## List of Courses

**M.Phil. History**

**List of Courses (Academic Year 2007 – 2008 Onwards)**

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<tr>
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PONDICHERRY UNIVERSITY
DEPARTMENT OF HISTORY

CHOICE BASED CREDIT SYSTEM

M.PHIL. HISTORY (SEMESTER SYSTEM)
COURSE CURRICULUM

I SEMESTER

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II SEMESTER

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<td>TOTAL</td>
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COURSE OBJECTIVES
This course is intended to familiarize the students with approaches to historical studies in the twentieth century with a focus on prominent Western historians and on the development of historical writing in modern India. It examines the development of economic history in Europe, the idea of a new history in the USA, the attempt at total history by the Annales historians in France and some of the philosophies of history. It makes a critical evaluation of the impact of Orientalism on Indian historiography, the Imperialist, Nationalist, Marxist and Subaltern schools of thought and their influence on the writing and interpretation of Indian history.

COURSE CONTENT

Part I: Historiography in the Western World

Unit 1: Introduction to twentieth century historiography.


Unit 3: The New History Movement in the United States of America: F.J. Turner, J.H.Robinson, C.A. Beard


Unit 5: Philosophies: Benedetto Croce, R.G. Collingwood, A.J. Toynbee

Part II: Historiography in India

Unit 6: Imagining India: Orientalist, Utilitarian and Imperialist Perspectives

Unit 7: Nationalist Historiography: The Foundational School, Romantic Orientalists and Economic Nationalists

Unit 8: Marxist Historiography: D..D.Kosambi, Romila Thapar, Bipan Chandra

Unit 9: Subaltern Historiography: Critique of previous trends, Salient features, Contribution of Ranajit Guha, Criticism of the Subaltern approach

Unit 10: Beyond the Altakerian Paradigm: Trends in Women’s History
SUGGESTED READINGS


Cohn, Bernard S. *Colonialism and its Forms of Knowledge*. Delhi, 1997.


Department of History
PONDICHERY UNIVERSITY

HIST 612: HISTORICAL METHODS AND THE PRACTICE OF HISTORY
(HARD CORE – FOUR CREDITS)

COURSE DESCRIPTION

This course seeks to familiarise the students with the nature of history and the methods of enquiry in the writing of history. The sources for writing history, varieties of history and debates in Indian history are the topics intended to give students a thorough knowledge of the practice of history and the ongoing research in the field of Indian history.

COURSE CONTENT


2. Nature and Methods of History
Nature of Historical knowledge (Science or Art) - Objectivity and the writing of History - Historical Causation - Historical Criticism: Internal and External - Social Sciences and their role in restructuring the past - Questionnaire, Interview, Ethnology and Field study.

3. Sources for the Study of History
Primary and Secondary Sources - Archaeology, Epigraphy and Numismatics as sources for the study of history - Archival Sources, State and Private documents - Personal Memoirs, Journals and Letters - Oral sources - Virtual sources.

4. Varieties of History

5. Debates in Indian History
Feudalism in India – State Formation in Medieval South India - Nature of the Eighteenth Century – Nationalist, Marxist and Subaltern Perspectives of the freedom struggle.

SUGGESTED READINGS
Alavi, Seema, The Eighteenth Century in India, Debates in Indian History Series, Delhi, OUP, 2003.


Hall, Kenneth R. *Trade and Statecraft in the Age of the Colas*, Delhi, 1980.


Jha, D. N. *Economy and Society in Early India: Issues and Paradigms*, Delhi, 1983.


------------------- *Kings and Cults: State Formation and Legitimation in India and Southeast Asia*, Delhi, Manohar, 1993.


Marshall, P. J. *The Eighteenth Century in Indian History: Evolution or Revolution?* Themes in Indian History series, Delhi, OUP, 2003.


Scott, J. W. *Feminism and History*, New York, OUP, 1996


Stein, Burton, *Peasant State and Society in Medieval South India*, Delhi, OUP, 1980.


