

ANANYA

**NEWSLETTER
ISSUE 2, NOVEMBER 2021**

**DEPARTMENT OF HISTORY
CENTRAL UNIVERSITY OF TAMIL NADU**



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Message from the Head of the Department

Newsletter or the wall magazine is a fascinating aspect of any Department or college. It not only helps the student to update their knowledge but also provide ample opportunity to enlarge their mental horizon and develop their high degree of imagination or creativity to be good a scholar. In this context “Ananya” the Newsletter of the Department of History is a good forum for the budding scholars to get latest information about the recent historical excavations, discovery of artefacts, and publication of significant books/articles and contribute articles.

In spite of several hazardous situation due to Covid-19 pandemic the Department organized several webinars on Constitutional day, Azadi Ka Amrut Mahotshav, History of Disability Rights Movement in India and World Heritage Day. The Department is going to organise one ICHR National seminar on “Understanding the cultural Heritage of Tamil Nadu : Focus on Thiruvavarur region” on 27th & 28th January 2022 to highlight many unexplored aspects of the history and culture of Tamil Nadu.

The Department is extremely grateful to our new Vice-Chancellor Professor M.Krishnan not only for opening the long cherished “Heritage Club” but also for his strenuous efforts for taking the university to greater heights.

Let us join our hands together to make our Central University of Tamil Nadu, a centre of excellence in Higher education.

I wish the Newsletter ‘ Ananya” all success and a bright future.

Prof.Bhagabana Sahu
Prof & Head of the Department.

