

CENTRAL UNIVERSITY OF PUNJAB, BATHINDA



M.A. History

Session 2019-21

Department of History

Programme Outcome: The objective of the Master's Programme in History is to prepare students for future careers in the various fields in which analytical, argumentative and writing skills are important. Thus students with a Masters in History are suited for streams such as law, journalism, academics, teaching, politics and bureaucracy. We strive to inculcate humanistic values in our students.

SEMESTER I

Course Code	Course Title	Course Type	L	T	P	Credits
HIS.506	Ancient India	Core	3	1	0	4
HIS.507	Modern India	Core	3	1	0	4
HIS.508	Mughal India	Core	3	1	0	4
HIS.509	World History	Core	3	1	0	4
...	Elective (listed below)	Discipline Elective	3	1	0	4
HIS.541	Seminar I	Skill Based	0	1	0	1
...	Interdisciplinary course from other disciplines		2	0	0	2
Total for Semester I			17	6	0	23
DEPT ELECTIVES (select any one)						
HIS.510	Society and Culture of Ancient India		3	1	0	4
HIS.511	Indian Art and Architecture: Ancient India		3	1	0	4
HIS.512	Leaders of Modern India		3	1	0	4
INTERDISCIPLINARY COURSES OFFERED						
HIS.513	Texts of Indian History (not for students of MA History)		2	0	0	2

SEMESTER II

	Course Title	Course Type	L	T	P	Credits
HIS.521	Medieval World	Core	3	1	0	4
HIS.522	Early Medieval & Medieval India	Core	3	1	0	4
HIS.523	Reading Historical Texts	Core	3	1	0	4
HIS.524	History of Indian Literatures	Core	3	1	0	4
...	Elective (listed below)	Discipline Elective	3	1	0	4
HIS.542	Seminar – II	Skill Based	0	1	0	1
...	Value Based Course	Value Based/MOOC	1	0	0	1
...	Interdisciplinary course from other disciplines	IDC	2	0	0	2
ELECTIVES (select any one)						
HIS.525	Society and Culture of Medieval India		3	1	0	4
HIS.526	Indian Art and Architecture: Medieval India		3	1	0	4
INTERDISCIPLINARY COURSES OFFERED						
HIS.527	Texts of World History (not for students of MA History)		2	0	0	2
	Total for Semester II		18	6	0	24

SEMESTER III

	Course Title	Course Type	L	T	P	Credits
HIS.553	Approaches to History	Core Foundation	3	1	0	4
HIS.551	Nationalism in India and Beyond	Core	3	1	0	4
HIS.552	Archaeology as History	Core	3	1	0	4
...	Elective from other departments	Discipline Elective	3	1	0	4
HIS.543	Seminar III	Skill Based	0	1	0	1
HIS.599	Project Work, Part – I		0	0	0	6
	Total for Semester III		18	5	0	23

SEMESTER IV

	Course Title	Course Type	L	T	P	Credits
HIS.599	Project Work, Part - II		0	0	0	6
HIS.571	Environmental History	Core	3	1	0	4
...	Elective (listed below)	Discipline Elective	3	1	0	4
HIS.544	Seminar – IV	Skill Based/MOOC	0	1	0	1
...	Value Added Course	Value Added	1	0	0	1
HIS.xxx	Discipline Enrichment Course	DEC	1	1	0	2
HIS.xxx	Discipline Enrichment Course	DEC	1	1	0	2
ELECTIVES (choose any two)						
HIS.572	Constitutional Development in Modern India		3	1	0	4
HIS.573	Marginalised Communities of India		3	1	0	4
HIS.574	History of the Islamic World		3	1	0	4
	Total for Semester IV		14	5	0	20
	Grand total		46	14	0	90

Mode of Transaction: Lectures, Tutorials, Seminar, Group Discussion, Self-learning and Project Method

List of Value Added Courses

The list of Value added courses has been provided to choose any two courses in a programme