Course Objectives

The course is designed to introduce the usefulness of archaeology in studying the history. The various archaeological methods and theories involved in reading the primary source would be taught to understand the context of the material that are available for the study. The inter-disciplinary nature of the subject and its usefulness would be given much importance.

Unit I : Introduction


Unit II : History of Archaeology

Classical Archaeology – Antiquarianism - Three-Age theory – Scientific archaeology - Three Age System – Scandinavian archaeology - Antiquity of Mankind - Prehistoric Archaeology – Racism

Unit III : History of Archaeology in India


Unit IV : Archaeological Theories

Concept of culture - Culture-historical approach - Functionalism - New Archaeology - Processual theory - General systems theory - Behavioural archaeology – Post-processual approaches - Contextual archaeology - Archaeology and gender - Archaeology today

Unit V : Important Archaeological sites in Tamil Nadu

References


Rajan, K., 1994 *Archaeology of Tamil Nadu (Kongu Country)*, Book India Publishing Company, Delhi.

Rajan, K., 1997 *Archaeological Gazetteer of Tamil Nadu*, Manoo Pathippakam, Thanjavur.


Schiffer, M.B., 1995, *Behavioral Archaeology: First Principles*, University of Utah Press, Salt Lake City, USA.


HIST 614: EARLY HISTORIC ARCHAEOLOGY OF SOUTH INDIA
(Soft Core - Three Credits)

Faculty: Dr.K.Rajan

Course Objectives

This course is intended to familiarize the students on the emergence of the early historic period in India. The emergence of history in India is not uniform. The reason for the uneven development is due to varied geographical, social and political condition that prevailed in particular ecological settings. The focus would be given on the resource mobilization and its optimum utilizations. The students would be exposed to different emerging patterns.

1. The emergence of clan based society - the territorial affinity
2. Important archaeological sites like ports, cities and market towns
3. Emergence of State : Maurya, Satavahana and Sangam Age chieftains
4. Role of Trade and technology in the development of state
5. Internal and External Trade - Maritime trade - Trade guilds, trade routes, coinage
6. The development of writing system

Suggested Readings

Aiyangar S. Krishnaswami, 1942 Some Contributions of South India to Indian Culture, 2nd edition, Calcutta.


Balambal, V., Feudatories in South India,

Basham, A.L., 1971 The Wonder that was India, Rupa and Co., Bombay.


Gopal, R., & Ritti, S.H., Desai, (ed.,) 1970, History of Karnataka - from Pre history to Unification , Kannada Research Institute, Karnataka University, Dharwar,.
Govindasamy, M.S., *Role of Feudatories Under the Pallavas*, Annamalai University, Chidamparam

Iyyangar, P.T. Srinivasa, 1929 *History of the Tamils from the Earliest Times to 600 AD*, Madras.


Karashima, R. Noboru, 1984 *South Indian History and Society*, Oxford University Press, Delhi.


Majumdar, R.C., (ed.) 1966 *The Age of Imperial Unity*, Bharatiya Vidhya Bhavan, Bomaby

Majumdar, R.C., (ed.) 1970 *The Classical Age*, Bharatiya Vidhya Bhavan, Bomaby

Majumdar, R.C., and Pusalkar (ed.) 1950 *The Vedic Age*, Bharatiya Vidhya Bhavan, Bomaby.

Minakshi, C., 1938 *Administration and Social Life under the Pallavas*, University of Madras.


Pillay K.K., 1975 *A Social History of the Tamils*, Pt. 1, University of Madras, Madras.

Rajamanickam, M., 1944 *Pallavar Varalaru* (Tamil), Tirunelveli Thenindia Saiva Sidhdhantha Noorpathippu Kalakam, Tirunelveli.

Ramachandraiya. O., 1975 , "Satavahanas and Their Successors", *Sir William Meyer Endowment Lecturers in History*, University of Madras, Madras.

Raman, K.V., *Some Aspects of Pandyan History in the Light of Recent Discoveries*, Madras University, Madras.


Romila Thapar’s (ed) *Recent Perspectives in Early Indian History*, Bombay.