EDITORIAL TEAM

EDITOR IN-CHIEF



Prof. Bhagabana Sahu
Prof & Head of the Department

EDITOR



Dr. Pranjal Garg
Asst. Professor

EDITORIAL TEAM MEMBERS



Dr. Thangapandian
Asst. Professor



Dr. Louis Mushary
Asst. Professor

STUDENT EDITORIAL MEMBERS



Uthara B
Research Scholar



Manu Prasad
M.A. Ist yr



Arun Kumar
M.A. Ist yr



Varsha A Nair
M.A. Ist yr

THE DEPARTMENT OF HISTORY



Prof. Bhagabana Sahu
Prof. & Head of the Department



Dr. K. Thangapandian
Asst. Professor



Dr. Pranjal Garg
Asst. Professor



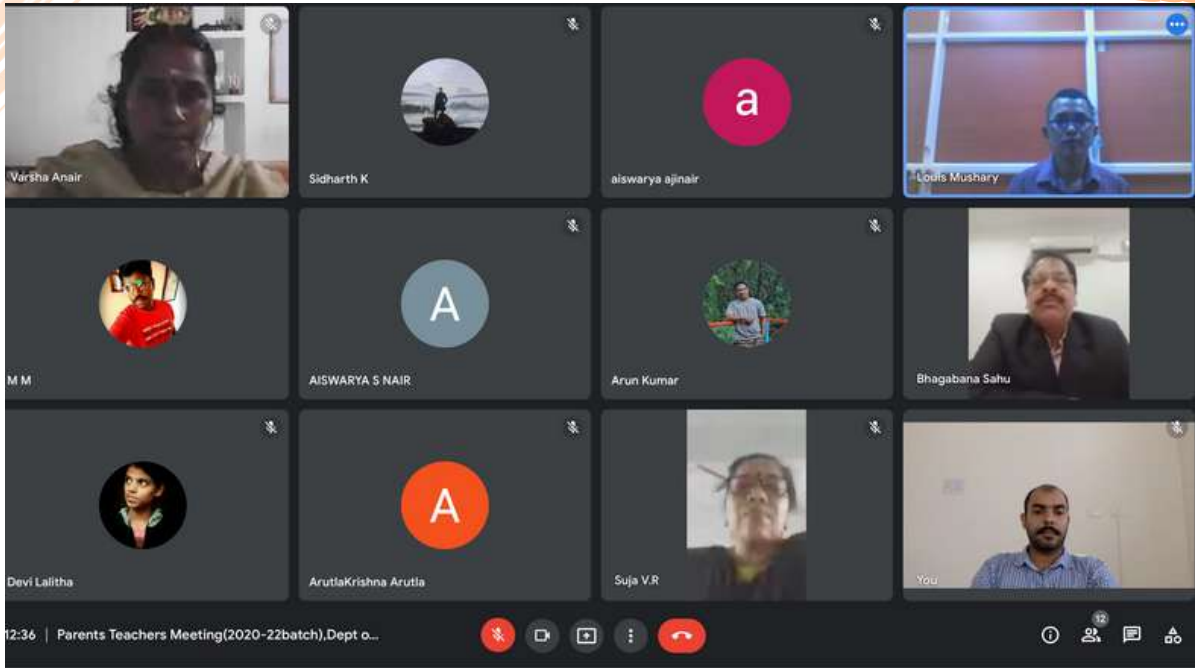
Dr. Louis Mushary
Asst. Professor



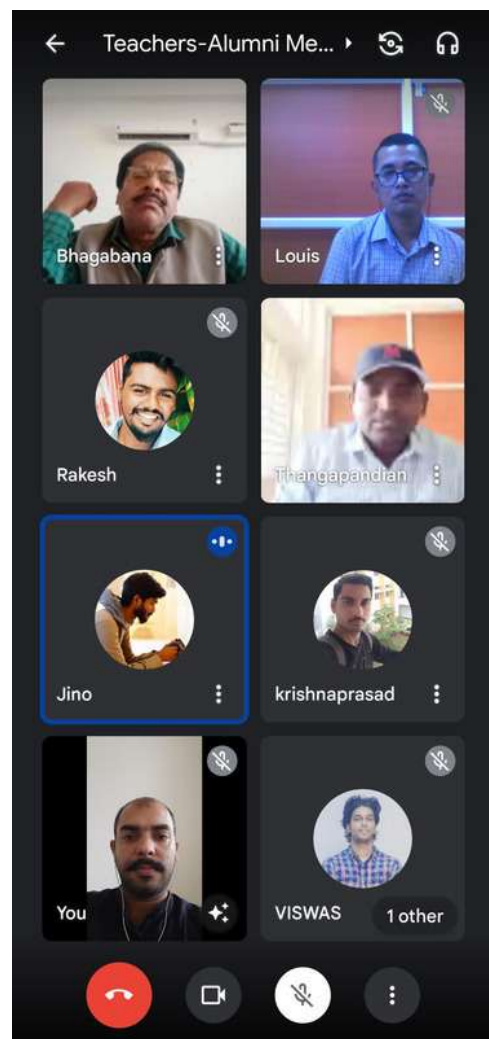
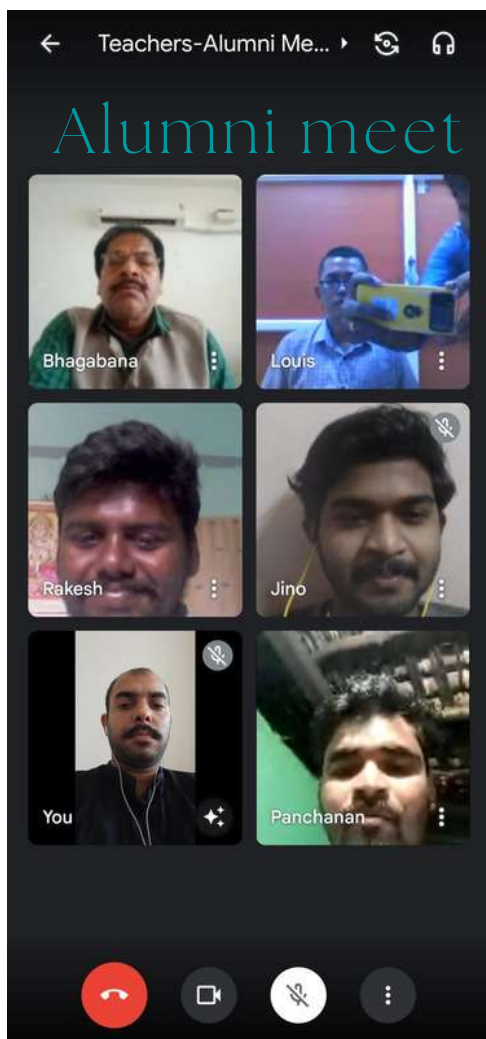
A Muthukumar M.E
Office Assistant



Our interactive meetings



Parents-teachers Meet held on 18th Nov. 2021 conducted by the Department of History



Alumni-teachers Meet held on 17th Nov. 2021 conducted by the Department of History

Our achievements

Faculty Publications

Prof. Bhagabana Sahu

1. "Impact of Public Health and Social Life in Odisha during COVID-19" International Journal of Xi'an University of Architecture and Technology, Vol XIIL, Issue IV, April 2021.
2. "Interpreting the folk techniques of Treatment- Spells, Amulets, Sorcers in the Tribal Hinterlands of South Odisha" National Journal Sambodhi, Vol 44, No. - 01 (XII) 2021.

