

DEPARTMENT OF HISTORY
SREE SANKARACHARYA UNIVERSITY OF SANSKRIT, KALADY
(A STATE UNIVERSITY WITH NAAC 'A' GRADE)
OUTCOME BASED TEACHING AND LEARNING EDUCATION (OBTLE) BASED
SYLLABUS 2019 ONWARDS
M. A. HISTORY PROGRAMME

SPECIAL FEATURES

- ❖ **OUTCOME BASED SYLLABUS**
- ❖ **CHOICE BASED CREDIT AND SEMESTER SYSTEM**
- ❖ **FREEDOM TO CHOOSE ELECTIVE COURSES**
- ❖ **THEME BASED SYLLABUS**
- ❖ **FREEDOM TO CHOOSE ELECTIVE COURSES FROM OTHER DISCIPLINES**
- ❖ **FOCUS ON SPECIALIZED THEMES AND AREAS**

DEPARTMENT OF HISTORY

**SREE SANKARACHARYA UNIVERSITY OF SANSKRIT, KALADY
PG PROGRAMME IN MA HISTORY**

SCHEME AND SYLLUBUS

**OUTCOME BASED TEACHING AND LEARNING EDUCATION
(OBTLE)**

APRIL – 2019

CONTENTS

| | PAGE NUMBER |
|--|--------------------|
| ➤ PREFACE | 04 |
| ➤ PROGRAMME OUTCOME OF SSUS | 05 |
| ➤ PROGRAMME SPECIFIC OUTCOME OF THE DEPT.OF HISTORY | 05 |
| ➤ GENERAL STRUCTURE OF THE COURSE | 06 |
| ➤ SEMESTERWISE DISTRIBUTION OF CORE COURSE | 07-08 |
| ➤ SEMESTERWISE DISTRIBUTION OF ELECTIVE COURSE | 08-11 |
| ➤ CORE COURSE DETAILS | 12-69 |
| Historiography and Social Theory: Approaches and Perspectives | 12-15 |
| Early State and Society in India | 16-22 |
| Kerala History: Historiography and Sources | 23-27 |
| Research in History: Methodologies, Methods and Writing | 28-33 |
| State and Society in Medieval India | 33-37 |
| Themes in Kerala History I | 38-42 |
| Colonial Apparatus and Trajectories of the Nation State | 43-50 |
| Themes in Kerala History II | 50-55 |
| Select Themes in World History | 55-59 |
| State and Society in Contemporary India | 60-64 |
| Intersectional Histories | 65-69 |
| Dissertation | 69-71 |
| ➤ ELECTIVE COURSE DETAILS | 71-129 |
| History of Archaeology in India: Select Themes | 73-77 |
| Literary texts and literary production in early India: introductory historical studies | 77-80 |
| Understanding social history of art and architecture: medieval India | 81-85 |
| History of science and technology in pre-modern India | 86-89 |
| Themes in Indian environmental history | 90-94 |
| Popular struggles in India | 95-100 |
| Writing women's history in India | 101-106 |
| Reform and resistance movements in colonial Kerala | 106-110 |
| Contemporary Kerala | 111-115 |
| Studying migration and Diasporas experiences | 116-122 |
| Perspectives on historical writing on India | 123-127 |

Preface

The M. A. Programme in History is designed and structured to introduce historical knowledge and enable students to critically engage with the pasts. The focus is on the Ancient, Medieval, Modern, Contemporary, Intellectual, Intersectional, Visual and Material histories of India as well as its constituent regions. It reflects the theories, methodologies, methods, concepts and data for engaging with historical pasts. As a Programme included within the purview of Social Sciences, it will provide expertise to analyze social changes, economic and political transitions, religious transformations, technological changes, literary and artistic productions and other significant domains of knowledge in History. It will provide a platform for preparing students for pursuing research. The Department is part of the Faculty of Social Sciences and offers Degrees at the Master's (M. A.), and Research levels (M.Phil. and Ph.D.).

04/04/2019

Department of History

SREE SANKARACHARYA UNIVERSITY OF SANSKRIT, KALADY
DEPARTMENT OF HISTORY

PROGRAMME OUTCOMES OF THE UNIVERSITY

1. **CRITICAL THINKING:** Take informed actions after identifying the assumptions that frame our thinking and actions, checking out the degree to which these assumptions are accurate and valid, and looking at our ideas and decisions (intellectual, organizational and personal) from different perspectives.
2. **COMMUNICATION:** Speak, read, write and listen clearly in person and through electronic media in English/Language of the discipline, and make meaning of the world by connecting people, ideas, books, media and technology.
3. **ETHICS:** Recognize different value systems including your own, understand the moral dimensions of your decisions, and accept responsibility for them.
4. **SELF-DIRECTED AND LIFE-LONG LEARNING:** Acquire the ability to engage in independent and life-long learning in the broadest context socio - technological changes.

PROGRAMME SPECIFIC OUTCOMES OF HISTORY DEPARTMENT

1. *Locate how history reflects the Socio-Economic, Cultural and Political under currents of the times and its relevance in the contemporary scenario*
2. *Analyze concepts, events and Movements of History*
3. *Evaluate the shifts of power that Shaped Historiography*
4. *Build expertise in Ancient/Medieval and Modern period of historical studies*
5. *Understand values of democracy, humanism, Secularism and Scientific Temperament*
6. *Formulate a Research Problem and Plan a related Research Design*

4. General structure of the MA HISTORY Programme

| | |
|--|-------------------|
| Duration of Programme | 4 semester |
| Minimum Credits | 64 |
| Number of Core courses | 12 |
| Core Courses in History 11 x 04 credits | 44 credits |
| Elective Courses in History 02 x 04 credits | 8 credits |
| Elective course from other disciplines (Sanskrit) 01 x 04 credits | 04 credits |
| Elective course from other disciplines 01 x 04 credits | 04 credits |
| Dissertation 01 x 04 credits | 04 credits |

| SREE SANKARACHARYA UNIVERSITY OF SANSKRIT, KALADY | | | | |
|---|-------------|---|-------------------|--------|
| DEPARTMENT OF HISTORY | | | | |
| SYLLABUS FOR MA PROGRAMME IN HISTORY BASED ON 'OUT COME BASED TEACHING LEARNING AND EVALUATION (OBTEL) JUNE 2019' ADMISSION ONWARDS | | | | |
| LIST OF CORE COURSE | | | | |
| <i>SEMESTER – I</i> | | | | |
| SL.NO. | COURSE CODE | TITLE OF THE COURSE | CORE/ ELECTIVE | CREDIT |
| 1 | PHSM 11110 | Historiography and Social Theory: Approaches and Perspectives | Core | 4 |
| 2 | PHSM 11111 | Early State and Society in India | „ | „ |
| 3 | PHSM 11112 | Kerala History: Historiography and Sources | „ | „ |
| 4 | | Internal Elective | Elective | |
| <i>SEMESTER – II</i> | | | | |
| SL.NO. | COURSE CODE | TITLE OF THE COURSE | CORE/ ELECTIVE | CREDIT |
| 1 | PHSS 11113 | Research in History: Methodologies, Methods and Writing | Core | 4 |
| 2 | PHSS 11114 | State and Society in Medieval India | „ | „ |
| 3 | PHSS11115 | Themes in Kerala History I | „ | „ |
| 4 | | Sanskrit | Elective | 4 |
| <i>SEMESTER – III</i> | | | | |
| SL.NO. | COURSE CODE | TITLE OF THE COURSE | CORE/ ELECTIVE | CREDIT |
| 1 | PHSM 11116 | Colonial Apparatus and Trajectories of the Nation State | Core | 4 |
| 2 | PHSS 11117 | Themes in Kerala History II | „ | „ |
| 3 | PHSS 11118 | Select Themes in World History | Elective | 4 |
| 4 | | Elective (Outside) | Elective | 4 |

| SEMESTER – IV | | | | |
|----------------------|--------------------|---|---------------------------|---------------|
| SL.NO. | COURSE CODE | TITLE OF THE COURSE | CORE/ ELECTIVE | CREDIT |
| 1 | PHSS 11119 | State and Society in Contemporary India | Core | 4 |
| 2 | PHSM 11120 | Intersectional Histories | ” | ” |
| 3 | PHSS 11121 | Dissertation | ” | ” |
| | | Elective | | ” |

SEMESTERWISE ELECTIVES

| SEMESTER I | COURSE CODE | TITLE | INTERNAL/EXTERNAL | CREDIT |
|-----------------------------|--------------------|---|--------------------------|---------------|
| | PHS 11122 | HISTORY OF ARCHAEOLOGY IN INDIA: SELECT THEMES | Internal | 4 |
| | PHS 11123 | LITERARY TEXTS AND LITERARY PRODUCTION IN EARLY INDIA: INTRODUCTORY HISTORICAL STUDIES | Internal | 4 |
| | PHS 11131 | STUDYING MIGRATION AND DIASPORIC EXPERIENCES | Internal | 4 |
| | PHS 11132 | PERSPECTIVES ON HISTORICAL WRITING ON INDIA | Internal | 4 |

| SEMESTER II | COURSE CODE | TITLE | INTERNAL/EXTERNAL | CREDIT |
|------------------------|------------------------|--|--------------------------|---------------|
| | PHS 11122 | HISTORY OF ARCHAEOLOGY IN INDIA: SELECT THEMES | Internal | 4 |
| | PHS 11123 | LITERARY TEXTS AND LITERARY PRODUCTION IN EARLY INDIA: INTRODUCTORY HISTORICAL STUDIES | Internal/External | 4 |
| | PHS 11124 | UNDERSTANDING SOCIAL HISTORY OF ART AND ARCHITECTURE: MEDIEVAL INDIA | Internal | 4 |
| | PHS 11125 | HISTORY OF SCIENCE AND TECHNOLOGY IN PRE-MODERN INDIA | Internal | 4 |
| | PHS 11129 | REFORM AND RESISTANCE MOVEMENTS IN COLONIAL KERALA | External | 4 |

| SEMESTER III | COURSE CODE | TITLE | INTERNAL/EXTERNAL | CREDIT |
|-------------------------|------------------------|--|--------------------------|---------------|
| | PHS 11126 | THEMES IN INDIAN ENVIRONMENTAL HISTORY | Internal/External | 4 |
| | PHS 11127 | POPULAR STRUGGLES IN INDIA | Internal | 4 |
| | PHS 11128 | WRITING WOMEN'S HISTORY IN INDIA | Internal/External | 4 |
| | PHS 11129 | REFORM AND RESISTANCE MOVEMENTS IN COLONIAL KERALA | External | 4 |

| SEMESTER | COURSE CODE | TITLE | INTERNAL/EXTERNAL | CREDIT |
|-----------------|------------------------|---|--------------------------|---------------|
| IV | PHS 11126 | THEMES IN INDIAN ENVIRONMENTAL HISTORY | Internal/External | 4 |
| | PHS 11128 | WRITING WOMEN'S HISTORY IN INDIA | Internal/External | 4 |
| | PHS 11130 | CONTEMPORARY KERALA | Internal/External | 4 |
| | PHS 11131 | STUDYING MIGRATION AND DIASPORIC EXPERIENCES | Internal/External | 4 |

CORE PHSM 11110 HISTORIOGRAPHY AND SOCIAL THEORY: APPROACHES AND PERSPECTIVES

Course Outcomes:

Credits:4

CO1. Understand the writing of history of the early Greeks, Romans and the Church historians

CO2. Differentiate the conceptual shifts from the Renaissance to the Enlightenment

CO3. Evaluate the nature of the modern discipline of history

CO4. Differentiate the theories of Positivism, Marxism, Annales School, Discourse Analysis and Postcolonial theory

CO5. Determine the departures that happened with the coming of Postmodern interventions

CO6. Critique the power presences involved in writing histories

Module 1 – The Roots

Critically looking at Early Writing – Chinese, Indian and Graeco-Roman history making – what constituted history for them- shifts towards Church historiography - Ibn Khaldun constructing the Arab world

Module 2 – The European Consolidation

Scientific Revolutions, Renaissance, Age of Enlightenment and their bearing on historical knowledge- Emergence of disciplines and Positivist persuasions - Ranke and Berlin Revolution-

Module 3 – The Shifts

Marxist Theory of History- Frankfurt School- New Marxist Historiography- World Systems Theory-Annales

Module 4 – The Rupture

The Post-modern turn in historiography- post structuralism- Foucault's notions of history- Hayden White and 'emplotment' in history- critique of post-modern history- post colonial persuasions.