Sastri, K.A. Nilakanta, 1939 *Foreign Notices of South Asia: From Megasthenes to Ma Huan*, University of Madras, Madras.


Stein, Burton, 1980 *Peasant State and Society in Medieval South India*, Oxford University Press, Delhi.


1. The geographical background of the Indian Ocean

2. Peopling of Indian Ocean Rim from prehistoric times to early historic period

3. Indian cultural and commercial contact with Mediterranean world during early historic times

4. Cultural contact and commercial relations in South East Asia: Myanmar, Thailand, Cambodia, Malaysia, Indonesia, Laos, Vietnam

5. Debate on Indianization: Language, Script, Culture

6. Satavahana, Kalinga, Pallava, Chola contacts with South East Asia and its Impact

7. Role of trade and trade guilds in medieval times

8. Advent of Islam in South Asia and South East Asia

9. The Ming expedition of Zhang-He

10. The advent of European powers

11. Art and Architecture, Sculpture and Iconography
COURSE CONTENT

1. Epigraphy as a Source for writing Indian History – Antiquity of Writing – Features of Indian Writing – Origin of Brahmi Script – Ashokan Edicts – Spread of Brahmi Script in South India – Kushan Inscriptions and Epigraphy – Greek, Aramaic and Kharoshthi Scripts.


5. Gupta Coinage – Coins as a Source for the study of Trade and economy – Paucity of Coins – Debate.

Suggested Readings

________, *Studies in the Geography of ancient and Medieval India*. New Delhi, 1971.

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COURSE OBJECTIVES

The chief objective of this course is to familiarize the students with the disastrous consequences of British land revenue and forest policies on the lives of rural and tribal people during the colonial period. Moreover, it examines some of the important approaches to peasant protest, especially, the subaltern approach enumerated by Ranajit Guha. It makes a detailed study of select movements of peasant and tribal resistance to British rule and analyses the contribution of peasants to the cause of Indian nationalism.

COURSE CONTENT

Unit 1: British Rule, Rural Economy and Peasant Resistance in Colonial India

Unit 2: Approaches to Peasant Protest in Colonial India

Unit 3: Planters and Peasants – The ‘Blue Mutiny’

Unit 4: The Peasant Revolt in Maharashtra, 1875

Unit 5: Irrigation Systems, Canals and their Environmental Consequences

Unit 6: Forests and Forest Policy

Unit 7: The Famines of the late Nineteenth Century

Unit 8: The Peasantry and Indian Nationalism
SUGGESTED READINGS

Agarwal, Anil and Narain, Sunita. **Dying Wisdom: Rise, Fall and Potential of India’s Traditional Water Harvesting Systems.** Delhi, 1997.


Bhatia, B.M. **Famines in India.** New York, 1967.


Chatterjee, Partha. **The Nation and its Fragments.** Delhi, 1995.


Dhanagere, D.N. **Peasant Movements in India 1920 – 1950.** New Delhi, 1983.

Gadgil, Madhav and Guha, Ramachandra. **This Fissured Land: An Ecological History of India.** Part 3. New Delhi, 1992.


Guha, Ranajit. **Elementary Aspects of Peasant Insurgency in Colonial India.** New Delhi, 1983.

Hardiman, David. **Feeding the Baniya: Peasants and Usurers in Western India.** New Delhi, 1996.


K.N.Pannikar. ed. **National and Left Movements in India.** New Delhi, 1980.


Rangarajan, Mahesh. *Fencing the Forest: Conservation and Ecological Change in India’s Central Provinces 1860 – 1914.* Delhi, 1996.


Thapar, Romila and S. Bhattacharya. eds. *Situating Indian History.* New Delhi, 1986.
Course Objectives:

The course provides a comprehensive understanding of the rise and growth of Labour movement in Colonial India. It helps the students to grasp the concepts on ‘Class’, ‘Class Struggle’, ‘Labouring Class’ and ‘Revolution’. It introduces the students to the multifarious dimensions of the conditions of the Industrial labour and its struggle and also its demonstration of solidarity during the Anti-colonial struggle at different points of time. It also broadly outlines the discreet difficulties encountered by the Industrial labour in its path of developing its organizations. It delineates the policy of Colonial State towards the Industrial labour and its movement to improve its economic conditions.