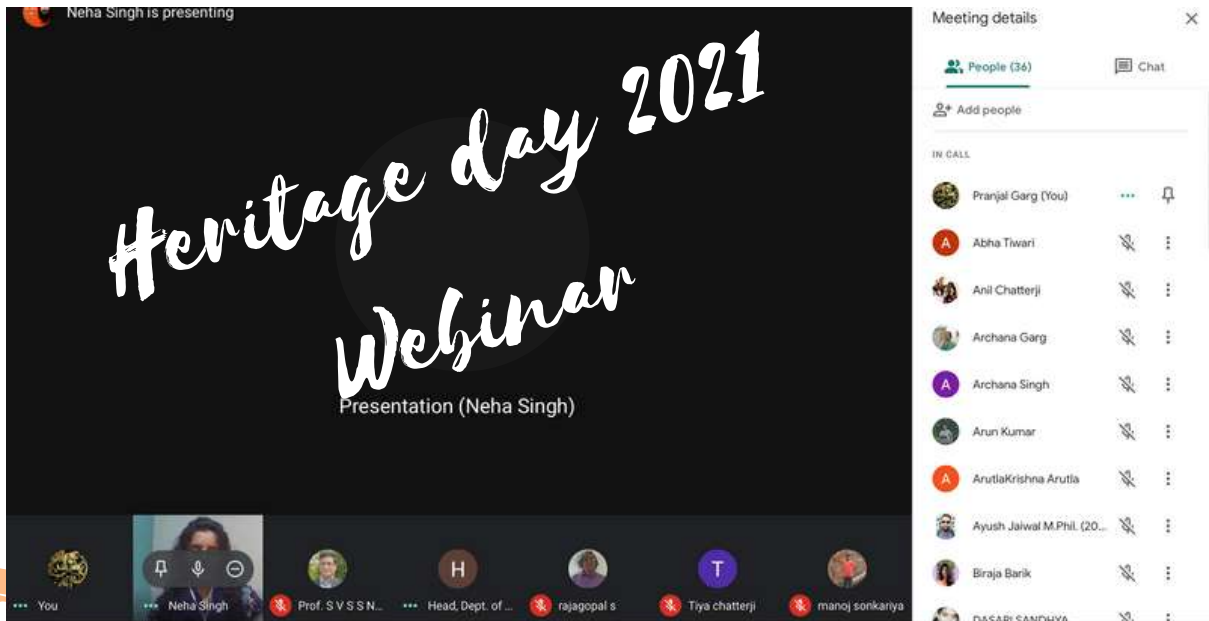
Dr. Thangapandian

Chapters in Edited Books:

1. The Medieval Tamil Society and Interpretation of its caste with class formation- A Study , Edited by Dr.K.Mavalirajan and Dr.V.Palanichamy, Land and Society in medieval South India, Kalpaz Publication, New Delhi, 2021. ISBN 9789353243166, Pp, 267-277.
2. Agriculture and land revenue policies of the Second Pandyan Empire, Edited by Dr.K.Mavalirajan and Dr.V.Palanichamy, Land and Society in medieval South India, Kalpaz Publication, New Delhi, 2021. ISBN 9789353243166, Pp, 303-309.

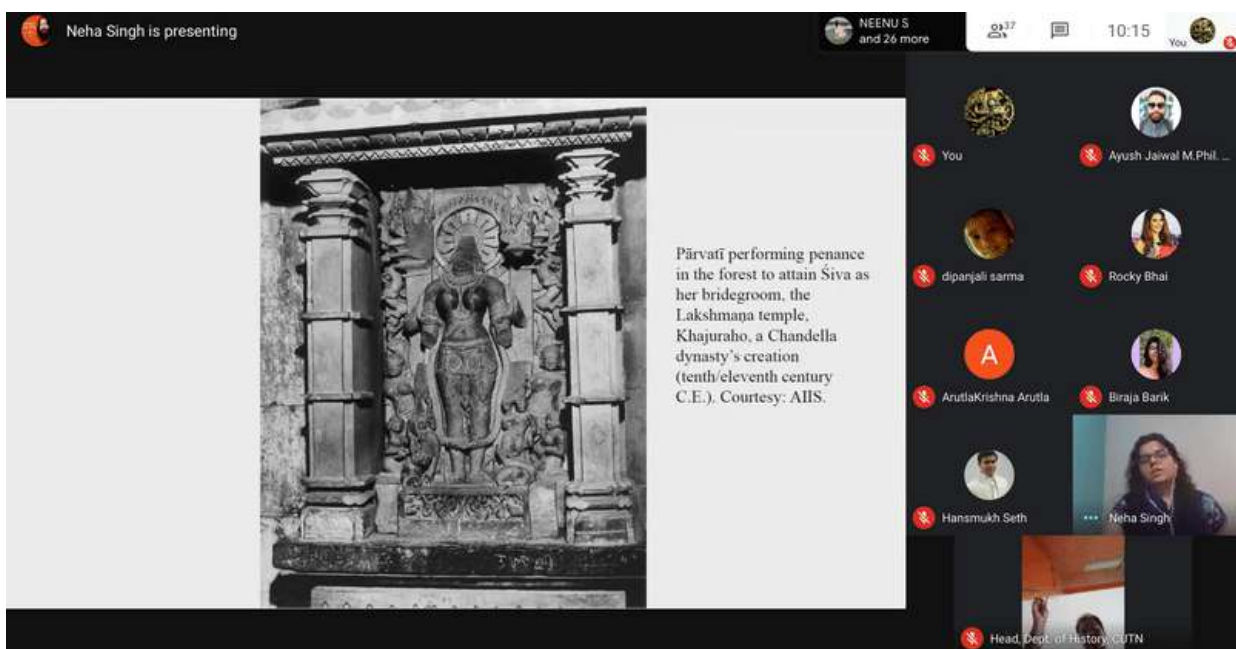
Our Activities

ACTIVITY FOR THE YEAR 2021
PANDEMIC COULDN'T QUELL OUR SPIRITS



In connection with the World Heritage Day Observance, one- day lecture series was organized on 18 April, 2021. Three invited resource persons spoke on heritage of various kinds ranging from marine-archaeological heritage to goddess cults and other intangible heritage.

The lecture series was convened and coordinated by Dr. Pranjal Garg.



Join us
for

WORLD HERITAGE DAY

*Musings on Heritage:
a lecture series*

organised by the Department of History to
celebrate and bring awareness towards
our heritage and its numerous aspects.