Module 5 – Onto the Margins

E.P. Thompson and History from Below- Subaltern Inquiries- History of Everyday Life-

Reference list

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Harding University, jgafford@harding.edu Momigliano , Arnaldo D. 1990. *The Classical Foundations of Modern Historiography*. Berkeley: University of California Press.

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II

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IV

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Fanon, Frantz, *The Wretched of the Earth*, New York: Grove Press, 1991

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Gutting, Gary, *The Cambridge Companion to Foucault*. Cambridge University Press, 2005

Mills, Sara, *Michel Foucault*, Routledge, 2003

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V

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Ludtke, Alf., *The History of Everyday Life*, Princeton University Press, 1995

Guha, Ranajit, ed. *Subaltern Studies I*. OUP, 1982

| CO | Outcome Statement | PO/PSO | CL | KC | Class sessions (approx.) (Hrs) | Lab session/Field visits (Hrs) | Assessment |
|----|-------------------|--------|----|----|--------------------------------|--------------------------------|------------|
| | | | | | | | |

| | | | | | | | |
|-----|---|-----------------|----|---|----|---|--|
| CO1 | Understand the writing of history of the early Greeks ,Romans and the Church historians | PO1, PSO4 | U | F | 10 | 0 | Written assignment and oral presentation |
| CO2 | Differentiate the conceptual shifts from the Renaissance to the Enlightenment | PO1, PSO2 | An | C | 12 | 0 | Tutorials assignment and presentation |
| CO3 | Evaluate the nature of the modern discipline of history | PO1, PSO3 | E | C | 12 | 0 | Tutorials ,assignments and discussion |
| CO4 | Differentiate the theories of Positivism, Marxism, Annales School, Discourse Analysis and Postcolonial theory | PO1, PSO2, PSO3 | An | C | 16 | 6 | Book review, assignment discussion, |
| CO5 | Determine the departures that happened with the coming of Postmodern interventions | PO1, PSO2 | An | C | 10 | 4 | Assignment presentation |
| C06 | Critique the power presences involved in writing histories | PO4, PSO3 | C | C | 10 | 6 | Group Discussions |

CORE PHSS 11111 EARLY STATE AND SOCIETY IN INDIA

Credit: 4

Course Outcome

CO1: Locate the pre-historic, historic, and early medieval habitat and eco-zones in the historical map of India

CO2: Infer the historiographical trends and ideational patterns on early states and societies in India

CO3: Differentiate the stages of social transitions across time and geography in ancient and early medieval India

CO4: Critique the dominant constructions on caste, social hierarchy and religion with the insights from new sources and theories

CO5: Determine the shifts of political power in ancient and early medieval India in relation to claims to resources and ritual authority

CO6: Prepare a research design on the emergence of specific regions into power structure and political process

Module I Historiographical Strands

Orientalism and Indology – British Imperialist interpretations –Madras School of Orientalism – Orientalist constructions on early Indian state and society.

Nationalist contestations and adaptations of Orientalist constructions

Critical turns in the studies on early India and early medieval India

Module II Approaching Sources and Concepts

From linguistics to critical editions and literary cultures – Literary productions and patronage – Texts and power in society

Archaeological stratigraphy and material evidence – Artefacts, burials, pottery, sculptures, coins, epigraphs

Social evolution – Social Stratification – State formation – Chiefdom, Early state, State, Kingdom, Empire

Module III Early Societies and State Formations: Pre-Historic, Proto-Historic and Early Historic Communities

Transitions from hunters and gatherers to pastoralism and early agriculture in the Stone Ages – From Chalcolithic cultures to the Bronze Age urbanism in the Indus basin – Iron in war and agriculture – From the ‘Indo-Aryan’ tribal-pastoralists to the Early Historic communities – Iron and the religious revolution

Module IV Transitions in Northern India: Social Organization, State and Religion between the Empires

Transitions and Transformations in society – New social groups and cadres: Life-Renouncers, Brahmins and Sramanas – *grhapati*, *gahapati*, *sresthin* and *sethi* – Urban space, form and life – The mercantile communities – From *Varna* to *Jati* – Religion and ideology – Norms and normative texts

Revisiting the Maurya state and ideology – Post-Maurya polities – Nexus between state and religions – Gupta state system and the courtly culture – The Sanskrit Cosmopolis

Module V Social and State Formations in Southern India

Forms of production and forces of change in early Tamil society – Iron Age economy and slow agrarian expansion – Spread of writing and its social implications – Transition from clan and lineage to hereditary occupation and caste in south India – Revisiting the ‘Indo-Roman’ trade and the Graeco-Roman textual evidence on southern India

Module VI **Regional, Religious and Social Configurations**

Political structure in early medieval south India – Land grants and the expanding agriculture – Rural society and the regional specificities – Vernaculars and literary cultures – Temples as sites of the new social formations – *Bhakti* as ideology – Sacred sites and geographies — People outside the Brahmanical temple

Reference List

Module I

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- Kejariwal, O. P., *The Asiatic Society of Bengal and the Discovery of India's Past 1784- 1838*, Delhi: Oxford University Press, 1988
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- Subrahmanyam, Sanjay, *Europe's India: Words, People, Empires, 1500-1800*, Harvard University Press, 2017
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Module II

- Basham, A. L., *The Wonder that was India*
- Kailasapathy, K., *Tamil Heroic Poetry*. Chennai: Kumaran Book House, 2002 (reprint)

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 Thapar, Romila, *Readings in Early Indian History*, Oxford, 2013

Module III

Theodore De Bary, *Sources of Indian Tradition*, vol. 1, Various Edns.
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 Ratnagar, Shereen, *Understanding Harappa: Civilization in the Greater Indus Valley*. New Delhi: Tulika, 2001
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Module IV

Habib, Irfan & Jha, Vivekanand, *Mauryan India* (A People's History of India, Vol. 4), Tulika, 2004
Irfan, Habib, *Post-Mauryan India: A Political and Economic History*, (A People's History of India, Vol. 6), Tulika, 2012
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Olivelle, Patrick ed., *Between the Empires: Society in India, 300 BCE to 400 CE*. Oxford and New York: Oxford University Press, 2006
Ramaswamy, Vijaya ed., *Devotion and Dissent in Indian History*, Cambridge/Foundation, 2014
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Thapar, Romila, *Ashoka and the Decline of the Mauryas*, Oxford
Thapar, Romila, *Readings in Early Indian History*, Oxford, 2013

Module V

Champkalakshmi, *Trade, Ideology and Urbanisation*, Oxford
Gurukkal, Rajan, *Social Formations of Early South India*, Oxford, 2010
Gurukkal, *Rethinking Classical Indo-Roman Trade: Political Economy of Eastern Mediterranean Exchange Relations*, Oxford, 2016
Karashima, Noburu, ed., *A Concise History of South India: Issues and Interpretations*, Oxford, 2014
Shastri KAN, *A History of South India*, Oxford

Module VI

Ali, Daud, *Courtly Culture and Political Life Early Medieval India*, Cambridge University Press, 2011

Champakalakshmi *et. al.* eds., *State and Society in Pre-Modern South India*, Cosmobooks, 2002

Hall, Kenneth R., *Networks of Trade, Polity and Societal Integration in Chola-Era South India, c. 875-1279*, Primus Books, 2014

Karashima, Noburu, *South India Society in Transition: Ancient to Medieval*, Oxford, 2009

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Veluthat, Kesavan and Davis, Donald R., *Irreverent History: Essays for M.G.S. Narayanan*, Primus Books, 2014

| CO | CO Statement | PO/ PSO | CL | KC | Class Sessions/Tutorial Hrs | Lab/ Field Hrs. | Assessment |
|-----|--|--------------|----|----|-----------------------------|-----------------|-----------------------|
| CO1 | Locate the pre-historic, historic, and early medieval habitat and eco-zones in the historical map of India | PO1/ PSO1 | U | F | 14 | 0 | Assignment Seminar |
| CO2 | Infer the historiographical trends and ideational patterns on early states and societies in India | PO1/ PSO2 | An | M | 10 | 0 | Seminar |

| | | | | | | | |
|------------|---|----------------------|---|---|----|---|-----------------------|
| CO3 | Differentiate the stages of social transitions across time and geography in ancient and early medieval India | PO1,PO3, PO4/PSO3 | E | M | 6 | 6 | Assignment |
| CO4 | Critique the dominant constructions on caste, social hierarchy and religion with the insights from new sources and theories | PO4/PSO5 | C | M | 12 | 0 | seminar |
| CO5 | Determine the shifts of political power in ancient and early medieval India in relation to claims to resources and ritual authority | PO1/PSO2, PSO2 | R | F | 14 | 0 | Assignment Seminar |
| CO6 | Prepare a research design on the emergence of specific regions into power structure and political process | PO1,PO4 /PSO6 | C | M | 10 | 0 | Seminar |

Core Course: PHSM 11112 KERALA HISTORY: HISTORIOGRAPHY AND SOURCES

Credit: 4

Course Outcomes:

CO1 Understand the pre Modern historical consciousness of Kerala

CO2 Locate legend, myths and their historicity

CO3 Trace the Colonial historiographical traditions of Kerala

CO4 Estimate the Nationalist, Marxist, Subaltern, Women, Dalit and ecological writings on Kerala.

CO5 Evaluate the shifts of power that shaped Kerala Historiography

CO6 Analyze the various sources of Kerala History as tools of Historical writing

Module I-Pre-Modern Historical Consciousness

Myths and Legends— Parasurama legend, St. Thomas legend- Cheraman Perumal legend- *Keralolpathi* and the vision of Kerala- *Moshakavamsa*- *Tuhfatul Mujahiddin*- *Granthavaris* – Northern and Southern ballads

Module II-Colonial Historiography

Early Surveys – Ward and Conner –Francis Buchanan- Manuals and Gazetteers – William Logan and Malabar Manual–Travancore and Cochin State Manuals Nagam Aiya and Achuta Menon- Search for Primary sources- Babington, Bruce Foote – TAS Volumes –Rama Varma Research Institute Bulletins- Kerala Society Papers

Module III-Modern Historiography

Early Histories of Travancore- Pachu Muthathu and Shankunni Menon - KP Padmanabha Menon and the emergence of academic history – Nationalism and Sardar K M Panikkar- Elamkulam Kunjan Pillai and his contributions - Criticism on Kunjan Pillai's thesis- MGS Narayanan. Marxist Historiography-E.M.S Nambudiripad- *Keralam Malayalikalude Mathrubhumi*- Recent trends- Peasant History - Local History – Gender History -Environment History— Dalit and Subaltern History

Module IV-Sources

Archeological sources-Typologies of prehistoric monuments- Excavations-Pattanam Excavation- Pre Historic Art- Muziris Papyrus- Cairo Genizah, Tabula Peutingeriana, Nicanor Archive. Epigraphy- Nature and types of inscriptions- Copper, *Granthavari* Tradition- Numismatic evidences- Roman and Indigenous coins

Literary works- Greeco Roman Writings-Pliny, Ptolomy and Periplus of the Erythrean Sea- Historicity of Tamil Sangam Literature. Sanskrit, *Manippravalam* and Malayalam works as sources of history in Kerala, Travelogues- Ibn Baututa, Marco Polo, Duarte Barbosa and Neuhoﬀ

Archival Sources-Types of Archives- Public and Private, Nature of the documents.

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| CO | CO Statement | PO/P SO | CL | KC | Class Sessi ons/ Tutor ial Hrs | Lab/ Field Wor k Hour s | Assessment |
|----|--|----------------------------|----|-----|---|--|------------------------|
| 1 | Understand the pre modern historical consciousness of Kerala | PO 1, PSO 1, PSO2 | U | F | 10 | - | Seminar |
| 2 | Locate legend, myths and their historicity | PO 1, PSO 2 | R | F | 11 | - | Assignment |
| 3 | Trace the Colonial historiographical traditions of Kerala | PO 1, PSO3 | A | M | 14 | - | Seminar |
| 4 | Estimate the Nationalist, Marxist, Subaltern, Women, Dalit and ecological writings on Kerala | PO 1, PSO1 , PSO3 | E | P | 15 | - | Seminar, Assignment |
| 5 | Evaluate the shifts of power that shaped Kerala Historiography | PO 1 PSO 3 | E | M | 10 | - | Seminar, Assignment |
| 6 | Analyze the sources of Kerala History as tools of Historical writing | PO1, PO4, PSO2 | A | P,M | 12 | - | Seminar, Assignment |

CORE PHSM 11113: RESEARCH IN HISTORY: METHODOLOGIES, METHODS AND WRITING

COURSE OUTCOMES

Credits:4

CO1. Understand the Positivist, Marxist, Situated, Postcolonial methodologies and Ethnomethodology

CO2. Determine the methodology for research

CO3. Differentiate the nature of research: descriptive, analytical, quantitative and qualitative

CO4. Differentiate sources: Archival, Archaeological, Inscriptional, Literary, Oral, Electronic Memory, Visual, Cartoons, Documentaries and Feature Films, Historical Maps, Photographs,.