COURSE CONTENT

Unit 1: Historiography of Labour Movement;
- Labour Movement – Different Perspectives and their limitations;
- Concepts; ‘Class’, ‘Class Struggle’, ‘Labouring Class’ and ‘Revolution’;
- Sources of the history of Labour Movement;

Unit 2: Emergence of Industrial Labour;
- Development of Capitalism and the Rise of Labour (in Cotton and Textile Industry, Jute Industry, Sugar Industry, Railways);
- Development of Labour Movement, 1850-1914;
  (With special reference to Bombay, Bengal and Madras Provinces)

Unit 3: Conditions of Industrial Labour: Social, Economic and Cultural;
- Caste, Culture and Industrial Labour
- Conditions of Work in the Factory
- Culture and Consciousness

Unit 4: Political Awakening of Industrial Labour;
- Impact of World War I on Labour Movement;
- Impact of Russian Revolution on Industrial Labour;
- Development of Organized Labour Movement;
- Foundation of the All India Trade Union Congress, 1920;
Unit 5: Emergence of Communism and the Labour Movement;
- Formation of Communist Party of India;
- Labour Movement, 1922-1929 (With particular focus on S.I.R. Workers strike, 1928 in Madras Presidency);
- Meerut Conspiracy Case, 1929;
- Congress Socialist Party and Labour Movement, 1934-39;

Unit 6: Industrial Labour and the Freedom Struggle, 1920-22, 1930-34, 1942;
- Industrial Labour in Non- Cooperation Movement; Civil Disobedience Movement, 1930-34; and the ‘Quit India’ Movement, 1942;
  (With special focus on Bombay, Bengal and Madras Presidencies)

Unit 7: Labour Movement between 1939-1947;
- Impact of World War II on Labour Movement;
- Colonial Regime, Capitalist onslaught and Labour Struggles;
- Confronting Colonialism, 1945-47 (Response of Industrial Labour to I.N.A. Trails and R.I.N Revolt)

SUGGESTED READINGS


Chandra, Bipan., India’s Struggle for Independence, 1857-1947, New Delhi, 1989.

------------------., Colonialism and Nationalism in India, New Delhi, 1979.


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Course Objectives:

The course provides comprehensive perception of the endeavours of Orientalists in the discovery of India’s past. It covers Indian intellectual’s response to the colonizer’s attempts to reconstruct India’s past traditions. It also delineates indigenous efforts to reform and regenerate Indian society in the nineteenth and twentieth centuries.

COURSE CONTENT


Unit 3: Indigenously based interpretations of India’s past traditions: Dayanand Saraswati and Shri Narayan Guru.

Unit 4: Perceptions of some other intellectuals on the reconstruction of Indian society: Vivekananda, Aurobindo Ghosh, Syed Ahmed Khan, Gandhi and Nehru.

Unit 5: Intellectuals perceptions of the economic impact of colonial rule: Dadabhai Naoroji, Romesh Chandra Dutt.

SUGGESTED READINGS


Basu, Prem Sunder, Life and Works of Brahmananda Keshav, Calcutta, 1940.


COURSE DESCRIPTION

The accounts of Marco Polo about the wealth, opulence and splendour of the East around the curiosity and cupidity of the newly upcoming west European states. The Portuguese and the Spaniards were the first to venture out into the high seas in search of a route to India. The Pope actually divided the world between the Spaniards and the Portuguese.

Very soon the other west European nations contested this unilateral division and wanted a share not only in the spoils of the East but of the whole world. This set in motion an era of competition and conflict between the west European nations.

The Portuguese were the first to shore themselves up in India in 1498. They were followed by the Danes, the Dutch, the English and last of all the French. The Mughals and others who were ruling in India during this period wanted these west Europeans to settle in their territories in order to augment their revenues and trade.

