORE COURSE VI: FORMATION OF MODERN KERALA				
Credit	Hours/week	Weightages		
		Internal	External	Total
5	5	5	30	35

CO No.	Expected Course Outcome	Learning Domain	PSO No
	Upon completion of this course, students will be able to;		
CO1	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

COURSE CONTENT	
Module I: Colonial modernity in Kerala	20 Hours
<ul style="list-style-type: none"> 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 II: Anti-colonial/Political movements	20 Hours
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	
Module III: Reform Movements	20 Hours
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’	
Module IV: Post colonial Developments	20 Hours
4.1 Aikya Kerala Movement-Formation of Kerala State 4.2 EMS Ministry 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	

MODE OF TRANSACTION

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

Comment [AP3]: Internal assessment and External assessment table is required. Module wise mark distribution is also not found Here a well

REFERENCES:

1. K.P. Padmanabha Menon, Kochirajyaprajamandalam : orucharithram
2. K.N. Panikkar, Peasant Protests and revolts in Malabar
3. T.K. Raveendran, Vaikom Satyagraha and Gandhi
4. A.P.IbrahimKunju, Mappila Muslim of Kerala
5. A.SreedharaMenon, Makers of Modern Kerala
6. A.Sreedharamenon, Triumph and tragedy in Travancore
7. Adrain.C.Mayer, Land and Society Malabar
8. B.Sobhanan, S.Ramachandran Nair and K.J.John, History of Freedom Movement in Kerala Vol III
9. C.J.Baker and D.A.Washbrook (Ed), South India : Political Institutions and Political Change 1880-1940
10. D.A.Washbrook, Emergence of Provincial politics : Madras Presidency 1870-1920
11. David Ludden, Peasant History in South India
12. Dick Kooiman, The LMS in Travancore
13. Dilip.M.Menon, Caste, nationalism and communism in south India : Malabar 1990-1948
14. G.Arunima, Here comes Papa
15. Genevieve Lemercinier, Religion and Ideology in Kerala
16. George Mathew, Communal Road to Secular Kerala
17. George.K.Lieten, The First communist Ministry in Kerala
18. J.Devika, Engendering Individuals.
19. K.Gopalankutty, Malabar Pathanangal
20. K.K. Kusuman, Abstention Movement
21. K.K.George, Limits to Kerala's development
22. K.K.N.Kurup (Ed), New Dimensions in South Indian History
23. K.K.N.Kurup, History of Agrarian struggles in Kerala
24. K.K.N.Kurup, Modern Kerala
25. K.K.N.Kurup, Pazhassisamarangal
26. K.N.Panikkar, Against the Lord and State
27. K.Ramachandran Nair, The History of Trade Union Movement in Kerala
28. K.Saradmoni, Matriline Transformed
29. Koji Kawashima, Missionaries in a Hindu State
30. Louis Overkerk, No Elephant for the Maharaja
31. M.G.S Narayanan (Ed), Malabar Mahotsav Souvenir
32. M.J.Koshy, The Last days of Monarchy in Kerala
33. M.S.A.Rao, Social Reform in Kerala
34. M.S.S.Pandian, Brahman and the Non-Brahman
35. Margret Frenz, From Contact to Conquest
36. P.B.Blakrishnan (Ed), Sreenarayanaguru
37. P.Radhakrishnan, Land reform, Agrarian Struggle and Social Change
38. ParayilGovindan (Ed), The Development Experience of Kerala
39. PhilippoOsella and Caroline Osella (Ed), Islamic Reform in South Asia.
40. Philippo Osella and Caroline Osella, Social Mobility in Kerala- Modernity and Identity in Conflict.
41. Rajan Gurukkl & Rghava Variyar, Kerala Charitram, Vol II.
42. Rajan Gurukkl & Rghava Variyar, A History of Kerala
43. R.Frykenburg (Ed), Land control and social structure in Indian History

44. Robin Jeffrey, Decline of Nair Dominance
45. Robin Jeffrey, Politics, Women and Wellbeing
46. Ronald.J. Herring, Land to the Tiller : Political Economy of agrarian reform in South India
47. T.C.Varghese, Agrarian Change and Social Consequences
48. T.K.Raveendran, Asan and Social revolution in Kerala
49. T.P.Shankarankutty Nair, The Tragic Decade in Kerala History
50. V.V.Kunhikrishnan, Tenancy legislation in Malabar

COURSE CODE – MHS2C07				
CORE COURSE VII: Themes in Medieval Indian History				
Credits	Hours/week	Weightages		
		Internal	External	Total
5	5	5	30	35

Course Outcomes

CO No.	Expected Course Outcome	Learning Domain	PSO No
	Upon completion of this course, students will be able to;		
CO1	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