CENTRAL UNIVERSITY
OF
TAMILNADU, Thiruvavur

18/04/2021

TIME: 10:00 AM

Google Meet Link:

<https://meet.google.com/fpx-igkn-bpg>



SPEAKERS

Dr. Neha Singh: *'Puranic
Heritage: Mythology and
mythography'*

Tiya Chatterjee: *'Maritime
Heritage of India'*

Lakshmi: *'Temple Heritage
conservation: issues and solutions'*

Chairperson

**Vice Chancellor (officiating),
Registrar,
Dean, School of Social Sciences,
Head, Department of History**

Convener

Dr. Pranjal Garg

Co-ordinators

**Dr. Thangapandian
Dr. Louis Mushary**

R Lakshmi is presenting

Ayush Jaiwal and 25 more

11:04

Tempal Heritage Conservation.pptx - Microsoft PowerPoint

TEMPLE HERITAGE CONSERVATION
ISSUES AND SOLUTIONS

Presented by:
R. Lakshmi
PhD Scholar
Centre for Historical Studies
Jawaharlal Nehru University
New Delhi

Click to add notes

Meeting details

People (42)

Chat

PranjalGarg (Vid)

PranjalGarg (Vid)

Alpha Twar

Abhishek kumar Pandey

Arb Chatterji

Archana Seng

Archana Singh

Brun Kumar

Yadav

Sidharth K

aishwarya ajinair

Hansmukh Seth

Biraja Barik

Our Activities

ACTIVITY FOR THE YEAR 2021
THE THIRST FOR KNOWLEDGE DURING PANDEMIC



A webinar on “**Indian Freedom Struggle – A Historical Overview**” was conducted on 12 March 2021. Dr G J Sudhakar, Professor and Head, Department of Historical Studies, C P Ramaswamy Aiyar Foundation, Chennai delivered the lecture.

The webinar was coordinated by Prof. Bhagabana Sahu



A view of the Department of History
NLBS (Academic building) - 1

Our Activities

ACTIVITY FOR THE YEAR 2020

1. The Department of History conducted webinar on “Women in Post-Independent India: Problem of Gender-bias and Prospects of Development” on 11th September 2020, delivered by B. S. Chandrababu, Formerly Emeritus Professor (UGC), Head Chairperson (Retd), Department of Medieval History, School of Historical Studies, Madurai Kamaraj University, Madurai. This was organised by Dr.K.Thangapandian and Dr.Louis Mushary.
2. The Department of History conducted webinar on “Constitutional Values and Fundamental Principles of Indian Constitution” on the occasion of Constitution Day on 26th November 2020, delivered by Dr.Dasarathi Bhuyan, Head, Department of Political Science, Berhampur University, Berhampur.
3. The department, in collaboration with the Department of English, co-hosted a talk on ‘History of Disability Rights Movement in India’ on 22 December 2020. The event was coordinated by Dr. K. Thangapandian and Dr. Boopathi P. Dr. Jagdish Chander, Associate Professor, Department of Political Science, Hindu College, was the resource person for the event.

further upgrading

FACULTY PARTICIPATION IN FACULTY DEVELOPMENT PROGRAMMES (UGC-HRDC COURSES), CONFERENCES, SEMINARS, WORKSHOPS ETC.:

1. Dr. Pranjal Garg, Assistant Professor, has attended Online Faculty Induction Program, organized by Teaching and Learning Centre, University of Delhi from 10/12/2020 to 08/01/2021.
2. Dr. K. Thangapandian, Assistant Professor, has attended Online Faculty Induction Program, organized by UGC-HRDC, Aligarh Muslim University from 23/02/2021 to 31/03/2021.
3. Prof. Bhagabana Sahu has attended Selection of Faculty members under National Mission on Mentorship, organized by NITT-UGC 01/02/2021 to 10/02/2021.
4. Dr. Louis Mushary, Assistant Professor, participated as a subject resource person in the Virtual Workshop on Collating History Resources for Teachers in Higher Education, organized by National Resource Centre for Education, NIEPA, during October 08-09-2020.
5. Dr. Pranjal Garg, Assistant Professor, attended Online Faculty Development Program, organized by MOOCs-ICT@CUTN from 21/09/2020 to 29/09/2020.
6. Dr. Louis Mushary, Assistant Professor, attended Online Faculty Development Program, organized by MOOCs-ICT@CUTN from 21/09/2020 to 29/09/2020.

PhD Scholars 2020-21



Sneh
Research Scholar



Uthara B
Research Scholar



Sharad
Research Scholar



Manoj Kumar Sonkariya
Research Scholar

"A people without the knowledge of their past history,
origin and culture is like a tree without roots".

- MARCUS GARVEY

"History is a set of lies agreed upon".

- NAPOLEON BONAPARTE

"If history and science have taught us anything, it is
that passion and desire are not the same as truth".