S No.	Name of Course	S No.	Name of Course
1.	Ethics for Science	2.	Personal Management
3.	Professional Ethics	4.	Wealth Management
5.	Academic Writing	6.	Reasoning Ability
7.	Value Education	8.	MS office Specialist
9.	Stress Management	10.	Practical Taxation
11.	Personality Development through Life Skills	12.	Ethical Issues & Legal Awareness
13.	Physical & Mental Well Being	14.	Disaster Management
15.	Pedagogical Studies	16.	Nutrition and Specialty Foods
17.	Data Analysis using spread sheet	18.	Shorthand & Typing
19.	Soft Skill Training	20.	SPSS
21.	Leadership		

List of MOOCs (to be attached)

- * Every student has to take up 2 ID courses of 2 credits each (Total 04 credits) from other disciplines in any two semesters of the program.
- * MOOC courses will be offered if;
 - faculty specialized in the respective area is not available in the department
 - if infrastructure and facilities are not available in the department
- * Value added courses may be offered through MOOC if facilities are not available in the university

SEMESTER I**Course Code: HIS-506****Course Title: Ancient India****Total Hours: 60**

L	T	P	Cr
3	1	0	4

Learning Outcome: At the end of the course, the students will be able to develop the skill to identify and define the socio-economic and political forces that shaped the ancient age in Indian history. They will be able to develop the analytic skill to describe, and compare /contrast the earliest empires in India with the contemporary empires/ civilizations in the world. The course will enable them to develop a critical insight to evaluate the development of human society and polity with the passage of time across the world generally and in Indian context particularly.

UNIT 1**15 hours**

Sources of Ancient Indian History: Literary Sources: Primary and Secondary; Problem of Dating Literary Sources, Myths, Legends etc.; Foreign Accounts: Greek, Chinese and Arabic; Archaeological Sources: Epigraphy, Numismatics, Exploration, Excavations.

UNIT 2**15 hours**

Rise of Mahajanapadas: Monarchical and Republican States; The Mauryan Empire: Polity, Economy and Society; Ashoka's Dhamma, Ashokan Edicts, Decline and Disintegration of Mauryan Empire.

UNIT 3**15 hours**

Post-Mauryan India: Shungas and Kanvas; Indo-Greeks and Kushanas: Social, Economic and Political Structures.

UNIT 4**15 hours**

Imperial Guptas and their Successors: Society, Polity, Economy; Developments in Science and Technology, Astronomy, Mathematics and Medicine.

Mode of Transaction: Lectures, Tutorials, Seminar, Group Discussion, Self-learning and Project Method