COURSE CONTENT

Module I: Political Structure	20 Hours
<p>1.1 Delhi Sultanate – Sultan, Nobility and Ulema: Conflict and Consensus</p> <p>1.2 The Mughal State: Centralized or Patrimonial-Bureaucratic? – Revenue System</p> <p>1.3 Mansabdari - Provincial Government</p> <p>1.4 South Indian Kingship</p> <p>1.5 Segmentary or Military-Feudal? – Ritual and politics in Kingship - Kerala Perumals - Vijayanagara</p> <p>1.6 Regional States – Rajput Polity</p> <p>1.7 Swarajya and Chhatrapati concept among the Marathas - Bengal</p>	
Module II: Economy	20 Hours
<p>2.1 Agricultural Production - land tenures- Iqta and Jagir- Khalisa and Madad-e-mash</p> <p>2.2 Reforms of Alaudhin Khilji and Sher Sha – Toder Mal and Revenue administration</p> <p>2.3 Zabti system, Batai and Nasaq systems - Zamindari System</p> <p>2.4 Nayankara system under Vijayanagara - revenue administration under Cholas</p> <p>2.5 Crafts Production and Trade – Artisan groups and their organization of production</p> <p>2.6 Local trade and market – Overland and overseas trade</p> <p>2.7 Forms of exchange and coinage – trade routes – trading groups</p> <p>2.8 Urban centres (Forts, Qasbas, Nagaram) Coastal towns (Bandar and Pattanam) – Features of urbanism</p>	
Module III: Society	20 Hours
<p>3.1 The Village community – Jajmani system – Service and rent</p> <p>3.2 organisation of occupations and social positions</p> <p>3.3 The village headman – Khut, Chaudhary and Muqaddam –</p> <p>3.4 Balutedari of Western India – Ayagar system of South India</p> <p>3.5 Zamindari and its variations</p> <p>3.6 Role of the Brahmana and the Ulema in the village community</p> <p>3.7 Caste and Social stratification</p> <p>3.8 Caste as occupational division and ideology</p> <p>3.9 Theory of Louis Dumont and Criticisms</p>	

Module IV: Religion and Culture	20 Hours
<p>4.1 Spread of Islam – ‘Al-Hind’- Sufism – Din Ilahi</p> <p>4.2 Coming of Christianity</p> <p>4.3 Indigenous sects – Saivism and Vaishnavism</p> <p>4.4 Medieval Bhakti Movement – Syncretic tradition (Ramanand, Kabir and Nanak)</p> <p>4.5 Sectarian traditions (Chaitanya, Meera and Tulsidas)</p> <p>4.6 Maharashtraand South Indian Bhakti</p> <p>4.7 Cultural encounters - Indo-Muslim culture Literature, music, art, sculpture and architecture</p> <p>4.8 science and technology</p> <p>4.9 Impact of Islam on India</p>	

MODE OF TRANSACTION

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. Classroom participation (20%): | 1 Weightage |
| b. Test papers I (40%): | 2 Weightage |
| c. Assignment (20%): | 1 Weightage |
| d. Seminar/ Viva (20%): | 1 Weightage |

External Assessment (30 Weightages)**MODULE WISE WEIGHTAGE DISTRIBUTION**

Module	Weightage
Module I:	
Module II:	
Module III:	
Module IV:	

REFERENCES:

1. A.Rahman (ed.): Science and Technology in Medieval India OUP, 1994.
2. Aziz: Mansabdari Systems and the Mughal Army, Delhi, 1954.
3. Burton Stein: Peasant State and Society in Medieval South India, OUP, 1980.
4. Burton Stein: Vijayanagara, CUP, 1989.
5. Catherine B. Asher: Mughal Architecture, CUP, 1992.
6. D Lorenzen: India's Religious Tradition
7. Friedhelm Hardy, India's Religions, OUP, Delhi.
8. H.K. Sherwani: Bahmanis of Deccan, New Delhi, 1985.
9. H.K.Naqvi: Urbanism and Urban Centres in Medieval North India, OUP.
10. H.K.Sherwani and P M Joshi (ed). History of Medieval Deccan (1295-1724)
11. Herman Kulke (ed.): The State in India (1000-1700), Oxford
12. Hyderabad, 1973-74.
13. Irfan Habib (Ed): Medieval India-Researches in the History of India 1200-1750, OUP, 1993.
14. Irfan Habib: (ed.): Akbar and His India, Oxford, 1997.
15. Irfan Habib: A Peoples History of India- Technology in Medieval India, Tulika, 2008.
16. Irfan Habib: Agrarian System in Mughal India, OUP, 1999.
17. Irfan Habib: Economic History of Medieval India- A Survey, Pearson, 2011.
18. Irfan Habib: Essays in Indian History, Tulika, 2013.
19. Irfan Habib: Medieval India-The Story of a Civilization, NBT, 2008.
20. J.F. Richards (ed.) Kingship and authority in Medieval India, Delhi.
21. J.F. Richards: The Mughal Empire, Foundation Books, 1993.
22. K.A. Nisami: Region and Politics in India during 13th century. OUP, Delhi, 2009.
23. K.A. Nizami and Muhammad Habib (ed.): Comprehensive History of India, Vol. V, Parts I and II. People's Publishing House, New Delhi.
24. Louis Dumont: Homo Hierarchicus
25. Milo C Beach: The Mughal Painting, CUP, 1992.
26. Musaffar Alam and Sanjay Subrahmanyam (eds.): The Mughal State, OUP, 1998.
27. N. Karashima: Kingship in Indian History, Manohar, Delhi.
28. N. Karashima: South Indian History and Society, OUP, 1984.
29. Percy Brown: India Architecture (Islamic Period), Bombay, Taraporevala, 1958.
30. R.P.Tripathi: The Rise and Fall of the Mughal Empire, Allahabad, 1936.
31. Richard G Fox (ed.): Realism and Region in Medieval India, Delhi, 1976.
32. Satish Chandra: Essays on Medieval Indian History, OUP, 2003.
33. Satish Chandra: Medieval India, Vol. 1 and II. Har-Anand Publishers, New Delhi, 2004.
34. Stephen P. Blake: Shajahanbad, Cambridge
35. Stewart Gordon: The Marathas, Cambridge., 1998

36. Sunil Kumar: Formation of the Delhi Sultanate. Permanent Black, New Delhi, 2007.
 37. T. Raychaudhuri and Irfan Habib (ed.): Cambridge Economic History of India, Vol. I, Cambridge, 1982.