CO5. Organise fieldwork on the basis of methodology- Positivist, Materialism, Ethnomethodology, Situated Methodology

CO6. Produce a synopsis/ research paper/assignment on the basis of data collection, data interpretation and writing of the narrative

Module 1 –

Theoretical Underpinnings, Methodology

Positivist, Materialist, Spiritualist, Individualist, Holist Approaches, Situated Methodology, Postcolonial methodologies and Ethnomethodology-

Module 2 –

The Inception of Research

Identifying research problem- Deciding methodology and methods -Building up research questions- hypothesis - Literature(Historiographic Review)- - Types of research: descriptive, analytical, quantitative and qualitative- Research Proposal Writing – Components of a Synopsis.

Module 3 – Sites of Past and Interpretations

Locating and categorising the sources – Archival, Archaeological, Inscriptional, Literary, Oral, Memory, Visual, Cartoons, Documentaries and Feature Films, Historical Maps, Photographs, Electronic- On source hierarchy (typologies)- primary, secondary and tertiary- Technical analysis of sources- On establishing reliability of sources – Textual analysis – Heuristics and Hermeneutics- Deductive and Inductive Methods-New Interpretative Approaches.

Module 4 – Onto the Field

Life Narratives and Oral history- ethnography- Cartography as a tool

Module 5 – The Narrative

On thesis writing- organising data and interpreting- arrangements in sub headings- Referencing - Style Manuals - MLA,APA, Chicago – Footnotes/End Notes - Kinds of Bibliography, Working and Annotated- Digital Sources and their documentation- Glossary- Illustrations- Charts, tables and maps- Appendix- Index- Research ethics- Plagiarism.

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Turabian, Kate L.,*A Manual for Writers of Research Papers, Theses, and Dissertations: Chicago Style for Students and Researchers*. Chicago: University of Chicago Press, 2007.

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| CO | Outcome Statement | PO/PS O | CL | KC | Class sessions (approx.) (Hrs) | Lab session/ Field visits (Hrs) | Assessment |
|-----|--|-----------------|----|----|---|---|--|
| CO1 | Understand the Positivist, Marxist, Situated, Postcolonial methodologies and Ethnomethodology | PO1, PSO3 | U | C | 10 | 0 | Written assignment and oral presentation |
| CO2 | Determine the methodology for research | PO1, PSO6 | Ap | C | 12 | 0 | Tutorials assignment and presentation |
| CO3 | Differentiate the nature of research: descriptive, analytical, quantitative and qualitative | PO1, PSO6 | An | C | 10 | 0 | Tutorials, assignments and discussion |
| CO4 | Differentiate sources: Archival, Archaeological, Inscriptional, Literary, Oral, Electronic Memory, Visual, Cartoons, Documentaries | PO1, PSO6, PSO3 | An | C | 10 | 6 | Book review, assignment discussion, |

| | | | | | | | |
|-----|---|-----------|----|---|----|----|--|
| | and Feature Films, Historical Maps, Photographs,. | | | | | | |
| CO5 | Organise fieldwork on the basis of methodology- Positivist, Marxist, Ethnomethodology, Situated methodology | PO1, PSO6 | An | P | 10 | 10 | Fieldwork presentation |
| C06 | Produce a synopsis/ research paper/assignment on the basis of data collection, data interpretation and writing of the narrative | PO4, PSO6 | C | P | 10 | | Assessment of synopsis/ research paper/ assignment / |

CORE PHSS 11114 STATE AND SOCIETY IN MEDIEVAL INDIA

Credit: 4

Course Outcome:

CO1. Understand historiographical development of medieval state and society.

CO2. Remember the theories of state formation during the medieval period.

CO3. Analyze jati and varna based power structure and caste stratification and its justifications.

CO4. Evaluate the significance of Sufism and its role for the spread of Islam in India.

CO5. Understand the origin and growth of Sultanate and Mughal kingdoms and their contributions.

CO6. Locate state and societies of South India during the medieval period.

Module I: Historiography and Conceptualising state models of pre-modern India

Pre-modern State and society represented in Oriental and colonial writings – Nationalist interpretation – Marxist historiography – Anthropological and Sociological studies – Post-

modern studies - Gender, and environmental perspectives – Saptanga theory of State - Oriental despotism – Asiatic mode of Production – Indian Feudalism – Segmentary State – Early state – Patrimonial state

Module II: Caste and Social stratification in early and medieval India

Jati and Varna– structure of power and caste system – Brahman Hegemony - Sudras and social stratification – growth of artisanal castes in north and south India – Caste and medieval ideology – Varnasrama dharma – karma theory – Bhakti as a legitimisation process of stratification – role of Sufism

Module III: State and society during Sultanate and Mughal period

Political structure under Sultanate – Sultan, Nobility and Ulema – Social structure – Mughal state – Kingship, Law, Royal court and Household – Revenue system – Mansabdari – Provincial government and Regional states

Module IV: State and Society in South India

State and society under Pallavas, Cholas and Chalukyas – Vijayanagar and Bahmani kingdoms – Nayankara system

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| CO | CO Statement | PO/ PSO | CL | KC | Class Sessions/Tutorial Hrs | Lab/ Field Hrs. | Assessment |
|-----|---|---------------|----|-----|-----------------------------|-----------------|-----------------------|
| CO1 | Understand historiographical development of medieval state and society. | PO1/PSO3 | U | F | 14 | 0 | Assignment Seminar |
| CO2 | Remember the theories of state formation during the medieval period. | PO1/PSO4 | R | C | 10 | 0 | Seminar |
| CO3 | Analyze jati and varna based power structure and caste stratification and its justifications. | PO1,PO3/PSO2 | A | P | 12 | 0 | Assignment |
| CO4 | Evaluate the significance of Sufism and its role for the spread of Islam in India. | PO1/PSO2 | E | M,P | 12 | 0 | seminar |
| CO5 | Understand the origin and growth of Sultanate and Mughal kingdoms and their contributions. | PO1/PSO2,PSO4 | U | F | 14 | 0 | Assignment Seminar |
| CO6 | Locate state and societies of South India during the medieval period. | PO1/PSO1, PSO | R | F | 10 | 0 | Seminar |

CORE PHSS 11115: THEMES IN KERALA HISTORY I

Course Outcomes:

Credit: 4

CO1 Understand how geographical features have shaped the history and Culture of Kerala

CO2 Locate the concepts of Modes of Production and social formation in the context of Kerala

CO3 Understand the processes of social transition from pre-state to state and the characteristic features of each formation.

CO4 Evaluate the nature of the Cera state and society

CO5 Analyze the role of trade and trading corporations from the ancient to the pre-modern period

CO6 Analyze the state and society in the post Cera period

MODULE I

Geographical and Environmental Features of Kerala: Pre - historic Evidences -The Stone Ages Funerary monuments and social stratification – Iron Age Societies and their remains – Megaliths-Typology and Extent – material culture – Knowledge and technology – The Nature of the Social formation.

MODULE II

The Social Formation of Clans and Chiefdoms: Eco-systems and Socio Economic Geography, People and Means of subsistence - Material Cultures - Forms of Exchange and Transmarine Contacts - The Structure of the Chiefdom Polity – The Features of the Social Formation. The Dissolution of the Social Formation of Clans and Chiefdoms- New Social formation- Towards a stratified society- Jati hierarchy- Political formation and the dominant ideology.

MODULE III

State and Society Under the Perumals: Brahmin migration and consolidation of Brahman Settlements- consolidation of the Agrarian Society- Temple and agrarian economy – Temple society and the Political Structure- *Bhakthi* Movement and its ideology- Social Implications of the *Bhakti* cult – Debates on the Nature of the Cera State and Hundred Years War –

Composition and role of Hundred organization- *Nadus* - Agrarian Expansion-*Kaccams* - Trade Guilds- Their Nature and Significance.

MODULE IV

Post Perumal Kerala: Growth of *Naduvazhi Swaroopams* -*Kuruvazhicha* system and the consolidation of political power under the *Swaroopams*- Emergence of Trippapur, Perumpadappu, Nediyruppu and Kola *Swaroopams*, Emergence of Calicut -Power at the Centre – Nodes of power and Royal functionaries- Temple, Royalty, Brahmins and *Sanketams*, Janmi System, Trade, Traders and Political patronage - Naval Admirals of Zamorin- Concept of Little Kingdom - its viability

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2. Rajan Gurukkal and Raghava Varier, *Kerala Charitram*, 2 Vols., Mal. Vallathol Vidyapeedam, Sukapuram.
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| CO | CO Statement | PO/P SO | CL | KC | Class Sessi ons/ Tutor ial Hrs | Lab/ Field Wor k Hour s | Assessment |
|----|--|-------------------------------|----|----|---|--|------------------------|
| 1 | Understand how geographical features have shaped the history and culture of Kerala | PO 1, PSO1 | U | F | 10 | -- | Seminar |
| 2 | Locate the concepts of Modes of Production and social formation in the context of Kerala | PO1, PSO2 PSO3 | R | C | 12 | -- | Assignment |
| 3 | Understand the processes of social transition from pre-state to state and the characteristic features of each formation. | PO 1, PO4, PSO1 PSO2 | U | P | 15 | -- | Seminar |
| 4 | Evaluate the nature of the Cera state and society | PO1 , PSO2 | E | M | 15 | -- | Seminar |
| 5 | Analyze the role of trade and trading corporations from the ancient to the pre-modern period | PO 1, PSO2 | A | M | 10 | -- | Seminar, Assignment |
| 6 | Analyze the state and society in the post Cera period | PO1 , PSO3 PSO4 | A | M | 12 | -- | Seminar, Assignment |

**CORE: PHSM 11116 COLONIAL APPARATUS AND TRAJECTORIES OF THE
NATION STATE**

Credit:4

Course Outcome

CO 1: Understand the historiographical debates and discussions on Indian national movements.

CO 2: Analyse the colonial strategies adopted by East India Company and British Empire.

CO 3: Evaluate the relationship between imperialism, colonialism and nationalism in modern India.

CO 4: Understand the trajectories of communalism and significance of secularism in Indian politics.

CO 5: Build expertise in recent Post-Colonial/ Post-Modern theories.

CO 6: Formulate and identify a research problem and prepare a research design on the basis of contemporary historical studies on national movement.

Module I

Debates in Historiography- Europe's India, Producing Histories for the Colonized; Administrative Histories; Imperialist Histories; Strands of Nationalist Thought and Histories

Historiography of the National Movement: Nationalist historiography, Marxian historiography, Cambridge School, Subaltern Studies, Post-Colonial, New Cambridge School.

Module II

Conquest and Consolidation, Early Colonial Engagements; 18th Century in Indian History; Imperial Structures; Policies and Ideologies; Nature of the state; The Company State; 1857 and the British Consolidation; Frontier and foreign policy; Knowledge and Governance; Surveying and Mapping the Empire; Education; Print and Early Public Sphere; The Missions of Empire, Christianity and the State, Western Science, Colonial Practice.

Module III

Indian Economy and Society in Transition-Agrarian Production and Changed Structures; Forests and frontiers; Revenue, Emergence of plantations; Commercialization and Indebtedness; Drain of Wealth and beyond; Famines; Indian and European Commerce, Finance, property and order Indian society and Culture; Age of Reform, Reforming Men and Women; Restructuring families; Categorizing castes; Rethinking Religion.