Suggested Readings

1. Kosambi, Damodar Dharmanand. The Culture and Civilisation of Ancient India in Historical Outline. Vikas Publishing House Pvt Ltd, 1994.
2. Gladwin, Harold Sterling. A History of the Ancient Southwest. 1957.
3. Thapar, Romila. The Penguin History of Early India: From the Origins to AD 1300. Penguin Books India, 2003.
4. Avari, Burjor. India: The Ancient Past: A History of the Indian Sub-continent from C. 7000 BC to AD 1200. Routledge, 2007.
5. Pathak, Vishuddhanand. History of Kośala Up to the Rise of the Mauryas. M. Banarsidass, 1983.
6. Chakrabarti, Dilip K. "Mahajanapada States of Early Historic India." A Comparative Study of Thirty City-State Cultures. Mogens Herman Hansen, ed (2000): 375-91.
7. Sastri, Kallidaikurichi Aiyah Nilakanta. A Comprehensive History of India: The Mauryas & Satavahanas. Vol. 2. Orient Longmans, 1957.
8. Chattopadhyay, Bhaskar. Kushāṇa State and Indian Society: A Study in Post-Mauryan polity & Society. Punthi Pustak, 1975.
9. Thapar, Romila. Aśoka and the Decline of the Mauryas. Oxford University Press, 1973.
10. Singh, Mahesh Vikram. Society Under the Mauryas. Indological Book House, 1989.
11. Kulke, Hermann, and Dietmar Rothermund. A History of India. Psychology Press, 2004.
12. Sugandhi, Namita Sanjay. Between the Patterns of History: Rethinking Mauryan Imperial Interaction in the Southern Deccan. ProQuest, 2008.
13. Dhammika, Shrivasti. The Edicts of King Asoka: An English Rendering. Buddhist Publication Society, 1993.
14. Kher, Narendra Nath. Agrarian and Fiscal Economy in the Mauryan and Post Mauryan Age (cir. 324 B.C.-320 A.D.). Delhi: Motilal Banarsidass, 1973.
15. Mukherjee, Bratindra Nath. The Rise and fall of the Kushana Empire. Firma KLM Private Limited, 1988.
16. Chattopadhyay, Bhaskar. Kushāṇa State and Indian Society: A Study in Post-Mauryan Polity & Society. Punthi Pustak, 1975.
17. Kumar, Ashwani, The Kushanas Revisited. Delhi: Commonwealth Publishers, 2015.
18. Choudhary, Radhakrishna. Kautilya's Political Ideas and Institutions. Vol. 73. Chowkhamba Sanskrit Series Office, 1971.
19. Mookerji, Radhakumud. Chandragupta Maurya and His Times. 4th ed. Delhi: Motilal Banarsidass, 1966.
20. Maity, Sachindra Kumar. Economic life in northern India in the Gupta period. (1970).
21. Mookerji, Radhakumud. The Gupta Empire. 5th ed. Delhi: Motilal Banarsidass, 1973.
22. Sharma, Tej Ram. A Political History of the Imperial Guptas: From Gupta to Skandagupta. New Delhi: Concept Pub., 1989.

23. Sharma, H. C. Gupta Empire and Middle Kingdom. New Delhi: Global Publications, 2011.
24. Sen, Sailendra Nath. Ancient Indian History and Civilization. Second Ed. New Delhi: New Age International, 1999.
25. Thapar, Romila. Ancient Indian Social History: Some Interpretations. [3.] Repr. Ed. New Delhi: Orient Longman, 1996.
26. Dikshitar, V. R. Ramachandra. The Gupta Polity. Delhi: Motilal Banarsidass, 1993.
27. Devahuti, D. Harsha, a Political Study. 3rd Rev. Ed. Delhi: Oxford UP, 1998.
28. Majumdar, Ramesh Chandra. Vākātaka-Gupta Age: Circa 200-550 A.D. Delhi: Motilal Banarsidass, 1986.
29. Jayapalan, N. History of India. New Delhi: Atlantic, 2001.
30. Middleton, John. World Monarchies and Dynasties. Hoboken: Taylor and Francis, 2015.
31. Agrawal, Ashvini. Rise and fall of the Imperial Guptas. Delhi: Motilal Banarsidass, 1989.
32. Jaina, Kaila. Malwa Through the Ages, From the Earliest Times to 1305 A.D. Delhi: Motilal Banarsidass, 1972.
33. India A History. Paw Prints, 2008.
34. The Kingfisher History Encyclopedia. Fully Rev. and Updated. Ed. Boston: Kingfisher, 2004.
35. Shastri, Ajay Mitra. India as Seen in the Kutānī-Mata of Dāmodaragupta. Reprint. Ed. Delhi: Motilal Banarsidass, 1995.
36. Mishra, Vibhuti Bhushan. Religious Beliefs and Practices of North India During the Early Mediaeval Period. Leiden: Brill, 1973.
37. Gajrani, S. History, Religion and Culture of India. Delhi: Isha, 2004.
38. Kapoor, Subodh. Ancient Hindu Society: Including Races, Dynasties, Politics, War, Law Enforcement, Social and Caste Systems, Economics, Life-style, Women, Traditions and Habits of the Ancient Indians. New Delhi, India: Cosmo Publications, 2002.
39. Chandra, Anjana Motihar. India Condensed 5000 Years of History & Culture. Singapore: Marshall Cavendish Editions, 2007.