- E. O. WILSON

History of Thiruvarur-A Bird's eye view

Prof.Bhagabana Sahu
Professor & Head

Situated between the 10.66° north latitude and 79.56° east longitude, Thiruvarur is a historic town, municipality district head quarter of the same name. The historic town of “ Thiruvarur” was first known as Aaroor (Arur).which finds mention in the 7th century saiva canonical work Tevaram. The term Thiru was added to this temple city that was mostly revered by the verses of Tevaram. As a result Arur became “Thiruvarur”. Another name of Thiruvarur is Kamalaalaya Khetha meaning “Holy place that is an abode of lotus”. The town is also referred so due to the presence of the Kamalaalayam tank near the temple and the deity Kamalambigai.

As per folk legend, Thiruvarur was mentioned as the capital town of a legendary Chola King Manu Needhi Chola, who killed his own son to provide justice to a cow. According to this legend,oneday the Yuvaraj-The crown prince (eldest son of Manuneethi Cholan) had been to the near by place on his pleasure trip. While he was returning by driving the chariot himself by great speed,he rode his chariot upon a calf in the main street of Thiruvarur who was sleeping near her mother.As a result the calf was died on the spot and the prince return to palace unrepented and uncared for. The mother cow could not tolerate the grief and tragic death of her calf and brought the news to the notice of the king by ringing the emergency bell that was attached to the maian gate of the palace. The king enquired about the matter it was grave concern to the king. So he ordered to kill his guilty son on the same manner by which the calf was killed i.e. by stampeded the chariot on his son.

The history of the town revolves around the Thiyagaraja swamy temple. which is older than Brihadeswar temple of Tanjore. The town was one of the five traditional capitals of the Chola Empire. The inscriptions of the temple mentions that it was the capital of Kulothunga Chola-I (1070-1120). The town is believed to be of significant antiquity and has been ruled at different times by the medieval Cholas, later Cholas, later Pandyas, and kings of Vijayanagar Empire, Marathas, and the British. The town is famous for the Thiyagaraja temple and annual chariot festival held in the month of April. The temple chariot of Thiyagaraja temple weighing 360 tons and measuring 96 feet height is the largest temple chariot in Tamil Nadu.

The town is regarded as the place of the origin of Carnatic music because it was the birth and karmabhumi of three great gurus of Carnatic music i.e. Thyagarajar, Muthuswami Dikshitar and Syama Sastri popularly known as the Trinity of Carnatic music. The region is a part of the Cauvery delta and is known as the rice-bowl of south India.

The temple of Thyagarajeswar was believed to have been built by king Kanchchengat Chola. The granite structure of the temple was first constructed by Aditya Chola-I(871-907AD) and revamped during the reign of Rajaraja Chola-I (985-1014). The temple was upgraded and rebuilt with stone by Rajendra Chola(1012-1044).

The temple was an inspiration for Rajendra Chola to build the Brihadeswar temple at Tanjore- An UNESCO world heritage site. The temple has four Gopurams on four sides but the 5 tiered eastern side gopuram known as Rajagopuram is full of beautiful sculptures raising up to 75 feet. The boundary walls of the temple are largest among all the temple of India.

After the fall of Cholas during the reign of Rajendra Chola-III in the 13th century CE, the town was caught under a power struggle between the Pandyas and Hoyasalas. But the royal patronage continued and the town flourished as a cultural centre during the rule of the Nayaks, Vijayanagar kings and Marathas. During the Maratha period the town became a temporary abode to Lord Nataraja of Chidambaram temple. The town was briefly captured by the French Troops led by Mansuru Lally (1702-66CE) in 1759 CE.

The Thyagaraja temple was ransacked in failed attempts to discover the hidden treasure by the British. During the attempt, six Brahmins of the temple suspected to be spies of the British were killed in an encounter. Thiruvarur was a part of Thanjavur and Nagapattinam district till 1991 and 1997 respectively. It was declared as a separate district when it was carved out of Nagapattinam district in 1997. The peaceful co-existence and harmony between the people of different sects and religions are the hallmarks of this district.

Why History is not history !

Dr. Pranjali Garg
Assistant Professor

In this world of growing awareness and rationality, it is often asked 'why history'? A utilitarian question indeed, but not unreasonable. If the subject, the discipline of study exists, it should be able to prove its purpose. We can't always have a beautiful flower blossoming in the wilderness simply to admire, without any *raison d'être*, just for the joy of existing, only to inspire some romantic, or to turn into a fine example of some existentialist and fade away with time. Man, the thinking animal, can't digest this easily, just as Voltaire says, 'Judge a man by his questions rather than by his answers'. And as it turns out to be, 'Why' and 'How', which is an enquiry most scientific in nature is essential to history, where the 'When' has only remained an armature of the great edifice of History.

History, while fades and loses importance in the memory of the Artificial Intelligence of our society, is that Noah's Arc, which continues to sail while producing branches of new academic species. If the Greco-Roman tradition can be credited with the tradition of history, then History and Philosophy were the only things to be learnt, taught and discussed, and all else can only be futile. The multiple disciplines we see today are only children of grand history that evolved and let its offshoots have their own individuality. Ranging from Defence studies to Public speaking and administration, Economics, Sociology, Literature and even basic sciences, History gave birth to so many disciplines as the need emerged and each such development was recorded in history, sometimes in golden words and often in gory letters inked with blood and red with fire. A struggle since centuries, accelerated from Renaissance to Enlightenment, sciences owe every piece of flesh history has sacrificed and kept their lamp lit, expecting in return only progress and development

The Chronus of all disciplines, must still have much to give and contribute, even if it has been milked for centuries together and burnt relentlessly to ashes to bring 'Liberty, Equality and Fraternity' so that mankind could live and strive, it continues to be born again and fly high like phoenix, so that Man may never lose sight nor direction of the continuous journey that he must march until he understands his quest and fulfils it.