Module IV

Process of National Movement-Imperialism and Nationalism- theoretical perspectives; Nature of Early Resistance, unrest and uprising; Emerging Nationalisms, Indian National Congress; Moderate, Extremist and Subaltern Nationalism, Mahatma Gandhi and the Movement, Critique of Caste: Non-Brahmins and Untouchable Movements – Contending Visions. Gandhi and Ambedkar; Negotiations and Confrontations; Popular struggles in princely states; The Rough Road to Freedom and Partition, Creating Constitution for Independent India; towards a sovereign state

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| CO | CO Statement | PO/ PS O | CL | KC | Class Sessions /Tutoria l Hrs | Lab/ Field Hrs. | Assessment |
|-----|---|------------------------------------|----|----|--|-----------------------|----------------------|
| CO1 | Understand the historiographical debates and discussions on Indian national movements. | PO 1/ PS O2 | U | F | 10 | 00 | Assignment |
| CO2 | Analyze the colonial strategies adopted by East India Company and British Empire. | PO 1/ PS O3/ /PS O4 | An | P | 12 | 00 | Seminar |
| CO3 | Evaluate the relationship between imperialism, colonialism and nationalism in modern India. | PO 1/ PS O3/ PS O5 | E | M | 12 | 00 | Seminar & Assignment |
| CO4 | Understand the trajectories of communalism and significance of secularism in Indian politics. | PO 1/ PS O5 | U | F | 10 | 00 | Seminar & Assignment |

| | | | | | | | |
|------------|---|-------------|---|---|----|----|----------------------|
| CO5 | Build expertise in recent Post-Colonial/ Post-Modern theories. | PO 1/ PS O2 | C | M | 14 | 00 | Seminar |
| CO6 | Formulate and identify a research problem and research design on the basis of contemporary historical studies on national movement. | PO 1/ PS O6 | C | M | 14 | 00 | Seminar & Assignment |

CORE COURSE:

PHSM 11117 THEMES IN KERALA HISTORY II

Credit: 4

Course Outcomes:

CO1 Understand the colonial interventions and engagements in Kerala

CO2 Trace the transformation from Swaroopams to native states in Travancore and Cochin

CO3 Understand colonial configurations of land and caste relations in Malabar

CO4 Evaluate the nature of the early resistance movements

CO5 Trace the historical antecedents of socio- cultural formation of Modern Kerala

CO6 Understand if the movements for Equality, Liberty and Freedom led to the creation of a more inclusive, liberal democratic society in Kerala

MODULE I

Advent of Colonial Powers: Advent of Western Mercantile Groups- Portuguese- Dutch- French and the English-Changing Nature of Trade – Religious policy of the Portuguese- Consolidation of Dutch Power, Emergence of Travancore- Marthanda Varma - Kochi and Shaktan Tampuran- Mysorean Intervention and its impact.

MODULE II

Establishment of British Power in Malabar - Relations with major principalities -Nature of Land revenue settlements and policies – Revolts of Pazhassi Raja, Velu Tampi and Paliath Achan, Kurichiya Revolt, Nineteenth Century Mappila Uprisings

MODULE III

Social Movements: Activities of the Christian Missionary Societies – CMS, LMS, Basel Mission, Colonial Modernity and Changing world view – Introduction of Western Education and Press Movements against Social disabilities – Shanar Agitation, Temple Entry Movement – Vaikom, Guruvayoor and Suchindram, Temple Entry Proclamation

MODULE IV

Understanding the Reform Movements – Caste and Community, Spiritual and Atheistic, Reform or Renaissance, Process of Engendering-Leading the Reforms – Vaikuntha Swami, Sree Narayana Guru, Chattampi Swamikal, Ayyankali, Vakkom Moulavi, Fr. Chavara Elias Kuriakose, Pandit Karuppan, Dakshayani Velayudhan, Shodaran Ayyapan, V T Bhattathiripad, Brahmanda Swami Sivayogi, Vaghubatnanada Role of caste organization – its nature and impact -SNDP, NSS, *Sadhujana Paripalana Sangham*, *Yogakshema Sabha*, Muslim Educational Society, PRDS- Creation of a Public Sphere, Colonialism, Reforms and the Transition of Caste

MODULE V

Emergence of Political Consciousness- Age of Memorials, Abstention Movement, Travancore State congress, Kochi Rajya Prajamandalam, National Movement in Malabar – Congress activities, Khilafat Agitation, The Revolt of 1921 and its nature , Non Cooperation Movement and Quit India Movements – Congress Socialist Party Peasant and Working class movements – Kayyur and Karivellur, Rise of Communist party and the Punnappra Vayalar Revolt.

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| CO | CO Statements | PO/ PSO | CL | KC | Class Sessions/ Tutorial Hrs | Lab/ Field Work Hours | Assessment |
|----|---|-------------------------------|------|-----|---------------------------------------|--------------------------------|------------------------|
| 1 | Understand the colonial interventions and engagements in Kerala | PO1 , PO3, PSO1 PSO2 | U | F | 12 | -- | Seminar |
| 2 | Trace the transformation from <i>Swaroopams</i> to native states in Travancore and Cochin | PO 1, PSO1 | R, A | F,M | 10 | -- | Assignments |
| 3 | Understand colonial configurations of land and caste relations in Malabar | PO1 , PSO1 | U, A | F,M | 15 | -- | Seminar Assignments |
| 4 | Evaluate the nature of the early resistance movements | PO1 , PSO1 | E | F,M | 10 | -- | Seminar |
| 5 | Trace the historical antecedents of socio- cultural formation of Modern Kerala | PO1 PO3 PSO5 | A | M | 15 | -- | Assignments |
| 6 | Understand if the movements for Equality, Liberty and Freedom led to the creation of a more inclusive, liberal democratic society in Kerala | PO1 PO3 PSO2 PSO5 | A | M | 10 | -- | Seminar |

CORE PHSS 11118 SELECT THEMES IN WORLD HISTORY

Course Outcome

Credit:4

CO1 Understand the formation of state and structure in the ancient world.

CO2 Analyze feudal modes of production and its application in world context.

CO3 Remember the economic and religious engagements that made the middle ages.

CO4 Evaluate the transition from feudalism to capitalism.

CO5 Determine the anti imperialist and anti fascist movement and its consequences

CO6 Describe the post colonial world movement in total

Module I

State and Structures in the ancient world

Hunter gatherer to bands and tribes towards chiefdom polity

Urbanization and the growth of Agrarian society

Writings in ancient civilization with special reference to Epic of Gilgamesh

Megalithic relics to architectural marvels of ancient world

Module II

Feudal modes of economy, polity, and society

Patterns of world history

Transition – The rise of absolute monarchs

Reflection on disease and death in the middle ages leading to changes

Module III

Encounters and interactions: Economic and religious engagements in the Middle Ages

The guilds and mercantile economy – The rise of Islam and Crusades

The diffusion of religion and cultural practices

The coming of renaissance and Reformation

Module IV

Towards Capitalism

Maritime Revolution/Industrial revolution

Democratic revolution and Evolution of war

Histories of reception, appropriation and encounters – The migration of technologies and object

Module V

Anti - Imperialist and Anti - Fascist Movements- the World Wars

Conflicting economic and political ideologies

War and its impact on world – Changing lives and gender expectations

Decolonization and neo liberal World order

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Gottschalk, R.Louis. The Era of French Revolution

| CO | Outcome Statement | PO/ PSO | CL | KC | Class/ Session/ Tutorial Hrs | Lab/ Field Hrs | Assessment |
|-----|---|---|----------|----|---------------------------------------|----------------------|------------------------|
| CO1 | Understand the formation of state and structure in the ancient world. | PO1/PSO1 | U | F | 12 | | Seminar |
| CO2 | Analyze feudal modes of production and its application in world context. | PO1/PSO2 | An | C | 12 | | Assignment |
| CO3 | Remember the economic and religious engagements that made the middle ages. | PO1, PO3 PSO1, PSO4 | R | F | 12 | | Seminar |
| CO4 | Evaluate the transition from feudalism to capitalism. | PO1/PSO3 | Ev. | M | 12 | | Assignment |
| CO5 | Determine the anti imperialist and anti fascist movement and its consequences | PO1, PO4 PSO6 PO1, PO4/ PSO5, PSO6 | App . | M | 12 | | Assignment |
| CO6 | Describe the post colonial world movement in total | | R | F | 12 | | Assignment/ Seminar |

CORE: PHSS 11119 STATE AND SOCIETY IN CONTEMPORARY INDIA
Credit: 4

Course Outcome

- CO1. Evaluate the political background of freedom struggle*
- CO2. Understand the growth of communal politics in India*
- CO3. Understand the features of Indian Constitution*
- CO4. Analyze the Nehruvian Legacy from 1947- 1964*
- CO5. Evaluate the National Emergency in India under Indira Gandhi*
- CO6. Locate the growth and development of Coalition Politics*
- CO7. Summarize the causes of JP movement*
- CO8. Mention the Bhopal Gas Tragedy and its Impacts*
- CO9. Understand the New Economic Policy in India*
- CO10. Analyze the changes of India's Foreign Policy*

Module I:

Making of the Indian Nation State

Partition Politics – Integration of Princely States – Linguistic Reorganization of the States

- Conceptualizing the Nation - Secularism - Evolution of Indian Constitution – Preamble

- Basic features - Institutions of Government and their working

Module II:

Political Trajectories Nehruvian Era-The regime of Indira Gandhi and Internal

Emergency- JP Movement- Rise of the Janata Party - Coalition Politics — Growth of

Hindu Politics and NDA – UPA Government

Module III:

Issues and Challenges - Bhopal Gas Tragedy-Technology Missions - Relations with Sri Lanka – IPKF - Developments in North East and Punjab, Mandal Commission, Challenges of Communalism Ayodhya issue – Maoist Challenges – Issues of Terrorism and Corruption

Module IV:

Development Strategies Idea of Planning - Five year Plans - Liberalization and Economic reforms since 1991- Democratic Decentralization - Panchayati Raj Institutions - Foreign Policy: Panchasheel - Non Alignment - Relations with the Neighbours – Continuity and changes

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| CO | CO Statement | PO/ PSO | CL | KC | Class Sessions/ Tutorial Hrs | Lab/ Field Hrs. | Assessmen t |
|-----|--|------------------|----|---------|---------------------------------------|-----------------------|----------------|
| CO1 | Evaluate the political background of freedom struggle | PO1/ PSO 2 | E | M | 10 | 00 | |
| CO2 | Understand the growth of communal politics in India | PO1/ PSO 2 | U | F | 10 | 00 | |
| CO3 | Understand the features of Indian Constitution | PO1/ PSO 1 | U | F | 10 | 00 | |
| CO4 | Analyse the Nehruvian Legacy from 1947- 1964 | PO1/ PSO 1 | An | M | 10 | 00 | |
| CO5 | Evaluate the National Emergency in India Under Indira Gandhi | PO1/ PSO 3 | E | M | 10 | 00 | |
| CO6 | Locate the growth and development of Coalition Politics | PO1/ PSO 1 | R | C | 10 | 00 | |
| CO7 | Understand the New Economic Policy in India | PO1/ PSO 1 | U | F | 10 | 00 | |
| CO8 | Estimate the changes of India's Foreign Policy | PO1/ PSO 1 | An | M, F | 10 | 00 | |

CORE PHSS 11120 INTERSECTIONAL HISTORIES

Course Outcome

Credit:4

CO1. Understand the analytical frame of Intersectionality

CO2. Differentiate the interlocking matrices of class, race, caste, sexual orientation, gender

CO3. Understand the nature of Standpoint Epistemology and its importance in doing Intersectional histories

CO4. Differentiate the theories of Marxist Feminism, Black Feminism, Dalit Feminism, Queer Feminisms

CO5. Summarise the Feminist, Dalit and Queer critiques of historical knowledge

CO6. Produce a synopsis/ research paper/assignment for writing Dalit, Queer or Women's history

Module 1 – Theoretical background

Analytical frame of Intersectionality - class, race, sexual orientation, age, religion, creed, disability and gender- Interlocking matrix of oppression- Standpoint Epistemologies

Module 2 – Doing Women's Histories

Feminist critique of historical knowledge- Presence /absence of women in history- Patriarchy, State formation, Race and Caste- Marxist Feminism, Black Feminism, Dalit Feminism, Queer Feminisms, Writing women's history

Module 3 – Reading Dalit Pasts

Dalit critique of historical knowledge- Presence /absence of caste oppression in history- Caste, state formation, caste and production processes, caste and sexuality- Dalit Queer - Dalit standpoints- Dalit histories

Module 4 – Writing Queer Histories

History as heterosexist- Queer critiques- placing sexual orientation and gender identities (SOGI) concerns into history- Queer lives in religion, class and nation - writing Queer histories

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| CO | Outcome Statement | PO/PSO | CL | KC | Class sessions (approx.) (Hrs) | Lab session/Field visits (Hrs) | Assessment |
|-----|---|-----------------|----|----|--------------------------------|--------------------------------|--|
| CO1 | Understand the analytical frame of Intersectionality | PO1, PSO2 | U | F | 10 | 0 | Written assignment and oral presentation |
| CO2 | Differentiate the interlocking matrices of class, race, caste, sexual orientation, gender | PO1, PSO3 | An | C | 12 | 0 | Tutorials assignment and presentation |
| CO3 | Understand the nature of Standpoint Epistemology and its importance in doing Intersectional histories | PO1, PSO3 | An | C | 12 | 0 | Tutorials ,assignments and discussion |
| CO4 | CO4. Differentiate the theories of Marxist Feminism, Black Feminism, Dalit Feminism, Queer Feminisms | PO1, PSO2, PSO2 | An | C | 16 | 6 | Book review, assignment discussion, |
| CO5 | Summarise the Feminist, Dalit and Queer critiques of historical knowledge | PO1, PSO2 | U | C | 10 | 4 | Assignment presentation |

| | | | | | | | |
|-----|--|--------------|---|---|----|---|-------------------|
| C06 | Produce a synopsis/ research paper/assignment for writing Dalit, Queer or Women's history | PO3, PSO6 | C | P | 10 | 6 | Group Discussions |
|-----|--|--------------|---|---|----|---|-------------------|

CORE PHSS 11121 DISSERTATION

Credit: 4

Course Outcomes:

CO1. Identify a research problem from various courses offered.