Course Code: HIS-507

Course Title: Modern India

Total Hours: 60

L	T	P	Cr
3	1	0	4

Learning Outcome: The course is designed to understand the development of Modern India during the colonial rule. Students will be trained to analyze how local, national, and international policies and practices developed in the colonial age continue to impact their contemporary lives. At the successful completion of the course, the students will be able to critically evaluate the Colonial Period of Indian history. They will be marshalled to develop an analytical outlook about the varieties of experience found in the historical record of the India, exploring diversity as a critical component of history.

UNIT 1 **15 hours**
Debates on the Nature of Eighteenth Century in Indian History; Political Cultures of Maratha, Sikh and Company Rule.

UNIT 2 **15 hours**
Economic Structure: Commercialization of Agriculture, Land Rights and Land Settlements, Rural Indebtness; Decline of Indian Industries, British Industrial Policy, Major Modern Industries and Trade

UNIT 3 **15 hours**
Cultural Developments: The New Education; Emergence of Indian Middle Classes, Caste Organizations and Anti-Caste Movements, Literature, Theatre, Cinema.

UNIT 4 **15 hours**
Merchants and Firms; Labour Movements; Peasant Movements.

Mode of Transaction: Lectures, Tutorials, Seminar, Group Discussion, Self-learning and Project Method

Suggested Readings

1. Dodwell, H. *Dupleix and Clive: Beginning of Empire*. Routledge, 2013.
2. Arnold, E. *The Marquis of Dalhousie's Administrations of British India...* Vol. 1. Saunders, Otley, and Company, 1862.
3. Bayly, C. A. *Indian society and the making of the British Empire*. No. 2002. Cambridge University Press, 1990.
4. Cunningham, J. D., and Herbert Leonard Offley Garret. *A History of the Sikhs*. S. Chand & Company, 1955.
5. Kaye, J. W. *History of the War in Afghanistan*. Vol. 2. R. Bentley, 1851.
6. Wright, D. *History of Nepal*. Asian Educational Services, 1993.
7. Lyall, A.C. *The Rise and Expansion of the British Dominion in India*. John Murray, 1894.
8. Roberts, P. E. *History of British India Under the Company and the Crown*. Vol. 7. London: Oxford University Press, 1952.
9. Spear, P. "The Oxford History of Modern India, 1740-1947, Part III." (1965).
10. Thompson, E. J., and Geoffrey Theodore Garratt. *Rise and fulfilment of British rule in India*. Ams Pr Inc, 1934.

Course Code: HIS-508

Course Title: Mughal India

Total Hours: 60

L	T	P	Cr
3	1	0	4

Learning Outcome: The course 'Mughal India' offers new dimensions to the conceptualisations held in regards with the dynasty pivotal in shaping and colouring the history of medieval India. The course will be helpful in shaping and widening the understanding of students about not just the genealogy but also the thought process, policies and strategies of the Mughal emperors

which left an impact on the social structure of India through political tools, ideologies and deliberations influencing almost every aspect of contemporary Indian society.

UNIT 1 **15 hours**
State, Administration, Revenue

UNIT 2 **15 hours**
The Mughal Court and Political Culture

UNIT 3 **15 hours**
India outside Mughal Sovereignty

UNIT 4 **15 hours**
Religion and Culture

Mode of Transaction: Lectures, Tutorials, Seminar, Group Discussion, Self-learning and Project Method