The French obtained a firman from Emperor Aurangzeb and settled in Surat in 1668. In 1674, they acquired Pondicherry on the Coromandel Coast from Sher Khan Lodi, a vassal of the Bijapur Sultan and founded a trade settlement there which eventually became the headquarters of the French in India. Subsequently they founded settlements at Chandernagore in Bengal, Karikal and Yanam on the Coromandel coast and Mahe on the Malabar coast. After a long struggle for supremacy in the Indian sub-continent, the French were finally restricted by the English through a treaty to the above five settlements in 1815-17.

Henceforth the French concentrated in the administration of these territories. They introduced modern education and tried to promote it in these territories through various measures. The French adopted a policy of assimilation towards their Indian subjects. As a result, many became full fledged French citizens, if they consented to renounce their personal laws. But this policy was not a success because the great majority of the Indians, professed their personal laws.

Very soon the rising tide for independence in British India caught up with French India. As time went by, man opted for independence and struggled for it. Some Pondicherrians settled in Saigon and Indo-China also fought for it by joining Subhash Chandra Bose’s Indian Independence League. In spite of French attempts to prolong
their rule, by citing cultural and economic reasons, French Indians finally won their independence in 1954 and were incorporated with the Indian Union.

**Phase I: The Early Phase of Colonisation**

The French began as traders in India. Very soon with the help of some Indian rulers and traders they were able to strengthen their presence in India, in spite of various drawbacks, especially in the trade front. The trading element seems to have remained predominant from the time of François Martin’s founding of modern Pondicherry until 1742 when Dupleix became the Governor of French India. Dupleix embarked upon a policy of territorial expansion which met with failure, both in the political and trade fronts.

**Phase II: The French Revolution, Its Impact in India and French Relationship with the Mysore Sultans**

Internal problems in France caused the French Revolution. It gave rise to representative government. Its initial impact in French India was quite limited. It did not bring about representation for Indians at once. But during this period in India, the French sided with the Mysore Sultans against the English. The defeat of the Mysore Sultans at the hands of the English was followed by the French signing the Treaty of Paris in 1815 with the English, which restricted the former to Pondicherry, Karaikal, Mahe, Yanam and Chandernagore.

**Phase III: French Administrative Measures and Policies**

From 1815-17, the French concentrated more on administering the five territories. They introduced modern education and facilitated political participation of Indians. Voting rights were given to Indians. They also attempted to assimilate Indians during the last quarter of the nineteenth century.

**Phase IV:**

Following the Indians in British India, French Indians too took part in the freedom movement. Some of the leading luminaries of this struggle were V. Subbiah, Purushothama Reddiar and J. Savarinathan. Pondicherrians who had migrated to Indo-China joined the freedom struggle launched by Subhash Chandra Bose. The French used cultural and economic arguments to prolong their rule, but a popular upsurge led by leaders like Subbiah, Goubert and I.K. Kumaran of Mahe put an end to French rule in 1954.
SUGGESTED READINGS

Archives (For primary sources) and Libraries (For secondary sources):

1. Archives d’Outre-Mer, Aix-en-Provence, France.
5. National and State Archives, Pondicherry.
6. Tamilnadu State Archives.
8. Romain Rolland Library, Pondicherry.
9. Institut Français, Pondicherry.
10. Ecole Française d’Extreme Orient, Pondicherry.
11. Pondicherry University Library.

Books and Articles:

Bernier, Travels in the Mughal Empire, A.D. 1656-1668, Delhi, 1983.


Chandra, Satish, ed., The Indian Ocean, Delhi, 1984.

Divien, Emmanuel, Sources for the Study of the Freedom Movement in French India, Pondicherry, 1983.


Krishnamurthy, B., French Intiya Viduthalai Porattam (Tamil), Pondicherry, 1991.

Labermadie, M.V., La Révolution et l’Inde Française, Pondicherry, 1930.


Martinear, Alfred, ed., Memoires de François Martin, 3 volumes, Paris, 1931-34.


Department of History
PONDICHERY UNIVERSITY

HIST 621 : Background paper 4 credits
HIST 622 : Dissertation 15 credits
HIST 623 : Viva voce 3 Credits