Re-imagining Pattanam: An Excavation Experience

Uthara B
Research Scholar

It was a fortunate call to participate in the Pattanam Excavations, 2021. The 40 days excavation project included training, excavation, and post-excavation activities organized by PAMA, Institute for the Advancement of Trans-disciplinary Archaeological sciences. Pattanam is a village that has been located 7 kms south of Kodungallur in Vadakkekara revenue division in Paravur taluk of Ernakulam district in Kerala. The site is located in the delta of the river Periyar. Previous excavations at Pattanam have unearthed a plethora of archaeological artifacts on the ancient Indian Ocean exchanges, in particular the Indo- Roman trade. Being a part of the excavation team and learning the methods of archaeology was an intense experience. The trench PT21LXVII was laid in a plot that is located adjacent to the plot which produced the ancient wharf and allied architectural features in the previous excavations.

It was exciting and informative to work on a potential site that gives you enormous archaeological evidence. Three-day pre-excavation workshop involved lectures on archaeological research and methodology by eminent archaeologists in the country. Prior to the excavation, the team was given hands-on training on the tools used in archaeological digging. Moreover, the research team was entitled to prepare a videotape on the same to introduce the archaeological tools to the public in general. Heavy monsoon in Kerala was a major challenge to the excavation. For the cause, a temporary shed was erected on the top of the trench. The site was cleaned and the surface was leveled before undertaking trench layout tasks. The excavation method adopted was locus (context) based which includes the understanding of time-space contexts in their chronological and stratigraphical sequence. Major findings from the excavation revealed local and foreign pottery fragments, beads of different shapes, iron nails, terracotta disc, copper coin, Triple Grooved tiles and geological finds. Pattanam has exposed numerous shreds of local and special pottery. Special pottery is the ceramics which were produced outside the Indian subcontinent.

Sherds of South Arabian Ovoid Jar, Torpedo jar, Amphorae, Turquoise glazed pottery, Pattanam- Khor Rori ware were some of the major findings. It was a golden opportunity to understand and analyze the typology and morphology of ancient ceramics. In the process, each fragment of Pottery was carefully washed with a soft bristle brush and dried in the sunlight. The excavation is still in progress and is yet to retrieve material evidence that throws light upon the history of some 2000 years from circa 1000 BCE.

The meticulous training and disciplined observation strategies have helped to retrieve and classify the artefacts and generate thinking and discussion on the possible primary context and provenance to which they could belong.



Rediscovering Pattanam is significant as it helps to push back the history of Kerala before the 9th century CE, on which there was scanty evidence until now. Pattanam and its archaeological finds reveal the maritime exchanges across the Indian Ocean, the Red Sea and the Mediterranean littoral of the early historic period. Trade routes did play a pivotal role in the exchange of commodities in the ancient period. It is always significant to re-imagine the trade routes and the commodities traded by our ancestors' years back.

Further discoveries and analysis of material culture will definitely bring to the forefront an ancient emporium that flourished 2000 years back.

Importance of History

Sharad
Research Scholar

“History” the very word itself signifies that it has the stories of the past hidden in itself. Generally, when people hear the word “History” the first thing which makes their hearts sink are the dates and next the names of the places, mighty kings and queens and wars, which are in no way less than a tongue twister with the typical historical names. Therefore most of us tag history as a ‘boring subject’.

But if we try to shift our focus onto the bright side, beyond these typical dates and names. history is entirely a different world with its own share of twists and plots; treasures and mysteries and chills and thrills. Once anybody swims to its depths, it is hard to come back to the shore cause its unending and attractive. This is the reason why it’s one of my favorite subjects. The deeper we go into it, the more we get glued to it.

Although every subject has its own advantages and disadvantages. When it comes to the question, ‘Why do we need to study it’? According to me history has numerous advantages, for instance, if we stop gauging only its monetary importance, it becomes a subject which is a sure love of people with questioning fever. For example, why the handkerchief is always in square in shape? How did our ancestors live? Where did they came from? etc. Every question has its answers in the stories of history. In the present world, all the things we are using, the technology, the traditions we are abiding by etc. all have a connection to the past. The study of history also serves as an inspiration for future inventions and innovations. For a person who has thirst for knowledge, history can never be disappointing.

In the present generation, interdisciplinary approach has become a trend. This makes the study of history more significant. Therefore, every subject has its own role in the development of society and everyone should give equal importance to history like all other disciplines. Highlighting the worth of history Robert Heinlein, “A Generation which ignores history has no past and no Future”.

All government recruitment agencies made History as a compulsory paper in its entrance examinations. Thanks to National Educational Policy 2020 which made History as a compulsory subject at all the levels of education. Studying history will enable us to develop a better understanding of the world in which we live.