CO2. Design a research synopsis incorporating the frames and phases of dissertation.

CO3. Identify the relation between theoretical frameworks, methodologies and methods in research.

CO4. Relate the source obtained through the fieldwork with the theoretical frames of the discipline.

CO5. Applies hermeneutical tools to identify the veracity and vivacity of the source materials collected.

CO6. Categorizes and analyzes the sources using qualitative quantitative tools of analysis.

CO7. Prepares a monograph/dissertation based on the methodological framework of the discipline of hist

| CO | CO Statement | PO/ PSO | CL | KC | Class Sessions/Tutorial Hrs | Lab/ Field Hrs. | Assessment |
|-----|--|---------------|----|----|-----------------------------|-----------------|------------|
| CO1 | Identify a research problem from various courses offered | PO1\PSO2 | A | P | 8 | | Assignment |
| CO2 | Design a research synopsis incorporating the frames and phases of dissertation. | PO1,PO4\ PSO6 | A | M | 8 | | Seminar |
| CO3 | Identify the relation between theoretical frameworks, methodologies and methods in research. | PO1\ PSO6 | A | P | 6 | | Assignment |
| CO4 | Relate the source obtained through the fieldwork with the theoretical frames of the discipline. | PO1\ PSO2 | C | M | 0 | 10 | Assignment |
| CO5 | Applies hermeneutical tools to identify the veracity and vivacity of the source materials collected. | PO1\PSO6 | A | M | 10 | | Assignment |

| | | | | | | |
|-----|--|--------------|----|---|----|-------------------------|
| CO6 | Categorizes and analyzes the sources using qualitative quantitative tools of analysis. | PO1,PO4\PSO2 | An | M | 10 | Assignment presentation |
| CO7 | Prepare a monograph / dissertation based on the methodological framework of the discipline of history. | PO2\PSO6 | C | M | 20 | Presentation |

| SREE SANKARACHARYA UNIVERSITY OF SANSKRIT, KALADY | | | | |
|--|--------------------|---|------------------|---------------|
| DEPARTMENT OF HISTORY | | | | |
| SYLLABUS FOR MA PROGRAMME IN HISTORY BASED ON 'OUT COME BASED TEACHING LEARNING AND EVALUATION (OBTEL) JUNE 2019' ADMISSION ONWARDS | | | | |
| LIST OF ELECTIVE COURSES | | | | |
| SL.NO. | COURSE CODE | TITLE OF THE COURSE | ELECTIVES | CREDIT |
| 1 | PHS 11122 | HISTORY OF ARCHAEOLOGY IN INDIA: SELECT THEMES | “ | 4 |
| 2 | PHS 11123 | LITERARY TEXTS AND LITERARY PRODUCTION IN EARLY INDIA: INTRODUCTORY HISTORICAL STUDIES | “ | 4 |
| 3 | PHS 11124 | UNDERSTANDING SOCIAL HISTORY OF ART AND ARCHITECTURE: MEDIEVAL INDIA | “ | 4 |
| 4 | PHSS 11125 | HISTORY OF SCIENCE AND | “ | 4 |

| | | | | |
|----|------------------|---|---|---|
| | | TECHNOLOGY IN PRE-MODERN INDIA | | |
| 5 | PHS 11126 | THEMES IN INDIAN ENVIRONMENTAL HISTORY | “ | 4 |
| 6 | PHS 11127 | POPULAR STRUGGLES IN INDIA | “ | 4 |
| | | | | |
| 7 | PHS 11128 | WRITING WOMEN’S HISTORY IN INDIA | “ | 4 |
| 8 | PHS 11129 | REFORM AND RESISTANCE MOVEMENTS IN COLONIAL KERALA | “ | 4 |
| 9 | PHS 11130 | CONTEMPORARY KERALA | “ | 4 |
| 10 | PHS11131 | STUDYING MIGRATION AND DIASPORIC EXPERIENCES | “ | 4 |
| 11 | PHS11132 | PERSPECTIVES ON HISTORICAL WRITINGS ON INDIA | | |

PHS 11122 HISTORY OF ARCHAEOLOGY IN INDIA: SELECT THEMES

Credit: 4

Course Outcome

CO1: Understand the archaeological/material evidences for reconstructing changing historical contexts

CO2: Locate the changing phases of evolution of archaeological knowledge in India

CO3: Explain the material basis of religion and political power in early India

CO4: Evaluate the growth and development of archaeological excavations in India

CO5: Estimate epigraphs as texts of power

CO6: Differentiate the material evidences of specific time and region in early India

Module I From Antiquarianism to Archaeology

– Col. Colin Mackenzie and the Trigonometrical Survey of India – Alexander Cunningham and the first Archaeological Survey – Formation of the Archaeological Survey of India – Institutional history– Surveys, explorations, and excavations in different regions – Museums in India – Cunningham – James Burgess – John Marshall – Mortimer Wheeler – Post-Independent days – A. Ghosh - Bridget and Raymond Allchins – S. R. Rao – H. D. Sankalia – Paddayya – Recent trends in Indian archaeology

Module II Beginning of Epigraphy in India

The Asiatic Society of Bengal and interest in the pre-modern scripts of India – Col. Colin Mackenzie and the Mackenzie collection of manuscripts and epigraphs – James Prinsep and the pioneering attempts – Archaeological Survey of India and the Epigraphy Branch – British epigraphists –Indian epigraphists

Module III Archaeology and Epigraphy in Kerala

British colonial interests and Princely initiatives – Early explorations and excavations – Museums in Kerala – Kerala State and archaeology since 1956

Module IV **Approaching the Artefacts**

Historical processes and the material pasts – Strata and stratifications – problems in dating and ascriptions – Ceramics – Metal – Craft – Urban remains – Coins – sacred sites – Architecture and Art

Module V **Approaching the Epigraphs**

Ancient and early medieval scripts – Brahmi – Kharosthi – Tamil Brahmi – Vattezhuthu – Kolezhethu – decipherment and paleaography – Survey of Indian Inscriptions - Harappan – Mauryan – Post-Mauryan: Sunga, Kusana, Satavahana – Tamil Brahmi – Gupta and Post-Gupta - Land Grants – Northern, central Indian, Deccan and south India; Vatteluttu inscriptions from Kerala

Reference List:

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Varier, Raghava M. R. ed., *Kerala Archaeological Series*

Varier, Raghava M. R. ed. *Saindhavalipipathanangal ituvare*. Calicut: Mathrubhumi, 2011

| CO | CO Statement | PO/ PSO | CL | KC | Class Sessions/Tutorial Hrs | Lab/ Field Hrs. | Assessment |
|-----|---|----------------------|----|----|-----------------------------|-----------------|-----------------------|
| CO1 | Understand the archaeological/material evidences for reconstructing changing historical contexts. | PO1/ PSO1 | U | F | 14 | 0 | Assignment Seminar |
| CO2 | Locate the changing phases of evolution of archaeological knowledge in India | PO1/ PSO2 | An | M | 10 | 0 | Seminar |
| CO3 | Explain the material basis of religion and political power in early India | PO1,PO3, PO4/PSO3 | E | M | 6 | 6 | Assignment |

| | | | | | | | |
|-----|---|----------------|---|---|----|---|--------------------|
| CO4 | Evaluate the growth and development of archaeological excavations in India | PO4/PSO5 | C | M | 12 | 0 | seminar |
| CO5 | Estimate epigraphs as texts of power | PO1/PSO2, PSO2 | R | F | 14 | 0 | Assignment Seminar |
| CO6 | Differentiate the material evidences of specific time and region in early India | PO1,PO4 /PSO6 | C | M | 10 | 0 | Seminar |

Elective

PHS 11123 LITERARY TEXTS AND LITERARY PRODUCTION IN EARLY INDIA: INTRODUCTORY HISTORICAL STUDIES

Credit: 4

Course Outcome

CO1: Understand the historicity of Sanskrit texts

CO2: Identify the processes of discovering and rediscovering of texts

CO3: Interpret the layers of literary texts

CO4: Evaluate the Colonial attitudes to early Indian texts

CO5: Analyse the nationalist perceptions on early and early medieval texts

CO6: Explore the material and social milieu of specific early Indian texts

Module I **Discovery of Ancient Texts: The Pre-Modern Beginnings**

Medieval discoveries of ancient texts in Europe and Asia - Medieval uses of Greek and Latin –
Medieval Indian vernacular discoveries of the Sanskrit cosmopolis - Renaissance in Europe and
attitudes towards ancient literature and texts – Epigraphy, Paleography, Manuscripts

Module II **Modern Discovery of Early Indian Texts**

Early Modern European discoveries of Indian texts and literature – Mughal interactions with
Sanskrit and the Persian translations – Orientalism

British Orientalism and Indology – The English East India Company and the conquest of the
Indian sub-continent - Discovery of texts, religions and philosophies – The Indo-European,
Indo-Aryan, and the Aryan languages and peoples – The Madras School of Orientalism and the
Dravidian languages and peoples

Module III **Overview of Colonial Attitudes**

European constructions on India, its people, religion, languages, and society - Evolution of
Languages and Family of Languages

Module IV **Texts and Literary Productions**

Debate on From Sanskrit to Prakrits - From Prakrits to Sanskrit

From linguistics to critical editions and literary cultures – Literary production and patronage –
Texts and power in society – Courtly literature

Languages and the speakers – Languages and religions

Transmission and preservation of texts in context - Orality, manuscript traditions, and editions -
Chronology, Literary strata, and geography

Texts of power and texts for people: Sacred texts, didactic texts, texts for performance, and
heroic poetry

Module V **Approaching Select Corpus of Literary Texts**

Early and Later *Vedas* – *Dharmasatras* - Early Buddhist literature in Pali

The Epics

Buddhist-Hybrid Sanskrit - Prakrit texts - Jain Prakrit texts

Classical Sanskrit texts

Puranas

Tamil poetry in the south

Regional idioms and the growth of the vernacular

Reference List:

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**PHS 11124 UNDERSTANDING SOCIAL HISTORY OF ART AND ARCHITECTURE:
MEDIEVAL INDIA**

Credit: 4

Course Outcome

CO1: Locate the sites of art activity in medieval India

CO2: Understand the formation of architectural styles in specific regions and power groups

CO3: Analyse the architectural visuality as manifestations of power

CO4: Evaluate the iconographic programme involved in the production of medieval Indian sculptures

CO5: Trace the linkages of architectural forms with social stratification in medieval India

CO6: Identify modes of worship represented by religious architecture and iconographic programme

Module I Historiography and Concepts

Colonial Writings on medieval Indian art and architecture – The British ‘discovery’ of Indian art

– Transformation of objects into Indian Art – British attitudes to the art and heritage of India

Nationalist Interpretations of medieval Indian art – Nationalist attitudes to medieval Indian art –

Indian artists and art historians – The Bengal School

Modern Study of medieval Indian art history

Historical and cultural background – Religion, philosophy and aesthetics of Indian art –