Suggested Readings

1. J. F. Richards, "Mughal State Finance and the Premodern World Economy", Comparative Studies in Society and History, 1981.
2. Richards, John F. "The Mughal Empire, The New Cambridge History of India. 1993.
3. Alam, Muzaffar. Crisis of Empire in Mughal North India: Awadh & the Punjab, 1707-48 (1988)
4. Dale, Stephen F. The Muslim Empires of the Ottomans, Safavids and Mughals (Cambridge U.P. 2009
5. Dalrymple, William. The Last Mughal: The Fall of Delhi, 1857. A&C Black, 2009.
6. Faruqui, Munis D. "The forgotten prince: Mirza Hakim and the formation of the Mughal Empire in India." Journal of the Economic and Social History of the Orient 48.4 (2005): 487-523.
7. Gommans, Jos JL. Mughal warfare: Indian frontiers and highroads to empire, 1500-1700. Psychology Press, 2002.
8. Gordon, Stewart. "The Marathas, 1600-1818. The New Cambridge History of India, II. 4." 1993.
9. Habib, Irfan. Atlas of the Mughal Empire: Political and Economic Maps, 1982.
10. Markovits, Claude, ed. A history of modern India, 1480-1950. Anthem Press, 2004.
11. Metcalf, Barbara D., and Thomas R. Metcalf. A Concise History of Modern India. Cambridge University Press, 2006.
12. Majumdar, Ramesh Chandra, Bharatiya Vidya Bhavan, and Bhāratīya Itihāsa Samiti. The history and culture of the Indian people. G. Allen & Unwin, 1969.

Course Code: HIS-509
Course Title: World History
Total Hours: 60

L	T	P	Cr
3	1	0	4

Learning Outcome: The course will enable the students to explain and analyze the key historical events or processes in world history. The paper will help the students to develop an understanding of broad patterns of change within and among various societies and nations across the world. Interaction of different societies with one another prior to and during the period of European expansionism as well as how various geographical and environmental spaces have affected the development of forms of economic, political, social, and religious or spiritual organization will be key factors covered by the course.

UNIT 1 **15 hours**
Europe and the Rest of the World: Political and Cultural Aspects

UNIT 2 **15 hours**
Economic History of Colonialism: Development in Industries; Expansion of Trade and Markets.

UNIT 3 **15 hours**
The Ascendancy of Europe: Science, Technology, Media and Social Organisation

UNIT 4 **15 hours**
Responses to Colonialism Across the World: Latin America; Africa, Asia

Mode of Transaction: Lectures, Tutorials, Seminar, Group Discussion, Self-learning and Project Method

Suggested Readings

1. E.J. Hobsbawm: The Age of Empire, 1875-1915.
2. David Thomson: Europe Since Napoleon.
3. Agatha Ramm: Germany 1789-1919.
4. William L. Langer: Diplomacy of Imperialism.
5. William L. Langer: European Alliances & Alignments
6. Armajani & Ricks: The Middle East – Past and Present.
7. M.S. Anderson: The Ascendancy of Europe 1815-1914
8. G.P. Gooch: Studies in the Diplomacy and Statecraft.
9. Lipson, E: Europe in the 19th Century and 20th Century
10. Andrew Porter: European Imperialism, 1860-1914.
11. Norman Stone: Europe Transformed 1878-1919.
12. James Joll: The Origins of the First World War.
13. Erich Eyck: Bismarck and the German Empire
14. A. Cobban: A History of Modern France, 3 vols.
15. Geiss, Imanuel: German Foreign Policy, 1871-1914
16. Laurence Lafore: The Long Fuse.
17. A.J.P. Taylor: Bismarck

18. Alan Wood: The Origins of the Russian Revolution 1861-1917.
19. Jaroslav Krejci: Great Revolutions Compared.

Course Code: HIS-510

Course Title: Society and Culture of Ancient India

Total Hours: 60

L	T	P	Cr
3	1	0	4

Learning Outcome: At the end of the course, the students will be competent to understand the diversity of the human experience as influenced by geographical location, society, race, ethnicity, cultural traditions, gender and class. They will be able to explain and analyze key historical events or processes that shape individuals and communities. The course will enable them to develop a critical insight to examine the development of human society and culture with the passage of time across the globe generally and in Indian context particularly.

UNIT 1

15 hours

Pastoralism and Food Production: Neolithic and Chalcolithic Phase: Settlement, Distribution, Tools and Patterns of Exchange.