HISTORY AS AN ACADEMIC DISCIPLINE

Sneh
Research Scholar

History as we study today in our schools, college and universities, do you ever think that how it originated and how history found its modern shape, how it became an academic discipline known as interesting subject. History's origin can be connected with the evolution of human beings, but according to time history's nature is changing. There is no single or even dominant modern view of the nature of history as an academic discipline. Instead, the diversity in historical writing today makes it virtually impossible to give a precise definition of what is history. Such diversities in views is not new and has a long history.

As a socially active and effectuating profession, History writing can be drawn to the beginning of human society. History assumed its form in the Classical era of ancient Greek and after the fall of Roman Empire, it returned to the same old state where myth and subjectivity were deeply entangled. Then under the influence of Renaissance history writing developed a higher level of discernment and adopted a more advanced method of approach than ever. But even after Renaissance and Enlightenment, there were three shortcomings in the writing of history - (1) it was extraordinarily untouched by the sense of human development and change. (2) lack of coordination between erudite and explanatory work. (3) Except in the royal places and among the politicians, still history as an academic discipline was not taught in an efficient manner. But working out on these three weaknesses History was born as an academic discipline in true sense.

In early 19th century, History was established as an academic discipline and profession in Europe. Presenting history as it is has been the main goal of historiography of the 19th century. This uniqueness brought history into the category of science. There were scholars who took forward the ideas generated during the age of enlightenment to create a mould for science and scientific society in which history along with sociology and political economy would play a vital role. The assumption underlying this effort was that human beings are part of nature, the human nature does not change and despite variations in culture and climate, it remains same everywhere. But its actual effect and practice in history writing came about during 19th century, which was based on a very different set of assumptions. Human beings are neither same in their behaviour nor are they governed completely by natural law.

They are conditioned by their circumstances and are free to shape their own future. Therefore, it is not surprising that in 20th and 21st century historians placed history on the borderline between humanities and social sciences.

History as an academic discipline has shared important characteristics with the group of allied disciplines. Intellectual trend shifts and changes while the borderlines too do not remain fixed. Historians are often pulling in both directions at the same time and many incorporate features of both understanding of history in their teaching and writings.

History as a science and as literature

Whether history can be considered as a science or it is to be placed in the category of literature has been an important debate of 20th century. The debate started with lectures of Burry and Trevelyan, but there was no consensus about its nature and purpose.

History as a science

Bury had explicitly denied that history is a branch of literature and affirmed instead that history is a science no less and no more. Underlying this theory were two assumptions central to the view of history as science. Firstly, history as an inductive and empirical discipline and in that respect, it resembles natural science. Secondly historians derive their facts not from authorities, but from sources which must be critically examined to determine what factual evidence they contain. Bury did not claim that one could discover the laws governing the course of history but that one could discover the course of history and that history had to be comprehensive, covering all periods and aspects of the past instead of just those which were the most dramatic or morally history.

Another historian is Thomas S. Kuhon who proved history to be a science. He was a historian of science, who showed how dominant paradigm or overreaching theories, reinforced by social pressure from within and beyond the profession shape scientific research. Geoffrey Barraclough who was an advocate of scientific history gave far more prominence to theory conceptualization and generalization. All of them trying to prove history to be science in their own manner.

History as literature

George Macaulay Trevelyan once spoke on 'Clio a muse' in the defense of literary history against what he considered to be the corrupting influence of

contemporary scientific history. He argued for a synthesis of the scientific to the literary view of history. In his view historical study focuses mainly upon the particularities of what happened in the past and not much on developing laws or theories. It tends to be descriptive rather than analytical. Good history depends not only upon critical examination of sources in order to determine what the facts are but also upon intuition, imagination, empathy and wisdom to relate those facts to each other in a meaningful account.

A few years later, the historian and philosopher, R. G. Collingwood examined the role and working of historical imagination. In defining the historian's task Collingwood made the critical distinction between the outside and the inside of historical events. The outside refers to actions while the inside refers to the thoughts of the actor which manifest themselves in the actions. The historian is to be concerned with both, although to Collingwood the second was clearly more important. This means envisioning the actor's situation in the past and then thinking about what the actor in that situation was thinking, the historian must live through the experience in his/her mind. Collingwood compared this imaginative process to the one used by novelist.

Next is E. H. Carr, in his popular work 'what is history', did away with a straightforward sequential stage approach to doing history. He described history as a continuous process of interaction between the present and the past. Carr focuses upon continuous dialogue and interaction to undermine confidence in a simple linear progression in the historian's work from paradigm to the scientific, to the imaginative, to the literary.

These historians referred above represent only a small sample of the reflection made by modern critical historian on the nature and working of their discipline. Each has an important point to make. By this way we can say that History represents a modern procedure for inquiry into the past.

By considering both these arguments we can say that history as a discipline includes both of these concepts, because the main concept in history writing is objectivity which must be considered while writing it. It is a science by the way it is organized and the data is presented. Nonetheless it is also literature at the same time because at times historians use their imagination, or more precisely speculate for the unknown things for which there are no direct evidences but only some corroborative hints as proof.

How society around me perceives an upcoming historian?