COURSE CODE –MHS2C08				
CORE COURSE VIII: Emergence of Modern world				
Credit	Hours/week	Weightages		
		Internal	External	Total
5	5	5	30	35

Course Outcomes

CO No.	Expected Course Outcome	Learning Domain	PSO No
	Upon completion of this course, students will be able to;		
CO1	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

COURSE CONTENT	
Module 1: Transition to a Modern World	20 Hours
1.1 Decline 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	20 Hours

2.1 American revolution, a social movement? Its significance 2.2 French Revolution	
Module 3 : Industrial Revolution	20 Hours
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	
Module 4: Bolshevik revolution	20 Hours
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.	

MODE OF TRANSACTION

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. Classroom participation (20%): | 1 Weightage |
| b. Test papers I (40%): | 2 Weightage |
| c. Assignment (20%): | 1 Weightage |
| d. Seminar/ Viva (20%): | 1 Weightage |

External Assessment (30 Weightages) No of Questions: 18

MODULE WISE WEIGHTAGE DISTRIBUTION

Module	Weightage
Module I	8
Module II	8
Module III	8
Module IV	6

REFERENCES:

1. R. Hall, *The Scientific Revolution*
2. A. Soboul, *The French Revolution*
3. A.j. Starianon, *World Since 1500*
4. Boyd. C. Shafer, *Faces of Nationalism*
5. Earlton Hayes and Margareta Faissler, *Modern Times*
6. Grane Brinton, John Christopher and Robert Lee Wolff, *Civilization in the West*
7. Danid.S.Landes, *The Unbound Prometheus*
8. Douglas.C.North, *Economic Growth of the US*
9. Donald.F.Lach, *Europe and the Modern World*
10. Edmund.S.Morgan, *The American Revolution: Two centuries of Interpretation*
11. E. Friedall, *Cultural History of the Modern World*
12. Georges Lefaber, *The French Revolution*
13. Gerard Schulz, *Revolution and Peace Treaties, 1917-1920*
14. George Basalla, *The Rise of Modern Science*
15. Hamza Alavi, *Capitalism and Colonial Production*
16. Harry Magdoff, *Imperialism*
17. Howarde Zinn, *A peoples History of the US*
18. J.F.Lively, *The Enlightenment*
19. J.O.Beral, *Science in History*
20. Leon Trotsky, *The Struggle Against Fascism in Germany*
21. Lovis Gottschalk and Donald Lach, *Europe and the Modern World*
22. M.Liebman, *The Russian Revolution*
23. LovisFichner Rathin, *Understanding Art*
24. Marc Ferro, *Colonisation, A Global History*
25. Paul Baran, *The Political Economy of Growth*
26. Raymind Williams, *Culture and Society*

27. Richard Pipes (Ed), *Revolutionary Russia*
28. R.Blackburn (Ed) *Ideology in Social Sciences*
29. Tom Kemp, *Theories of Imperialism*
30. S.J.Woolf (Ed), *European Fascism*
31. Samir Amin, *Imperialism and un equal Development*
32. T.S.Ashton, *History of Latin American Nations*
33. Wilhelm Reich, *The mass Psychology of Fascism*
34. W.S.Robertson, *History of Latin American Nations*
35. Antony.D.Sminth, *Nationalism: Theory Ideology, History*
36. E.H.Carr, *The Bolshevik Revolution (3 Vols)*
37. E.H.Carr, *International Relations between the two world wars*
38. G.Golikov, *The October Revolution*
39. J.H.Randall, *Making of the Modern World.*

SEMESTER 3

COURSE CODE –MHS3C09				
CORE COURSE IX: INDIA IN EIGHTEENTH CENTURY				
Credits	Hours/week	Weightages		
		Internal	External	Total
5	5	5	30	35

Course Outcomes

CO No.	Expected Course Outcome	Learning Domain	PSO No
	Upon completion of this course, students will be able to;		
CO1	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

COURSE CONTENT

Module I: Late Mughals	20 Hours
<p>1.1 Mughal Empire after Aurangazib</p> <p>1.2 formation of Maratha confederacy</p> <p>1.3 Growth of Successor States- Awadh, Bengal and Hyderabad</p> <p>1.4 Sikhs of Punjab</p> <p>1.5 Decline of Mughal power</p> <p>1.6 Invasion of Nadir sha</p> <p>1.7 Third Battle of Panipat</p>	
Module II: Decline of Mughal Empire- Debate	20 Hours
<p>2.1 Theory of Cultural Crises- Marshal Hogdson and Athar Ali</p> <p>2.2 Theory of Administrative Crises – Sathish Chandra</p> <p>2.3 Theory of Agrarian Crises- Irfan Habib</p> <p>2.4 the theory of collaboration of Provincial capital and foreign capital</p> <p>2.5 C.A. Baylee and Muzaffer Alam</p> <p>2.6 Karen Leonard and the great Firm theory</p>	
Module III: Growth of English East India Company	20 Hours
<p>3.1 From trade to conquest</p> <p>3.2 Anglo-French rivalries</p> <p>3.3 Anglo Maratha wars</p> <p>3.4 Anglo Mysore wars</p> <p>3.5 Becoming territorial power- Battle of Plassey- Battle of Buxar</p> <p>3.6 Treaty of Allahabad</p> <p>3.7 Trade, revenue collection and “investment” in Bengal</p>	
Module IV: Debate on Capitalist Development in India	20 Hours
<p>4.1 Lack of potentialities for capitalist Development</p> <p>4.2 View of Irfan Habib and Athar Ali</p> <p>4.3 Theory of Formations of Indigenous Provincial capital and its Collaboration with International Capital</p> <p>4.4 The debate on Continuity and ruptures under Colonialism</p> <p>4.5 Impact of Islam on India</p>	

MODE OF TRANSACTION

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. Classroom participation (20%): 1 Weightage
- b. Test papers I (40%): 2 Weightage
- c. Assignment (20%): 1 Weightage
- d. Seminar/ Viva (20%): 1 Weightage