UNIT 2

15 hours

First and Second Urbanisations: Urban Culture: Major Sites, Settlement Patterns, Craft Specialization and Social Change

UNIT 3

15 hours

Language and Literature: Orality and Literacy; Sanskrit and Other Languages

UNIT 4

15 hours

Religious Practices: Pre-Vedic, Vedic, Shakta, Ganpatyas, Shaivas and Vaishnavas, Buddhist and Jain

Mode of Transaction: Lectures, Tutorials, Seminar, Group Discussion, Self-learning and Project Method

Suggested Readings

1. Romila Thapar, From Lineage to State; Social Formations in the mid-First Millennium B.C in the Ganga Valley, OUP, 1984.
2. Brajdu Lal Chattopadhyaya, The Making of Early Medieval India, OUP, 1994.
3. Sheldon Pollock, The Language of Gods in the World of Men, UC Press.
4. Sharma, R. S. The Segmentary State and the Indian Experience. S.I, 1990.
5. Ramila Thaper, Early India (from the origins to AD 1300), the Penguin.,2003.
6. Herman Kulke, The State in India, 1000-1700 BCE, OUP. Oxford University Press.1995.

7. B.D. Chattopadhyaya, Sanskrit Sources and the Other
8. Ramdhari Singh Dinkar, Bharatiya Sanskriti ke Chaar Adhyaya
9. Doordarshan TV Series, Bharat Ek Khoj
10. R G Bhandarkar, Vaishnavism, Shaivism and Other Minor Cults.

Course Code: HIS-511

Course Title: Indian Art and Architecture: Ancient India

Total Hours: 60

L	T	P	Cr
3	1	0	4

Learning Outcome: At the end of the course, the students will be able to develop the skill to understand the details of architectural and sculptural art of India. The understanding will enable them to inculcate an awareness as well as sense of belongingness and responsibility regarding the incredible architectural heritage of India. The course has a great potential in finding the jobs in tourism and heritage management.

UNIT 1

15 hours

Early Forms of Architecture: Indus Art and Architecture; Vedic Architecture; Mauryan Art and Architecture

UNIT 2

15 hours

Rock Cut Architecture: Buddhist, Jain and Hindu; Stupa Architecture.

UNIT 3

15 hours

Temple Architecture: Nagara Style: Evolution of Temples under Guptas; Odishan Temple Architecture; Khajuraho Temples; Dravida Style: Temples of Pallavas, Chalukyas and Cholas.

UNIT 4

15 hours

Early Indian Sculpture: Harappan, Mauryan, Shunga-Kushana and Guptas; Early Indian Paintings: Ajanta and Bagh.

Mode of Transaction: Lectures, Tutorials, Seminar, Group Discussion, Self-learning and Project Method

Suggested Readings

1. Goetz, Hermann. India: Five Thousand Years of Indian Art. Vol. 1. London: Methuen, 1964.
2. Craven, Roy C. Indian Art: A Concise History. Thames and Hudson, 2006.
3. Coomaraswamy, Ananda Kentish. Early Indian architecture: cities and city gates, etc. Munshiram Manoharlal Publishers Pvt. Ltd., 1991.
4. Wheeler, Mortimer. The Indus Civilization: Supplementary Volume to the Cambridge History of India. CUP Archive, 1968.
5. Fergusson, James. Tree and Serpent Worship, or, Illustrations of Mythology and Art in India in the First and Fourth Centuries after Christ: From the Sculptures of the Buddhist Topes at Sanchi and Amravati. Asian Educational Services, 2004.

6. Metcalf, Barbara D., and Thomas R. Metcalf. A concise history of modern India. Cambridge University Press, 2006.
7. Tadmell, Christopher. The History of Architecture in India: from the dawn of civilization to the end of the Raj. Architecture Design and Technology Press, 1990.
8. Sastri, Kallidaikurichi Aiyah Nilakanta. A Comprehensive History of India: The Mauryas & Satavahanas. Vol. 2. Orient Longmans, 1957.
9. Nilakanta Sastri, K. A. A history of South India from prehistoric times to the fall of Vijayanagara. Delhi, 1975.
10. Harle, James C. The Art and Architecture of the Indian Subcontinent. Yale University Press, 1994.
11. Dehejia, Vidya. Early Buddhist Rock Temples: A Chronology. Cornell University Press, 1972.
12. Havell, Ernest Binfield. The Ancient and Medieval Architecture of India: A Study of Indo-Aryan Civilisation. S. Chand, 1972.
13. Dehejia, Vidya. Indian Art. Phaidon Press, 1997.
14. Puri, B. B. Vedic Architecture and Art of Living. Vastu Gyan Publication, 1995.