Aishwarya A Nair
MA II Year

As a student of History I have been wondering about how the society around me understands and visualizes history and as a devout student of history this question and its enquiry soon became important to me.

This whole idea began when I had to decide which subject should I choose after my tenth board exam. I had no interest in Maths from the very beginning and digits always scared me from my childhood. My fear for Maths disqualified the option of Commerce as it involves accountancy and I cut out science too without a doubt. I took humanities with the belief that it was my savior from numbers but it turned out to be a misbelief because humanities also include economics. So, my savior itself, kind of trapped me. But at least I was happy because I was introduced into the world of arts. Many teachers also encouraged me to take this subject. So as an average student, finally I decided to choose humanities.

This was the first time in my life after 10 years of education, society showed interest to get involved in my decision to choose a subject. Every single person rather criticized me or joked about me for this decision. My relatives even asked me what was my intention behind taking this subject, they wanted to know whether I wanted to remain jobless or not. Well as I could never see my future, so that question was a pointless. Every single one seemed to have an opinion whether I asked them or not. Some others were of the opinion that why would I waste my future and advised me to be like a normal Keralite student and expected me to take up either science or commerce stream. Some people had a different kind of perspective as they had the notion that only the students with low grades took humanities as their subject.

Science and commerce always have had a kind of dominance over the society around me. People always see someone as a true genius if one has studied Maths, Natural science or is from Commerce stream. I don't know when this perception began but the way they see things, it seems they have no value for arts and other social sciences subjects. There was always an option even if we took arts in the interest of pursuing further studies and research and if we kind of have like high scores the same society assumes that definitely this kid is going for civil services, I wonder who tells them all this. And of course I can never forget the way they look down on arts students. As one I have gone through their criticisms and misjudgments.

As a student of History I have been wondering about how the society around me understands and visualizes history and as a devout student of history this question and its enquiry soon became important to me.

This whole idea began when I had to decide which subject should I choose after my tenth board exam. I had no interest in Maths from the very beginning and digits always scared me from my childhood. My fear for Maths disqualified the option of Commerce as it involves accountancy and I cut out science too without a doubt. I took humanities with the belief that it was my savior from numbers but it turned out to be a misbelief because humanities also include economics. So, my savior itself, kind of trapped me. But at least I was happy because I was introduced into the world of arts. Many teachers also encouraged me to take this subject. So as an average student, finally I decided to choose humanities.

This was the first time in my life after 10 years of education, society showed interest to get involved in my decision to choose a subject. Every single person rather criticized me or joked about me for this decision. My relatives even asked me what was my intention behind taking this subject, they wanted to know whether I wanted to remain jobless or not. Well as I could never see my future, so that question was a pointless. Every single one seemed to have an opinion whether I asked them or not. Some others were of the opinion that why would I waste my future and advised me to be like a normal Keralite student and expected me to take up either science or commerce stream. Some people had a different kind of perspective as they had the notion that only the students with low grades took humanities as their subject.

Science and commerce always have had a kind of dominance over the society around me. People always see someone as a true genius if one has studied Maths, Natural science or is from Commerce stream. I don't know when this perception began but the way they see things, it seems they have no value for arts and other social sciences subjects. There was always an option even if we took arts in the interest of pursuing further studies and research and if we kind of have like high scores the same society assumes that definitely this kid is going for civil services, I wonder who tells them all this. And of course I can never forget the way they look down on arts students. As one I have gone through their criticisms and misjudgments.

I have also witnessed poor kids who were compelled by their parents and relatives to take science and commerce stream even if they liked arts. This is an act of cruelty one always has the freedom of choice and education should be an imposition but it should be always an enjoyable one.

As always there is positive and negative sides, likewise pros and cons in a society perspective. I cannot forget all those good persons who supported me and encouraged me to continue my journey as an arts fellow. Well besides of how all others perceived I continued my studies and I passed higher secondary with good marks. One subject that strike me the most was history so like every Indian I also decided to take a degree in history. The same procedure of evaluation of society was however a little less because there was no such option of their interest. I continued on my journey in the vast ocean of history. Well not of the surprise history also has numbers in the form of dates. Still these dates confuses me the most. But however if we love our subject so much enough to avoid its small defects, difficulties are not a matter at all.

A renounced historian namely E. H. Carr defines history as follows:

“History is an unending dialogue between the present and the past and the chief function of historian is to master and understand the past as a key to the understanding of present.”

I am a proud historian as a fact that I choose this subject as my main subject. History is not something that should be seen as a neglected option by society it deserves more as a subject in the Indian scenario. Well it requires fair treatment from the part of society as it involves the study of society itself. Our faith, our nation, our unity, our pride everything owes its roots to history itself. According to India history, history is known as itihasa and our predecessors were well acknowledged the importance of history. The subsequent rule of various dynasties and colonial power also signified us how much historical preservation and knowledge of history was important.

History never settles with past it spreads its reach and scope to present and future itself. As of experience, this subject should not be the one only to receive significance due to competitive exams. But also the subject deserves dedicated scholars and researchers as well. As society is one which goes through constant change let's hope that their perspective for arts and history will change overtime and we the new generation can us take the initiative to change this perception of them and let we be the change.

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Students and research scholars of the Department of History

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