External Assessment (30 Weightages) No of Questions: 18

MODULE WISE WEIGHTAGE DISTRIBUTION

Module	Weightages
Module I	8
Module II	8
Module III	8
Module IV	6

REFERENCES

1. Athar Ali Nobility under Aurangazib
2. C.A.Baylee, Rulers Towns men and Bazars. North Indian society during the age of British Expansion 1983
3. Ian St. John The Making of the Raj, India Under East India Company california 2012
4. Irfan Habib, Agrarian System in Mughal India
Essays on Indian History-Towards a Marxist Perspective
5. Laksmi Subramahnyam, History of India 1707-1857
6. Marshal Hogdson Venture of Islam vol 3
7. Muzaffar Alam, The Crisis of Empire in Mughal North India
(Ed.) The Mughal State
8. P.J. Marshall, Eighteenth Century in Indian History
East Indian Fortunes: Bengal in the Eighteenth Century,1988
9. Percival Spear History of India Vol 2
10. Satish Chandra, Parties and Politics in Mughal Court 1707-1740
11. Seema Alavi. Eighteenth Century in India
12. Tirthankar Roy The East India Company, World's Most Powerful Corporation

COURSE CODE –MHIS3B10				
CORE COURSE X: Indian National Movement – History and debates				
Credit	Hours/week	Weightages		
		Internal	External	Total
5	5	5	30	35

Course Outcomes

CO No.	Expected Course Outcome	Learning Domain	PSO No
	Upon completion of this course, students will be able to;		
CO1	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

COURSE CONTENT

Module I: Colonialism – Ideology and Perspectives	20 Hours
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 II: Towards a Theory of Nationalism	20 Hours
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 III: Partial Theories of Economic Growth and Development	20 Hours
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.	
Module IV Independence and Partition	20 Hours
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	

MODE OF TRANSACTION	
<p>Face to Face Instruction: This involves attending traditional classroom lectures and participating in in-person discussions and activities with the instructor and fellow students.</p> <p>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</p> <p>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</p>	

MODE OF ASSESSMENT	
Internal Assessment (5 Weightage)	
a. Classroom participation (20%):	1 Weightage
b. Test papers I (40%):	2 Weightage
c. Assignment (20%):	1 Weightage
d. Seminar/ Viva (20%):	1 Weightage
External Assessment (30 Weightages)	No of Questions: 18

MODULE WISE WEIGHTAGE DISTRIBUTION	
Module	Weightages
Module I:	8
Module II:	8
Module III:	8

COURSE CODE – MHS4C11**REFERENCES:**

1. A.R. Desai: The Social Background of Indian Nationalism.
2. A.R. Desai: Peasant Struggles in India.
3. Anthony Smith: Theories of Nationalism.
4. Ashis Nandy: The Intimate Enemy. The Loss of Self under Colonialism.
5. Bipan Chandra: (ed.): The Indian Left.
6. Bipan Chandra: Communalism in Modern India.
7. Bipan Chandra: et al. India's Struggle for Independence.
8. Bipan Chandra: Nationalism and Colonialism in Modern India.
9. Bipan Chandra: Politics in Modern India.
10. Bipan Chandra: The Rise and Growth of Economic Nationalism in Modern India.
11. D. Rothermund: The Phases of Indian Nationalism and other essay.
12. David Hardiman: Gandhi: in his time and ours, Permanent Black, 2003.
13. E.Irschik: Politics and Social Conflict in South India.
14. Gyanendra Pandey: Construction of Communalism in Colonial North India.
15. India.
16. J.R. McLane: Indian Nationalism and the Early Congress.
17. Judith Brown: Gandhi and Civil Disobedience. Mahatma in Indian Politics 1028-34,
18. Judith Brown: Gandhi: A Prisoner of Hope, OUP, 1990.
19. Judith Brown: Gandhi's rise to power.
20. K.N.Panikkar: Culture, Ideology and Hegemony.
21. Partha Chatterjee: Nation and its Fragments.
22. Partha Chatterjee: National Thought and the Colonial World.
23. Penderel Moon: British Conquest and Dominion India, London, 1989.
24. Penderel Moon: Plain tales of the Raj. London, 1973.
25. R.C.Majumdar: The Struggle for freedom.
26. Ronaldo Munck: The Difficult Dialogue: Marxism and Nationalism.
27. S. Gopal: Jawaharlal Nehru: A Biography (Vols. I and II).
28. S. Gopal: The British Policy in India 1858-1905.
29. J. Gallagher and Anil Seal (Eds): Locality, Province and Nation: Essays on Indian
30. Politics 1870-1940.
31. Sashi Joshi and Bhagwan Josh: The Struggle for Hegemony in India, 3 Vols.
32. Shahid Amin: The Event, Metaphor and Memory.
33. Stanley Wolpert: Tilak and Gokhale
34. Sucheta Mahajan: Independence and Partition: The Erosion of Colonial Power
35. Sumit Sarkar: Beyond Nationalist Frames. Permanent Black, 2002.
36. Sumit Sarkar: Critique of Colonial India.
37. Sumit Sarkar: Modern India.
38. Sumit Sarkar: Writing Social History.
39. Subaltern Studies Volumes 1-X
40. Ranajit Guha: Elementary Aspects of Colonial Insurgency in Colonial India.