Critique of dynastic or religious appellations to stages of Indian art - Chronology and style –

Nature of patronage

Module II Approaching Indian Architecture

Evolution of Structure and Style: The early medieval Temple: Early rock-cut temples: Northern India, the Deccan and South India

Evolution of the structural temples – Different regions and different styles – *Silpa* texts and classification of temple styles: *Nagara*, *Vesara* and *Dravida* – Locating the Brahmanical temple in medieval Indian history – Growth of the Puranic religion and cults – Temple as a socio-economic and political focal point – Visuality and symbols – Architecture and iconographic programme – Architecture and manifestations of power

Module III Art of the Surviving Built Environment: The Temples

Art and Architecture of the Medieval Temple in northern India: Chandella Art: temples of Khajuraho –Temples of Orissa: Bhubaneswar, Puri and Konark – Art of the Palas and Senas – Temples of Western India: Art of the Solankis – Jain temple-complex of Mount Abu in Rajasthan

Art and Architecture of the Medieval Temple in the Western Deccan: Temples of the Early Western Chalukyas: Aihole, Badami and Pattadakal – Hoysala Temples: Belur and Halebid

Structure and Style of the Temples of South India: Art of the Pallavas – Chola Art – Art of the Pandyas – Vijayanagara Art –Art of the Nayakas – Temple Styles in Kerala

Module IV Art of the Surviving Built Environment: Mosques, Forts, and Royal Residences

Structure and Style of Indo-Islamic Art and Architecture: The Sultanate Period; Urban planning – Regional styles of Deccan, Gujarat, Malwa and Bengal; The illuminated manuscripts

Phases in the evolution of Mughal architecture – Urban planning and the Bazar architecture; Mughal Paintings under Akbar and the later rulers – Patronage – Persian and European influences – Regional styles of painting

Module V Bronzes, Terracotta and Manuscripts

Early medieval Buddhist bronze sculpture: north and south India – Chola bronzes

Terracotta sculptures from northern, eastern and southern India

Buddhist and Jain illustrated manuscripts

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- Chakraverty, Anjan, *Indian Miniature Painting*. New Delhi: Roli Books, 2008
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- Michell, George, *Pattadakal: Monumental Legacy*. New Delhi: Oxford University Press, 2002
- Michell, George, *Architecture and Art of Southern India: The New Cambridge History of India*, Vol. 1:6. Cambridge: Cambridge University Press, 1995
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- Nagaswamy, R., *Mahabalipuram: Monumental Legacy*. New Delhi: Oxford University Press, 2008
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- Soundara Rajan A., *Temples of South India*. New Delhi: National Book Trust
- Nambirajan M., and Suresh, S., *Kerala Murals*, Archaeological Survey of India, 2015
- Thakurta, Tapati-Guha, *Objects, Monuments, Histories*. New Delhi: Permanent Black, 2004
- Thakurta, Tapati-Guha, *The Making of New Indian Art: Artists, Aesthetics and Nationalism in Bengal 1850-1920*. Cambridge: Cambridge University Press, 1992
- Tömöry, Edith, *A History of Fine Arts in India and the West*. Orient Longman, 2004
- Verghese, Anila, *Hampi: Monumental Legacy*. New Delhi: Oxford University Press, 2010

| CO | CO Statement | PO/ PSO | CL | KC | Class Sessions/Tutorial Hrs | Lab/ Field Hrs. | Assessment |
|-----|--|----------------------|----|----|-----------------------------|--------------------|-----------------------|
| CO1 | Locate the sites of art activity in medieval India. | PO1/ PSO1 | U | F | 14 | 0 | Assignment Seminar |
| CO2 | Understand the formation of architectural styles in specific regions and power groups | PO1/ PSO2 | An | M | 10 | 0 | Seminar |
| CO3 | Analyse the architectural visibility as manifestations of power | PO1,PO3, PO4/PSO3 | E | M | 6 | 6 | Assignment |
| CO4 | Evaluate the iconographic programme involved in the production of medieval Indian sculptures | PO4/PSO5 | C | M | 12 | 0 | seminar |
| CO5 | Trace the linkages of architectural forms with social stratification in medieval India | PO1/PSO2, PSO2 | R | F | 14 | 0 | Assignment Seminar |
| CO6 | Identify modes of worship represented by religious architecture and iconographic programme | PO1,PO4 /PSO6 | C | M | 10 | 0 | Seminar |

PHSS 11125 HISTORY OF SCIENCE AND TECHNOLOGY IN PRE-MODERN INDIA

Credit: 4

Course outcome:

Co1. Understand the reference and writings on science and technology in Pre Modern India

Col 2. Understand the state of science and technology in Pre Vedic period.

Col 3. Analyze the development of astronomy and mathematics in Vedic, post Vedic and medieval period.

Col 4. Evaluate the state of medicine in Vedic, post Vedic and medieval India.

Col 5. Understand the position of chemistry and metallurgy in Pre modern India.

Co 6 Evaluate the development of agriculture in Pre modern India

Module I

Historiography

Archeological source –pottery, implements, tools, literary source - sanskrit works, vedic literature, budhist and jain sources, non canonical source, arthasastra, charakasamhitha , susruthasamhitha, belasamhitha, brihatsamhitha, Persian and Arabic sources, modern writers josephneedham, DN Bose , SN Sen

Module II

Science in Pre vedic period ,invention of agriculture, and impact, Harappan engineering ,town planning , chemistry, metallurgy, pre vedic medicine.

Module III

Astronomy and mathematics, sulbasutra, Boudhayana, Katyayana, bakshali

Manuscript ,Mathematicians and astrnomers, Aryabatta, Varahamihira, Brahmagupta,

Baskara, development in medieval period –Albiruni ,Raja jai sing II ,observatories, kerala school of astronomy and mathematics

Module IV

Vedic Medicine , development of Ayurveda, medical knowledge in samhitas, eight section of Ayurveda medicine in medieval period, unani, rasachikitsa, latro –chemistry, kerala school of medicine, panchakarma, ashtavaidyans .

Module V

Chemistry and metallurgy, ironsmelting, pottery, temples, metal works, aranmula metallic mirror, gold works, cooling devices, distillation liquor, cosmetic and perfumery, gun powder and pyrotechnics, dyeing, paper manufacturing , military technology, weaponry, ship building.

Module VI

Agriculture in pre modern India- land, crops, irrigation, wels, canals, tanks, irrigation devices ,introduction of new crops in medieval period , grafting techniques ,irrigation devices of medieval period- noria, Persian wheel, sericulture, textile technology, mugal gardens, vrikshayurveda.

Reading List :

1. D.M. Boss (ed), A Concise History of Science in India, INAS, New Delhi
2. D. Chattopadhyaya (ed), Studies in the History of Science in India Vol. I & II
3. A. Rahman (ed), Science and Technology in Medieval India, INSA New Delhi 1982
4. Shereen Ratnakar, Understanding Harappa's civilization in the greater Indus valley, Toolika New Delhi 2001.

5. D. Chattopadhyaya History of Science and Technology in Ancient India, Calcutta, 1996.
6. K.G. Paulose (ed) Scientific Heritage of India – Mathematics. Govt. Sanskrit College, 1991
7. A People's History of India: Technology in Medieval India, c. 650-1750, Toolika Books, 2016
8. A Rahman (ed) Science and Technology in Indian Culture : A Historical Perspective, NISTADS, New Delhi, 1984
9. Chandra, Sathish, medieval India from sultanate to the mugals (part I)
10. Mukhia, Harbans, perspectives on medieval Indian History.
11. Nizami K.A, On History and Historians of medieval India.
12. Jaffer F.M, Some cultural aspects of Muslim Rule in India.
13. Bose DN (ed) A concise history of science in India, Indian National Science Accadamy, 2009
14. Basham A.L, (ed), The Illustrated cultural History of India, OUP, New Delhi, 2007.
15. Das, S.K, The Jaina school of Astronomy, IHQ, 1934.
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17. Dharmapal & Majumdar R.C, Advance History of India, Macmillan, New Delhi.
18. Rahman (ed) History of Indian Science, Technology and Culture, AD 1000-1800, OUP, New Delhi 1999.

| CO | CO Statement | PO/P SO | CL | KC | Class Sessions/ Tutorial Hrs | Lab/ Field Work Hours | Assessment |
|----|--|-------------------------|----|-----|------------------------------------|--------------------------------|------------------------|
| 1 | Understand the reference and writings on science and technology in Pre Modern India | PO 1, PSO 1, PSO2 | U | F | 10 | - | Seminar |
| 2 | Understand the state of science and technology in Pre Vedic period. | PO 1, PSO 2 | R | F | 11 | - | Assignment |
| 3 | Analyze the development of astronomy and mathematics in Vedic, post Vedic and medieval period. | PO 1, PSO3 | A | M | 14 | - | Seminar |
| 4 | Evaluate the state of medicine in Vedic, post Vedic and medieval India. | PO 1, PSO1, PSO3 | E | P | 15 | - | Seminar, Assignment |
| 5 | Understand the position of chemistry and metallurgy in Pre modern India. | PO 1 PSO 3 | E | M | 10 | - | Seminar, Assignment |
| 6 | Evaluate the development of agriculture in Pre modern India | PO1, PO4, PSO2 | A | P,M | 12 | - | Seminar, Assignment |

PHS 11126 Themes in Indian Environmental History

Credit :4

Course Outcome

CO1: *Understand the evolution of the discipline of Environmental History in Indian Historiography.*

CO2: *Analyze the trajectories of transition in the environments from pre-modern periods to contemporary times.*

CO3: *Evaluate the relationship between the colonial environmental policies and indigenous communities.*

CO4: *Demonstrate a sense of responsibility towards idea of sustainable development for the future generations.*

CO5: *Locates the environmental movements in Post-colonial India and its relations in contemporary times.*

CO6: *Prepare a research design using the theoretical frames of Environmental History.*

Module I

Environment and Ecology; why Environmental History; Environmental histories: Origins and core issues; colonial perspectives and historiography; writings of Brandis, Cleghorn, Ribbentrop and Stebbing; Approaches of Indian historians- Ramachandra Guha and Gadgil thesis; Modes of resource use framework; contestations from Richard Grove; recent scholarships

Module II

Indian environmental history-locating early societies and economies; iron, forest clearance and the expansion of agriculture; pre-colonial attitude towards the natural world; sacred groves; emergence of political hierarchies and state monopolies- the Mauryas, the Guptas, the Mughals- canal irrigation; ship building, royal hunting,

Module III

The changed scenario- the advent of the Europeans- Colonialism as a watershed in Indian environmental history; Mapping and categorizing-governing landscapes; the question of deforestation; Indian forests, ship building and railways, Forest legislations, botanical gardens, and plant transfer; emerging plantations; construction of canals and canal irrigation; expansion of agriculture and creation of ‘wastelands’; ecological imperialism; contestations over the natural world; British raj and the indigenous communities

Module IV

Indian environment in post-colonial times- continuities from the colonial period; industrialization, hydro-electric and nuclear power projects, mines, dams and biospheres, neo-imperialism and the environment, creation of special economic zones; emergence of environmental movements-Chipko, Narmada BachavoAndolan, Plachchimada- Ecological nationalisms; women and indigenous communities in environmental historiesand movements.