CORE COURSE XI: Contemporary India – Selected themes				
Credit	Hours/week	Weightages		
		Internal	External	Total
5	5	5	30	35

SEMESTER 4

Course Outcomes

CO No.	Expected Course Outcome	Learning Domain	PSO No
	Upon completion of this course, students will be able to;		
CO1	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

COURSE CONTENT

Module I– Development Strategies and an Idea of Republic	20 Hours
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 II: Linguistic States and Regional Imbalances	20 Hours
2.1 Formation of Linguistic states 2.2 State Re-organization Commission 2.3 Cases of Kerala and Andhra Pradesh 2.4 Problems of Regionalism 2.5 Kashmir 2.6 Punjab and North East	
Module III: Changes in the Social Structure	20 Hours
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	
Module IV – Parties and Politics	20 Hours
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	
Module V- Contemporary Culture Trends	15 Hours
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	
MODE OF TRANSACTION	

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. Classroom participation (20%): 1 Weightage
- b. Test papers I (40%): 2 Weightage
- c. Assignment (20%): 1 Weightage
- d. Seminar/ Viva (20%): 1 Weightage

External Assessment (30 Weightages) No of Questions: 18

MODULE WISE WEIGHTAGE DISTRIBUTION

Module	Weightages
Module I	8
Module II	8
Module III	8
Module IV	3
Module V	3

REFERENCES:

1. Alice Thorner Sujatha Patel, Bombay
2. Amartya Sen, Development as Freedom, OUP, 2000
3. Amiya Kumar Bachi, Perilous Passages: Making and the Global Ascendancy of capital
4. Amrutha Basu, Community Conflicts and State in India
5. Ashwini Desphande, The Grammar of Caste: Economic Discrimination in Contemporary India, OUP
6. Badri Narayan, The Making of the Dalit Public in North India, OUP, 2011
7. Bipan Chandra (ed.), Indian Left
8. Bipan Chandra, A History of India since Independence

9. Bipan Chandra, *Essays on Contemporary India*
10. BipanChandra, *The Making of Modern India from Marx to Gandhi*, Orient Blackswan, 2012.
11. Christopher Jaffrelot, *Ambdedkar and Untouchability*
12. Christopher Jaffrelot, *India's Silent Revolution: the Rise of the Low Castes in North Indian Politics*, Permanent Black, 2003
13. Christopher Jaffrelot, *Origin of Hindu Nationalism in India*
14. D R Nagarj, *Flaming feet: A Study of the Dalit Movement*
15. Dietmar Rothermund, *Contemporary India*, Pearson
16. Dilip Menon, *The Blindness of Insight: Essays on Caste in Modern India*
17. E Zelliott, *From Untouchable to Dalit*, Manohar, 1996.
18. Fracine R Frankel, *India's Political Economy*, OUP, 2005
19. Fracine R Frankel, *JP Movement and Internal Emergency*
20. Gail Omvedt, *Dalits and Democratic Revolution*
21. Ghanashyam Shah (ed.), *Social Movements in India*
22. Gopal Guru (ed.), *Humiliation*, OUP
23. Gopal Guru and Sundar Sarukkari, *The Cracked Mirror: An Indian Debate on Experience and Theory*, OUP
24. Gyanendra Panday, *A History of Prejudice*
25. Gyanendra Panday, *Routine Violence*
26. Hiranmay Karlekar (ed.), *Fifty Years of India's Independence*
27. Imtiaz Ahmad and Helmut Reifield, *Lived Islam in South Asia*
28. J Aloysius, *Nationalism without a Nation in India*
29. Jan Art Scholte, *Globalization a Critical Introduction*, Palgrave, 2000.
30. Joseph Stiglitz, *Globalization and its Discontents*, Penguin, 2002
31. K L Sharma (ed.), *Caste and class in India*
32. Kanch Ilaiah, *Buffalo Nationalism: A Critique of Spiritual Nationalism*.
33. KN Panikkar et. al, *The making of History*
34. M K Santhanam (ed.), *Fifty Years of Indian Republic*
35. Mushrul Hassan, *Legacy of a Divided Nation*
36. Nicholas Dirks, *Caste on mind*
37. Partha Chatterjee (ed.), *State and Politics in India*
38. Partha Chatterjee (ed.), *Wages of Freedom*
39. Partha Chatterjee, *Nation and its Fragments*
40. Paul R Brass, *Politics of India since Independence*
41. Perry Anderson, *Indian Ideology*
42. Pulapre Balakrishnan (ed.), *Economic Reform and Growth in India*, Orient Blackswan, 2011
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44. Rajani Kothari, *Caste in Indian Politics*
45. Ram Avata Sharma Madhukumar Ahlywalia Ravi Kanbu et. al, *Urbanization in India*,
46. Ramachandra Guha, *Quite Wood*
47. Randhir Singh, *Marxism, Socialism, Indian Politics: A view from the Left*, Aakar, 2008 Right
48. Robin Jeffry, *India's News Paper Revolution*
49. Romila Thappar (ed.), *India Another Millennium*
50. S Gopal (ed.), *An Anatomy of a Confrontation*
51. S Gopal, *Jawaharlal Nehru – Biography*

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

COURSE CODE –MHIS4B12				
CORE COURSE XII: Contemporary World – Selected Themes				
Credit	Hours/week	Weightages		
		Internal	External	Total
#	6	5	30	35

Comment [AP4]: No credit is four for this subject

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

CO1	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

COURSE CONTENT

Module I: Post-war politics	20 Hours
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 II: Decolonization of Asia and Africa	20 Hours
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	
Module III: Human Security and Environmental Concerns	20 Hours
3.1 United Nations 3.2 the UNO and Human rights 3.3 women's rights 3.4 Ecological Movements	

3.5 Third World Environmentalism	
Module IV: Global Issues	20 Hours
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	

MODE OF TRANSACTION	
<p>Face to Face Instruction: This involves attending traditional classroom lectures and participating in in-person discussions and activities with the instructor and fellow students.</p> <p>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</p> <p>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</p>	

MODE OF ASSESSMENT	
Internal Assessment (5 Weightage)	
a. Classroom participation (20%):	1 Weightage
b. Test papers I (40%):	2 Weightage
c. Assignment (20%):	1 Weightage
d. Seminar/ Viva (20%):	1 Weightage
External Assessment (30 Weightages)	No of Questions: 18

MODULE WISE WEIGHTAGE DISTRIBUTION	
Module	Weightages
Module I	8

Module II	8
Module III	8
Module IV	6

REFERENCES:

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

ELECTIVE COURSE SYLLABUS

SEMESTER 3

COURSE CODE –MHS3E1				
CORE COURSE I: ISLAM IN THE MEDIEVAL WORLD POLITY AND SOCIETY				
Credit	Hours/week	Weightages		
		Internal	External	Total
4		5	30	35

Course Outcomes

CO No.	Expected Course Outcome	Learning Domain	PSO No
	Upon completion of this course, students will be able to;		
CO1	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 Islam	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

COURSE CONTENT

Module I Religious Thought	20 Hours
<ul style="list-style-type: none"> 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 II: Arab Trade and Commerce	20 Hours
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	
Module III: Science and Philosophy	20 Hours
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	
Module-IV Cultural Progress in Muslim Spain	20 Hours
4.1 Ummayath Emirate 4.2 Khilafath in Cordova 4.3 Petty Kingdoms 4.4 Literature 4.5 Historians – Science – Philosophy	

MODE OF TRANSACTION

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. Classroom participation (20%): | 1 Weightage |
| b. Test papers I (40%): | 2 Weightage |
| c. Assignment (20%): | 1 Weightage |
| d. Seminar/ Viva (20%): | 1 Weightage |

External Assessment (30 Weightages) No of Questions: 18

MODULE WISE WEIGHTAGE DISTRIBUTION

Module	Weightages
Module I	8
Module II	8
Module III	8
Module-IV	6

REFERENCES:

1. Amir Ali
 2. Amir Ali
 3. Arnold TW
 4. Asgar Ali Engineer
 5. Ira M Lapidus
 6. Fischer SN
 7. Gibb HAR
 8. Hitti, Philip
 9. Hitti, Philip
 10. MH Haikal
 11. SAQ Husaini
 12. Hobgson MGS
 13. Bernard Lewis
 14. Nicolson
 15. Lombard M
 16. R. Livi
 17. H Pirenne
 18. H Pirenne
 19. Khuda Baksh
 20. Zaidan JA
 21. GB Kirk
 22. Maxim Rodinson
 23. Glubb JS
 24. Von Grunebaum
- The Spirit of Islam*
A Short History of Saracens
The Caliphate
The Origin and Development of Islam
A history of Islamic Societies
The Middle East – A History
Studies on the Civilization of Islam
History of the Arabs
Makers of Arab History
Life of Muhammed
Arab Administration
The Venture of Islam
Islam in History
History of the Arabs
Golden Age of Islam
Social Structure of Islam
Mohamed and Charlemagne
Social and Economic History of Medieval Europe
The Orient Under the Caliphs
History of Islamic Civilization
A Short History of the Near East
Muhammad
The Empire of the Arabs
Classical Islam

25. Ibn Khaldun
 26. MM Sherif
 27. Schacht and Bosworth

The Muqaddimah
A History of Muslim Philosophy
Legacy of Islam

COURSE CODE – MHS3E03				
ELECTIVE COURSE III: Islam in the Modern World - Selected Themes				
Credit	Hours/week	Weightages		
		Internal	External	Total
4	#	5	30	35

Comment [AP5]: Where is the second Elective Course

Comment [AP6]: Hour required

Course Outcomes

CO No.	Expected Course Outcome	Learning Domain	PSO No
	Upon completion of this course, students will be able to;		
CO1	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

COURSE CONTENT	
Module I: First World War and the Middle East	20 Hours
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 II: Rise of Arab Nationalism	20 Hours
2.1 Saudi Arabian Kingdom 2.2 Turkish Khilafah as a factor 2.3 pan-Islamism 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 III: Formation of Israel and Arab Resistance	20 Hours
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	
Module IV: Puritanism in Politics	20 Hours
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	
Module V: 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	

MODE OF TRANSACTION

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. Classroom participation (20%): 1 Weightage
- b. Internal test (40%): 2 Weightage
- c. Assignment (20%): 1 Weightage
- d. Seminar/ Viva (20%): 1 Weightage

External Assessment (30 Weightages) No of Questions: 18

MODULE WISE WEIGHTAGE DISTRIBUTION

Module	Weightages
Module I	8
Module II	8
Module III	8
Module IV	3
Module V	3

REFERENCES:

1. Al Marayati, The Middle East: Its Government and Politics
2. Aziz Azmeh, Islam and Modernity
3. B. Leonard, The Study of the Middle East
4. Bernad Lewis, Middle East and the West
5. Edward Said, Covering Islam
6. Edward Said, The Question of Palestine

7. Fouad Ajami, The Arab Predicament
8. Geogr Antonio, The Arab Awakening
9. H. Cobban, Palestine Liberation Organization
10. Hisham Sharabi, Nationalism and Revolution in the Arab World
11. J. Piscatori, Islam in a World of Nation States
12. Lemezowski, Oil and State in the Middle East
13. N.N. Fischer, A History of Middle East
14. Peter Avery, Modern Iran
15. Philip K. Hitti, Syria – A Short History
16. S. Ibrahim, The Arab Social Order
17. W.C. Smith, Islam in Modern History
18. William Yale, Near East – A History

COURSE CODE –MHS3E4				
ELECTIVE COURSE IV: Maritime History of Malabar 1300-1800				
Credit	Hours/week	Weightages		
		Internal	External	Total
5	5	5	30	35