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- Arnold, David, and Guha, Ramachandra, (eds.), *Nature, Culture, Imperialism: Essays on the Environmental History of South Asia* (Delhi: Oxford University Press, 1995)
- Baviskar, Amita, *In the Belly of the River: Tribal Conflict over Development in the Narmada Valley* (Delhi: Oxford University Press, 1995)
- Bhattacharya, Neeladri, *The Great Agrarian Conquest: The Colonial Reshaping of a Rural World* (Delhi: Permanent Black, 2018)
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- Hughes, Julie, *Animal Kingdoms: Hunting, the Environment, and Power in the Indian States* (Delhi: Permanent Black, 2013)
- Philip, Kavitha, *Civilizing Natures: Race, Resources, and Modernity in Colonial South India* (New Delhi: Orient Longman, 2003)
- Rangarajan, Mahesh, *Fencing the Forest: Conservation and Ecological Change in India's Central Provinces, 1860-1914* (Delhi: Oxford University Press, 1996)
- Rangarajan, Mahesh, *Nature and the Nation* (Delhi: Permanent Black, 2015)

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Sing, Chetan, *Natural Premises: Ecology and Peasant Life in the Western Himalayas 1800-1950* (Delhi: Oxford University Press, 1998)

Sivaramakrishnan, K., *Modern Forests: Statemaking and Environmental Change in Colonial Eastern India* (Delhi: Oxford University Press, 1999)

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Sundar, Nandini, *Subalterns and Sovereigns: An Anthropological History of Bastar, 1854-1996* (Delhi: Oxford University Press, 1997)

Vora, Rajendra, *The World's First Anti-Dam Movement: The Mulshi Satyagraha 1920-1924* (Ranikhet: Permanent Black, 2009)

Whitcombe, Elizabeth, *Agrarian Conditions in Northern India: The United Province under British Rule, 1860-1900* (Berkeley: University of California Press, 1972)

| CO | CO Statement | PO/ PSO | CL | KC | Class Sessions/Tutorial Hrs | Lab/ Field Hrs. | Assessment |
|------------|---|----------------------|-----------|-----------|------------------------------------|------------------------|-----------------------|
| CO1 | Understand the evolution of the discipline of Environmental History in Indian Historiography. | PO1/ PSO1 | U | F | 14 | 0 | Assignment Seminar |
| CO2 | Analyze the trajectories of transition in the environments from pre-modern periods to contemporary times. | PO1/ PSO2 | An | M | 10 | 0 | Seminar |
| CO3 | Evaluate the relationship between the colonial environmental policies and the indigenous communities. | PO1,PO3, PO4/PSO3 | E | M | 6 | 6 | Assignment |
| CO4 | Demonstrate a sense of responsibility towards idea of sustainable development for the future generations. | PO4/PSO5 | C | M | 12 | 0 | seminar |
| CO5 | Locates the environmental movements in Post-colonial India and its relations in contemporary times. | PO1/PSO2, PSO2 | R | F | 14 | 0 | Assignment Seminar |
| CO6 | Prepare a research design using the theoretical frames of Environmental History. | PO1,PO4 /PSO6 | C | M | 10 | 0 | Seminar |

PHS 11127 POPULAR STRUGGLES IN INDIA

Credit: 4

Course Outcome:

CO1: Understand the historiography of Popular struggles in India.

CO2: Evaluate the characteristics and classification of Peasantry.

CO3: Understand the impact of colonial rule and the changing agrarian scene in India.

CO4: Analyse the Early Peasant uprisings in India.

CO5: Evaluate the role of Peasantry in Indian national movement.

CO6: Understand the Left led Peasant movements and its impact.

CO7: Analyse the changes in land tenurial structure after independence.

Module:1

Historiography of popular struggles—Peasantry—sources—definition—characteristics and classification of Peasantry—Karl Marx—Mao Tse Tung-Theodore Shanin—Daniel Thorner- - Ranajit Guha—Hansa Alavi—Dhanagare-Antonio Gramsci -Eric Stokes and others.

Module:II

Impact of colonial rule—changing Agrarian scene—peasant uprisings between 1760 and 1860—Laik uprising—Sanyasi Rebellion--Chuar uprising—Santhal Insurrection—Kols of Chota Nagpur—Munda Ulgular—post 1857 scene—Indigo Revolt—Peasant unrest in Poona and Ahmedabad 1875—Agrarian conflict Conflicts in Malabar.

Module:III

Peasantry and Indian National movement—caste structure—awareness and the Dalits—Rural struggles—Gandhi and peasantry—Gandhian modes of struggle—Champaran satyagraha—Kheda movement—Bardoli—Eka movement in UP—Agrarian relations and Agrarian conflict—Malabar rebellion.

Module:IV

Peasantry and the Left movements—All India Kisan Sabha—Thebhaga—Telungana—Kayyur riot---Morazha incident—Punnappa vayalar insurrection—Peasant women in organised struggles—Independence and changes in land tenurial structure—Naxalbari movement—Environment movements and Peasant and Tribal resistance.

Reference List

A R Desai(Ed), *Peasant Struggles in India*, Oxford University Press, Delhi,1979.

D N Dhanagare , *Peasant Movements in India -1920-1950*, Oxford University Press, Delhi, 1991.

M S A Rao (Ed), *Social Movements in India*, Manohar Publications, New Delhi, 2000.

Ranajit Guha, *Elementary Aspects of Peasant Insurgencies in Colonial India*, OUP, Delhi, 1983

Ranajit Guha, *A Subaltern Studies Reader 1986—1995*, Oxford University Press, New Delhi, 2000.

Sumit Sarkar , *Modern India 1885-1947*, Macmillan, Delhi, 1983

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Antonio Gramsci, *Selections from Prison Note Books*, Published by Lawrence & Wishart, London, 1971.

Kapil Kumar , *Peasants in Revolt*, Manohar Publications, New Delhi, 2003.

Sunil Sen, *Peasant Movements in India*, Published by K.P Bagchi, Delhi, 1982.

K N Panikkar, *Against Lord and State—Religion and Peasant uprisings in Malabar,1836—1921*, Oxford University Press, Delhi, 1992.

P.Radhakrishnan, *Peasant Struggle, Land Reforms and Social Change 1836—1982*, Sage Publications, New Delhi, 1989.

Mridula Mukherjee, *Peasant's in India's Non Violent Revolution – Practice and Theory*, Sage Publications, New Delhi, 2004.

Ranajit Guha, *Subaltern Studies Vol.I-VI*, Oxford University Press, Delhi, 1983.

Bipan Chandra, *Nationalism and Colonialism in Modern India*, Orient Longman, New Delhi, 2003.

Bipan Chandra(Ed), *Indias struggle for Independence*, Penguin Books, New Delhi, 1988.

A R Desai(Ed), *Peasant Struggles in India*, Oxford University Press, Delhi,1979.

D N Dhanagare , *Peasant Movements in India -1920-1950*, Oxford University Press, Delhi, 1991.

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- M.Gangadharan, *Malabar Rebellion*, D C Books, Kottayam, 2008.
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- T.K.Ravindran, *Institutions and Movements in Kerala History*, Charitham Publications, Trivandrum, 1978.
- E K G Nambiar (Ed), *Agrarian India-- Problems and Perspectives*, Association of Peasant Studies, University of Calicut, 1999.
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- A R Desai, *Agrarian struggles in India after Independence*, Oxford University Press , Delhi, 1986.
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K.K.N. Kurup, *Kayyur Riot- A Terrorist Episode in the Nationalist movement in Kerala*, Sandhya publications, Calicut, 1978.

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Ray Ravindran, *Naxalite and their Ideology*, Oxford University Press, Delhi, 1992.

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K.Ajitha, *Ormakurippukal* (Mal), National Book Stall, Kottayam, 1994.

Prakash Singh, *Naxalite Movement in India*, Rupa, Delhi, 1995.

| CO | Course Outcomes | PO/ PSO | CL | K C | Class Sessions/Tutori al Hours | Lab/ Field Hrs | Assessment |
|-----------|--|--------------------|-----------|----------------|---|-------------------------------|-----------------------|
| CO1 | Understand the historiography of Popular struggles in India. | PO 1 PSO 5 | U | F | 10 | | Seminar Assignment |
| CO2 | Evaluate the characteristics and classification of Peasantry. | PO1 PSO 3 | E | P | 10 | 2 | Seminar |
| CO3 | Understand the impact of colonial rule and the changing agrarian scene in India. | PO1 PSO 5 | U | F | 10 | 2 | Seminar |
| CO4 | Analyse the Early Peasant uprisings in India. | PO3 PSO 2 | A | P | 10 | | Seminar |
| CO5 | Evaluate the role of Peasantry in Indian national movement. | PO1 PSO 3 | E | P | 8 | | Seminar |
| CO6 | Understand the Left led Peasant movements and its impact. | PO1 PSO 5 | U | C | 10 | | Seminar |
| CO7 | Analyse the changes in land tenurial structure after Independence. | PO3 PSO 2 | A | P | 10 | | Seminar |

PHS 11128 Writing Women's History in India

Course Outcome:

credit:4

CO1. Understand the methodological departures in conventional history making to enable writing on gender relations in India

CO2. Differentiate the historical writing on women in ancient, medieval and modern periods

CO3. Evaluate the nature of the modern constructions of womanhood

CO4. Differentiate the social reform debates and the missionary discourses on women

CO5. Determine the departures that happened with the coming of modernity in family and sexual norms regarding women

CO6. Critique the power presences involved in writing androcentric histories

Module I: Why a History of Women?

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

Module II: Gender Relations in the First Millennium

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

Module III: Gender Relations in the Second Millennium

Seeing the invisible- colonial constructions of the 'dark' Medieval Age with women as passive victims- attempts to move out of victimhood representations- locating gendered lives in medieval times.

Module IV: Gender and Social Reform

Social reform initiatives- community re-organisations- evolution of the 'women's question'- 're-forming' women- agenda of domesticity – morality and progress -shaping of the 'modern' Indian woman.

Module V: Gender and Nationalism

Nation in the making- construction of the masculine, Hindu nation - women as signifiers of the 'nation'- Gandhi and women-meanings of participation in the national movement.

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| CO | Outcome Statement | PO/PS O | CL | K C | Class sessions (approx.) (Hrs) | Lab session/ Field visits (Hrs) | Assessment |
|-----|---|--------------|----|--------|---|---|--|
| CO1 | CO1. Understand the methodological departures in conventional history making to enable writing on gender relations in India | PO1, PSO3 | U | C | 10 | 0 | Written assignment and oral presentation |
| CO2 | Differentiate the historical writing on women in ancient, medieval and modern periods | PO1, PSO4 | An | F | 12 | 0 | Tutorials assignment and presentation |
| CO3 | Evaluate the nature of the modern constructions of womanhood | PO1, PSO2 | E | C | 12 | 0 | Tutorials ,assignments and discussion |
| CO4 | Differentiate the social reform debates and the | PO1, | An | C | 16 | 6 | Book review, |

| | | | | | | | |
|------|--|----------------|----|---|----|---|-------------------------|
| | missionary discourses on women | PSO2, PSO3 | | | | | assignment discussion, |
| CO 5 | Determine the departures that happened with the coming of modernity in family and sexual norms regarding women | PO1, PSO2 PSO4 | An | C | 10 | 4 | Assignment presentation |
| C06 | Critique the power presences involved in writing androcentric histories | PO4, PSO3 | E | C | 10 | 6 | Group Discussions |

PHS 11129 REFORM AND RESISTANCE MOVEMENTS IN COLONIAL KERALA

Credit: 4

Course Outcomes:

CO1. Understand the colonial interventions and engagements in modern Kerala.

CO2. Evaluate the social reform movement that reconfigured Kerala society.

CO3. Analyze the formation of caste organizations and Identity Politics of Kerala.

CO4. Understand the processes of political agitations that formulated democratic platforms in Kerala and transforms Keralites towards a responsible citizen.

CO5. Locate national movement in the map of modern Kerala.

CO6. Trace the historical background of the formation of Kerala State.

Module-I

British Occupation of Malabar- Introduction of English Education- Missionary activities- LMS- CMS and Basel Mission-. Early Revolts- Veluthampi and Paliyath Achan- Pazhassi Revolt- Kurichiya Revolt.

Module- II

Movements against Social disabilities- Shanar Agitation- Sree Narayana Guru- Chattampi Swamikal- Ayyankali-Sahodaran Ayyappan- Vakkom Moulavi- V.T. Bhattathiripad- Brahmananda Swami Sivayogi- Vaghbhatananda- Poykayil Yohannan and others.

Module III

Role of Caste Organizations- SNDP- NSS- Sadhujana Paripalana Sangham- Yogakshema Sabha- Muslim Educational Society- Movement for Temple Entry- Vaikkom and Guruvayoor Satyagraha. Temple Entry Proclamation- Developments in Travancore- Memorials- Abstention Movement- Travancore State Congress- Kochi Rajya Prajamandalam.

Module IV

National Movement in Malabar- Congress Khilafat Activities- Rebellion of 1921- debate over its nature- Congress Socialist Party- Peasant and working class Movements- Communist Party- Kayyur, Karivellur and Punnapra Vayalar- Aikya Kerala Movement- Different stages- Formation of Kerala State.