Comment [AP7]: Check whether credit is 5 or 4. Ensure it

Course Outcomes

CO No.	Expected Course Outcome	Learning Domain	PSO No
	Upon completion of this course, students will be able to;		
CO1	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

COURSE CONTENT	
Module I: Recent trends in the Historiography of Indian ocean Traveler 's Account and Foreign perception	20 Hours
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 II: Pre-colonial Maritime trade	20 Hours
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 Kozhikkode 2.9 Valapattanam 2.10 Madayi	
Module III: Advent of Colonialism	20 Hours
3.1 Portuguese Estado in Malabar 3.2 Native resistance 3.3 Native resistance 3.4Ali 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	
Module IV: Social and Cultural Impacts of overseas contacts	24 Hours
4.1 Rise of Cosmopolitanism in Malabar 4.2 Chinese and Arab influence in everyday life and language.	

MODE OF TRANSACTION

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. Classroom participation (20%): 1 Weightage
- b. Internal test (40%): 2 Weightage
- c. Assignment (20%): 1 Weightage
- d. Seminar/ Viva (20%): 1 Weightage

External Assessment (30 Weightages) No of Questions: 18

MODULE WISE WEIGHTAGE DISTRIBUTION

Module	Weightages
Module I	8
Module II	8
Module III	8
Module IV	6

REFERENCES:

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2. Barbara D Metcalf (ed), Islam in South Asia in Practice, Princeton University Press 2009
3. Brendan LaRocque, Devotional religion and the political economy of early modern North India
4. Eugenia Vanina, Urban Crafts and Craftsmen in Medieval India: 13th to 18th Centuries, 2004
5. Eugenia Vanina, Ideas and Society: India between the Sixteenth and the Eighteenth Centuries Hardcover – 1 Jun 2004
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8. K.A.Nizami, Some aspects of Religion and Culture During thirteenth Century, Aligarh, 1961
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18. Yusuf Hussain, Glimpses of Medieval Indian Culture, Bombay, 1973

SEMESTER 4

COURSE CODE –MHIS4E5				
ELECTIVE COURSE V: Environmental History of India: Perspectives and Problems				
Credit	Hours/week	Weightages		
		Internal	External	Total
4	5	5	30	35

Course Outcomes

CO No.	Expected Course Outcome	Learning Domain	PSO No
	Upon completion of this course, students will be able to;		
CO1	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

COURSE CONTENT

Module I: Basic concepts and Historiography	20 Hours
1.1 Environmental studies and Environmental History 1.2 Inter disciplinary of Environmental History 1.3 Historiographical approaches-colonial and post-colonial 1.4 Guha- Grove debate 1.5 sources and methodology	
Module II: Environment in Pre-modern India	20 Hours
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	
Module III: Colonialism and Environment	20 Hours
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 varieties in Kerala	
Module IV: Environmental Movements in independent India	20 Hours
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

MODE OF TRANSACTION

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. Classroom participation (20%): 1 Weightage
- b. Internal test (40%): 2 Weightage
- c. Assignment (20%): 1 Weightage
- d. Seminar/ Viva (20%): 1 Weightage

External Assessment (30 Weightages) No of Questions: 18

MODULE WISE WEIGHTAGE DISTRIBUTION

Module	Weightages
Module I	8
Module II	8
Module III	8
Module IV	6

REFERENCES:

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6. Baviskar, Amita, ed., *Contested Waterscapes*: Delhi, Oxford University Press 2008
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9. Habib, Irfan, *Man and Environment: The Ecological History of India*, Aligarh: Tulika 2010
10. J.F. Richards and R. Tucker, (ed) *World Deforestation in the Twentieth century*, Durham, 1988
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12. Madhav Gadgil and Ramachandra Guha, *This Fissured Land: An Ecological History of India*, OUP, New Delhi, 1992.
13. Mahesh Rangarajan, *Environmental Issues in India*, New Delhi, 2007
14. Ramachandra Guha, *The Unquiet Woods*, OUP, Delhi, 1989.
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COURSE CODE –MHS4E6				
ELECTIVE COURSE VI: Epigraphy in Kerala History				
Credit	Hours/week	Weightages		
		Internal	External	Total
5	5	5	30	35

Comment [AP8]: Verify the Credit

Course Outcomes			
CO No.	Expected Course Outcome	Learning Domain	PSO No

CO1	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

COURSE CONTENT

Module I: Indian History and Epigraphy	20 Hours
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 II: Methods of Epigraphic Study	20 Hours
2.1 Presentation of texts 2.2 Reproduction of original text 2.3 Taking estampage 2.4 Identification of script and language 2.5 Authentication of inscription 2.6 Classification -Dating 2.7 Analysis and interpretation	
Module III: Epigraphy and Kerala History	20 Hours
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 3.4Hultz and Logan	

3.5 V. R Parameswaran Pillai 3.6 Studies of Elamkulam P.N. Kunhanpillai 3.7 MGS Narayanan and Raghava Varier.	
Module IV: Case studies	20 Hours
4.1 One each for Brahmi inscription , Vattezhutu , Kolezhuthu and Grantha	

MODE OF TRANSACTION

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. Classroom participation (20%): | 1 Weightage |
| b. Internal test (40%): | 2 Weightage |
| c. Assignment (20%): | 1 Weightage |
| d. Seminar/ Viva (20%): | 1 Weightage |

External Assessment (30 Weightages) No of Questions: 18

MODULE WISE WEIGHTAGE DISTRIBUTION

Module	Weightages
Module I	8
Module II	8
Module III	8
Module IV	6

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15. V.R. Parameswaran Pillai, (1962) PracheenaLikhitangal (Mal), Kottayam
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17. Dr. N. Sam, Keralathile Pracheena Lipimathrikakal (mal), (2004), Thiruvananthapuram
18. Elamkulam PN Kunhanpillai, Studies in Kerala History
19. N.Sam (ed) Elam kulam Kunhanpillayudetheranhedutha Krithikal (mal), Thiruvananthapuram
20. M. G. S. Narayanan, (2013) Perumals of Kerala,
21. M.G .S Narayanan (1972), Cultural Symbiosis in Kerala
22. M.R. Manmthan (ed), (2007) Archaeology in Kerala : Past and Present, Farook College
23. <http://www.thehindu.com/features/friday-review/history-and-culture/the-earliest-inscription-in-malayalam/article3501408.ece>
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COURSE CODE –MHS4E7

ELECTIVE COURSE VII: Megalithic Archaeology in Kerala

Credit	Hours/week	Weightages

		Internal	External	Total
#	5	5	30	35

Comment [AP9]: Credit is required

Course Outcomes

CO No.	Expected Course Outcome	Learning Domain	PSO No
	Upon completion of this course, students will be able to;		
CO1	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

COURSE CONTENT

Module I: Megaliths – Meaning and Context	20 Hours
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 II: Kerala Megaliths	20 Hours
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	
Module III: Megalithic Studies in Kerala	20 Hours
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 – RajanGurukkal and megalithic linkage with early Tamilakam
- 3.7 Identification of lost sites – Bengla Motta Parambu and ChathanParambu

Module IV: Kerala Megaliths and archaeological issues

20 Hours

- 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

MODE OF TRANSACTION

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. Classroom participation (20%): 1 Weightage
- b. Internal test (40%): 2 Weightage
- c. Assignment (20%): 1 Weightage
- d. Seminar/ Viva (20%): 1 Weightage

External Assessment (30 Weightages) No of Questions: 18

MODULE WISE WEIGHTAGE DISTRIBUTION

Module	Weightages
Module I	8
Module II	8
Module III	8
Module IV	6

REFERENCES:

Books

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COURSE CODE –MHS4E8				
ELECTIVE COURSE VIII: Women and Dalit History of Kerala				
Credit	Hours/week	Weightages		
		Internal	External	Total
#	5	5	30	35

Comment [AP10]: Credit is requi

Course Outcomes

CO No.	Expected Course Outcome	Learning Domain	PSO No
	Upon completion of this course, students will be able to;		
CO1	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

COURSE CONTENT

Module I: Concepts on Patriarchy – Gender -Body -Masculinity- Femininity	20 Hours
<p>1.1 women in early historic period – representation in classical Tamil Texts- ‘women the gatherers’</p> <p>1.2 role of women in labour process in multiple economies - gender relations in early historic Kerala</p> <p>1.3 kalavu and karpu- gender relation in early medieval Kerala</p> <p>1.4 brahmanical patriarchy- uttama- madhyama and adhama</p> <p>1.5 the concept of kulastri - representations in brahmanical canonical literature</p> <p>1.6 sānkarasmṛiti- āshauch texts- representation of women in medieval manipravalam literature</p> <p>1.7 chanthapennu and kulastri- women of kutis and atiyar groups</p> <p>1.8 labour and social reproduction. Gender and caste relations</p>	

Module II: Modernity and ethnographic representation of women in colonial Kerala	20 Hours
<p>2.1 Thurston and L A Ananthakrishna Ayyar -colonial legality and marumakkattayam</p> <p>2.2 Women and Social reform – nambothiri and Nayar women – engendering individuals and changing status of women</p> <p>2.3 V T Bhattathiripadu and Arya Pallam Parvati nenmenimangalam - women in labour process and anti-caste movements</p> <p>2.4 Ayyankali, Poyikal Appachan –Sahodaran Ayyappan and Vakkhadanandan</p> <p>2.5 peasant movements and women question</p> <p>2.6 feminist movements in Kerala -dalit feminism in Kerala</p>	
Module III: Conceptual and Theoretical Positions on Dalit	20 Hours
<p>3.1 Ontology and epistemology of term 'dalit' -, Dalit as a perspective</p> <p>3.2 Aiyappan and ancestor-cult</p> <p>3.3 Domination and Subordination- caste oppression and untouchability</p> <p>3.4 dalit identity and dalit lived experiences -dalit world view</p> <p>3.5 social imageries and rebel consciousness. – Inadequacy of Marxist historiography on caste and dalit identity</p> <p>3.6 emergence of dalit subject - question of caste and social suffering</p> <p>3.7 experience and theory. History for political present –un-archived dalit histories</p> <p>3.8 dalit history as alternative history</p>	
Module IV: Dalits in History and Writing Dalit History	20 Hours
<p>4.1 Social relations in early historic Kerala- mēlōr and kīzhōr - izhijinan and izhipirappālan- consolidation of agrarian hierarchy</p> <p>4.2 formation of primary producers in early medieval Kerala - Atiyār /Āl groups – caste subordination and servitude</p> <p>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</p> <p>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</p> <p>4.5 Sadhujana Paripalana Sangham and Ayyankali- Pampadi John Joseph - anti untouchability movements in Malabar</p> <p>4.6 Writing Dalit History - Kunnukuzhi S Mani, THP Chentaraserry, K K Kochu, Sanal Mohan.</p>	

MODE OF TRANSACTION

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. Classroom participation (20%): 1 Weightage
- b. Internal test (40%): 2 Weightage
- c. Assignment (20%): 1 Weightage
- d. Seminar/ Viva (20%): 1 Weightage

External Assessment (30 Weightages) No of Questions: 18

MODULE WISE WEIGHTAGE DISTRIBUTION

Module	Weightages
Module I	8
Module II	8
Module III	8
Module IV	6

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