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| CO | CO Statement | PO/ PSO | CL | KC | Class Sessions/Tutorial Hrs | Lab/ Field Hrs. | Assessment |
|------------|---|--------------------|-----------|-----------|--|--------------------------------|-----------------------|
| CO1 | Understand the colonial interventions and engagements in modern Kerala. | PO1, PSO5 | U | F | 10 | 0 | Assignment |
| CO2 | Evaluate the social reform movement that reconfigured Kerala society. | PO1, PSO3 | E | P,M | 10 | 4 | Seminar |
| CO3 | Analyze the formation of caste organizations and Identity Politics of Kerala. | PO3, PSO2 | An | P | 10 | | Seminar |
| CO4 | Remember the processes of political agitations that formulated democratic platforms in Kerala and transforms Keralites towards a responsible citizen. | PO6, PSO5 | Re | F | 12 | 2 | Seminar Assignment |
| CO5 | Locate national movement in the map of modern Kerala. | PO1, PSO2 | C | P,M | 12 | | Assignment |
| CO6 | Trace the historical background of the formation of Kerala State. | PO1, PSO4 | An | P | 12 | | Assignment Seminar |

PHS 11130 CONTEMPORARY KERALA

Credit: 4

Course Outcomes:

Credit: 4

CO1 Trace the historical background of the formation of the Kerala State

CO2 Understand the historical legislations that contributed towards a more egalitarian society in Kerala

CO3 Analyze the concept of Kerala Model of Development

CO4 Understand how in Kerala decentralized planning was implemented through people's planning

CO5 Understand the effects of migration on Kerala society and economy

CO6 Trace the events and movements that had a major impact on contemporary Kerala society to promote further researches in the period of study

MODULE I

FORMATION OF LINGUISTIC STATE

Aikya Kerala Movement- Formation of Kerala state --- First Communist Ministry- Progressive Legislations – Agrarian Relations Bill – Education Bill – Administrative Reforms Committee Report – The so called ‘Liberation Struggle’ – Dismissal of Ministry – Coalition politics.

MODULE II

BECOMING A ‘MODEL STATE’

What is Kerala Model Development – Paradigms of Kerala Model -- Achievements of Kerala Model of Development- High literacy and Education- Health Care- Debate on the nature and limits of Kerala Model.- Decentralized planning- The Kerala experiment-People's Planning. - Decentralized planning and women empowerment. *Kudumbasree* Mission

MODULE III

THE KERALA EXPERIENCE

Migration - History and theory of internal Migration - Directions, dimensions and effects - Gulf Migration- Impact of Gulf Money -Sustainable growth and the problem of ecology –Endosulfan-Silent Valley – Plachimada - Issues in Education Sector – Governmental withdrawal- Self Financing institutions- Popular movements-Co-operative Movement –Dinesh and Uralungal Labor Contract society- Peoples Science Movement - Literacy movement ,

MODULE IV

KERALA IN RECENT PAST

Caste and Politics - Caste, religion and political coalitions.- Communalism in Kerala.- Adivasis-Land Question-Muthanga and Chengara Gender issues in plantations- Munnar Plantation strike *Pempilaiorumai*- Challenge to Secularism - Immigrant labourers and neoliberal Keralam.

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| CO | CO Statement | PO/P SO | CL | KC | Class Sessi ons/ Tutor ial Hrs | Lab/ Field Wor k Hour s | Assessment |
|----|---|------------------------------|---------|------|---|--|--------------------------|
| 1 | Trace the historical background of the formation of the Kerala State | PO 1, PSO2 | R | F | 12 | | Seminar, Assignment |
| 2 | Understand the historical legislations that contributed towards a more egalitarian society in Kerala | PO 1, PO3, PSO 2 | U | F,M | 10 | | Seminar |
| 3 | Analyze the concept of Kerala Model of Development | PO 1, PSO2 | A | M | 10 | | Seminar |
| 4 | Understand how in Kerala decentralized planning was implemented through people's planning | PO 1 PO4, PSO1 PSO5 | U | F, M | 8 | 4 | Seminar, Field Report |
| 5 | Understand the effects of migration on Kerala society and economy | PO1 PO4 PSO1 , | E | M | 14 | | Assignment |
| 6 | Trace the events and movements had a major impact on contemporary Kerala society to promote further researches in the period of study | PO1 PO4 PSO1 PSO6 | R, A | P, M | 14 | | Seminar |

PHS 11131 STUDYING MIGRATION AND DIASPORIC EXPERIENCES

COURSE LEARNING OUTCOMES:

CO1. Understand the historical processes that cause migration and the creation of Diasporas in the context of Indian history

CO2. Infer how the nature of the community itself undergoes change through different stages of its historical development

CO3. Differentiate the two categories of Diaspora, including groups of people who have come from outside India and have formed Diasporas in India and Indian Diaspora communities in other parts of the world.

CO4. Understand the latest historical and archaeological research to upgrade understanding of the history of cultural contacts and exchange.

CO5. Summarise the sources- inscriptional, textual and archaeological- that helps trace the diasporic presence

CO6. Analyse the connections of Colonialism with Diasporic experience in the modern period

Module I: Defining Diaspora and Migration

Different kinds of migrations- forced and voluntary- ‘push and pull factors’- secondary and tertiary migrations- chain migration trends- defining Diaspora- prerequisites like primordial ethnic traits in the homeland- formation of diasporas- shared features of identity- crystallization of concepts like ‘home’ and ‘homeland’- need for organization- hybridization-Jewish and Greek models- diasporas in the modern age in the context of imperialism, colonialism and rise of nation-states- millet system under the Ottoman Empire- diasporas in the age of globalization

Module II: Indian Diasporas Abroad

Lack of information before Early Historical period- inability to decipher Indus script- lack of precise information on Indian trade diasporas in Mesopotamia and Persian/Arabian Gulf region- Eastward movement of Buddhist monks in fifth century B.C.E. after death of Gautama Buddha- Evidences for Indian Diaspora in Roman Egypt and Southern Arabia- Indian traders in Central Asia during Kushan Empire- Indian merchant Diaspora in Southeast Asia especially during the Chola period- North Indian and Tamil Diasporas in Sri Lanka- Settlements of Indians in Malaya and Burma- Indians from western India especially Sindhis and Kutchis in Africa and West Asia- Indian indentured labour in Africa and West Indies during British colonial period- Involvement of Sindhis from Hyderabad (in Sindh) in the colonial global economy in the late-nineteenth and

early-twentieth century- Gujarati and Punjabi Diasporas in the United Kingdom and North America- Malayalee Diaspora in the Arab Gulf states- Migration of Indian professionals and skilled workers in the globalized world

Module III: Foreign Diasporas in India

Ionian Greek colonies under Persian Achaemenid Empire in North-West India- Alexander's invasion- Indo-Greek kingdom- Bene Israel Jews on Konkan coast- Palmyrene merchants in the Indus region- Traders from Roman Egypt involved in pepper trade with South India- Persian Nestorian Christian traders at Kollam- Tarisapalli grant with signatures of Persian Christians, Persian Jews and Arab Muslims- Zoroastrians or Parsis from Persia- Malabari Jews in Kerala- Siddis or people of African descent in coastal regions of India and later in the hinterland- Paradeshi Jews in Kerala- Hadrami Sayyid networks from Yemen in South India- Europeans- Baghdadi Jews- Chinese invasion of Tibet, escape of Dalai Lama and Tibetan Diaspora in India- Afghan Diaspora

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ELECTIVE COURSE: STUDYING MIGRATION AND DIASPORIC EXPERIENCES

| CO | Outcome Statement | PO/PS O | CL | K C | Class sessio ns (appr ox.) (Hrs) | Lab session/ Field visits (Hrs) | Assessment |
|-----------|---|--------------------|-----------|----------------|---|--|--|
| CO1 | Understand the historical processes that cause migration and the creation of Diasporas in the context of Indian history | PO1, PSO1 | U | C | 10 | 0 | Written assignment and oral presentation |
| CO2 | Infer how the nature of the community itself undergoes change through different stages of its historical development | PO1, PSO2 | U | C | 12 | 0 | Tutorials assignment and presentation |
| CO3 | Differentiate the two categories of Diaspora, | PO1, PSO2 | An | C | 10 | 0 | Tutorials ,assignments and discussion |

| | | | | | | | |
|-----|---|--------------------|----|---|----|----|--|
| | including groups of people who have come from outside India and have formed Diasporas in India and Indian Diaspora communities in other parts of the world. | | | | | | |
| CO4 | Understand the latest historical and archaeological research to upgrade understanding of the history of cultural contacts and exchange | PO1, PSO6, PSO4 | U | F | 10 | 6 | Book review, assignment discussion, |
| CO5 | Summarise the sources- inscriptional, textual and archaeological- that helps trace the diasporic presence | PO1, PSO4 | U | F | 10 | 10 | Fieldwork presentation |
| CO6 | Analyse the connections of Colonialism with Diasporic experience in the modern period | PO1, PO3 PSO2 PSO4 | An | C | 10 | | Assessment of synopsis/ research paper/ assignment / |

Course Outcomes:

Credit: 4

CO1 Understand the shifts in colonial reading of India's ancient past and the historicity of early Indian writings

CO2 Locate the historicity of early writings in India literature

CO3 Trace the historiographical genres of Medieval India and its chronicling by the colonial historiographers

CO4 Analyze expositions and impact of Oriental constructions on the writing of Indian history

CO5 Evaluate the Imperial historiographical traditions and its objectives

CO6 Estimate the Nationalist, Marxist and Subaltern writings on India

Module I

Reading India's Ancient Past: Colonial perspectives on India's sense of History - Notion of Time -Alternative ways of looking at India's history, Historicity of early writings in India - *Gatha, Narasamsi, Akhyana, Akhyayika, Ithihasa, Puranas* - Traditions of poet families - Reflections of society in early writings - From Tribe to State-Mahabharata as a reflection of a society in transition - Ramayana as a text legitimating State and Society - Consolidation of Kingship- Heroic Historiography – *Harshacharita* - Feudal Processes and their exposition in *Rajatarangini* - Propaganda for Centralized Monarchy –Colonial acknowledgement of *Rajatarangini* as a 'work of history'.

Module II

Writing Medieval Indian History: Chronicling Medieval India by British Historians -

Mountstuart Elphinston, James Tod, James Grant Duff and H H Wilson,

Turko-Persian Historiography –*Tabaqat, Manaqib* and *Tarikh* forms of history writing,

Theocratic concept of history - Ziya ud din Barauni.

Mughal Historiography- Royal Autobiographies and Biographies - Comparisons of two works on Akbar - Abdul Qadir Badauni and Abul Fazl.

Module III

‘Discovery of India’s Past’- Oriental expositions on India- Asiatic Society of India –limitations of the ‘Opening up of India to the West’- Impact of Oriental constructions of India’s past- Archaeological breakthrough in writing India’s past – Princep and Cunningham, Relations of power and knowledge in colonial writings on India - ‘Great men’ theories- James Mill and his periodization of Indian History- Vincent Smith and his pro-Greek bias.

Module IV

Broadening the knowledge bases on India: Nationalist Historiography –R.G.Bhandarkar – the nationalist response to the colonial perception of India’s backwardness- concept of golden age –glorification of India’s past–R.K.Mookerji, K.P.Jayaswal, R.C.Majumdar– beginnings of Hindu Muslim divide

Departures: Marxian traditions of historical writing - D.D.Kosambi, R.S.Sharma, Romila Thapar, Irfan Habib and K N Panikkar

Questioning the knowledge bases of modernist history – critique of objectivity and elitism- Subaltern Studies - a move away from elitist history

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| CO | CO Statements | PO/PSO | CL | KC | Class Sessions/ Tutorial Hrs | Lab/ Field Work Hours | Assessment |
|----|--|-----------------|----|----|------------------------------|-----------------------|---------------------|
| 1 | Understand the shifts in colonial reading of India's ancient past and the historicity of early Indian writings | PO 1, PSO3 | U | F | 8 | -- | Seminar |
| 2 | Locate the historicity of early writings in India literature | PO1, PSO2 PSO3 | R | F | 12 | -- | Assignment |
| 3 | Trace the historiographical genres of Medieval India and its chronicling by the colonial historiographers | PO 1, PSO2 PSO3 | A | M | 15 | -- | Seminar |
| 4 | Analyze expositions and impact of Oriental constructions on the writing of Indian history | PO1 , PSO2 | A | M | 12 | -- | Seminar |
| 5 | Evaluate the Imperial historiographical traditions and its objectives | PO 1, PSO2 | E | M | 10 | -- | Seminar, Assignment |
| 6 | Estimate the Nationalist, Marxist and Subaltern writings on India | PO1 , PSO3 PSO5 | E | M | 15 | -- | Seminar, Assignment |