Course Code: HIS-512

Course Title: Leaders of Modern India

Total Hours: 60

L	T	P	Cr
3	1	0	4

Learning Outcome: The course will be useful to familiarise students with lives and writings of some important figures of Modern India. The figures taught to students would be representatives of different parts of India (and neighbouring countries) who have unparalleled contribution in the development of Indian freedom movement. These would include figures from the world of politics, business, administration, arts, entertainment, social movements and so on who were instrumental in shaping Indian history particularly in the Colonial period of Indian history.

UNIT 1 **15 hours**
Representatives of pre-modern India (Rani Laxmibai and others)

UNIT 2 **15 hours**
Communists (Bhagat Singh); Secularists (Bose)

UNIT 3 **15 hours**
Muslims (Iqbal or Maulana Azad); Hindus (Malviya or Mukherjee)

UNIT 4 **15 hours**
Caste Minorities (Ambedkar); Regions

Mode of Transaction: Lectures, Tutorials, Seminar, Group Discussion, Self-learning and Project Method

Suggested Readings

1. Mahashweta Devi, *Laxmibai*
2. Bhagat Singh, *Collected Writings*
3. Bose, *Collected Writings*
4. Iqbal, *Collected Writings*
5. Maulana Azad, *Collected Writings*
6. Malviya, *Collected Writings*
7. S P Mukherjee, *Collected Writings*
8. Ambedkar, *Collected Writings*

Course Code: HIS-513

Course Title: Texts of Indian History

Total Hours: 30

L	T	P	Cr
2	0	0	2

Learning Outcome: At the end of the course, the students will be able to develop the skill to analyze and interpret primary-source documents that elucidate the exchanges and advancements made in civilizations across time and space. Students will be trained to critically examine and interpret primary documents and secondary sources, and will be able to interpret qualitative and quantitative data in order to evaluate historical events.

UNIT 1

Kautilya, *Arthasastra*

7 hours

UNIT 2

Babar, *Babarnama*

8 hours

UNIT 3

Gandhi, *Hind Swaraj*

7 hours

UNIT 4

Ambedkar, *The Annihilation of Caste*

8 hours

Mode of Transaction: Lectures, Tutorials, Seminar, Group Discussion, Self-learning and Project Method

Course Code: HIS-541

Course Title: Seminar I

L	T	P	Cr
0	1	0	1

Learning Objective: To read the relevant literature on any one of the courses offered in Semester I and give presentation on it. It also aims to further improve student writing and presentation skills.

The students select a topic and prepare a presentation of approximately 20 minutes based on recent literature available and recent debates on that topic. The students prepare a report of 15-20 pages.

Evaluation Criterion: Students are evaluated based on presentation and written report.

SEMESTER II

Course Code: HIS-521
Course Title: Medieval World
Total Hours: 60

L	T	P	Cr
3	1	0	4

Learning Outcome: The successful completion of the course will enable the students to develop a basic understanding of world history in general and the medieval period in particular. The purpose is to get them acquainted with the development of the medieval world and explain the significance of distinctive forms of political, social, and economic organization as a continuous and coherent process which has bearing on various significant developments going on in the present era. The Emphasis will be placed on the Indian, Chinese, Latin American, and African empires, and European expansionism and global encounters. The course will develop the skill to identify and analyze key facets of medieval society in Western Europe such as the Catholic Church, feudalism, and the rise of technology and commerce etc. that have affected the Indian lives too.

UNIT 1 **15 hours**
Feudalism: Origin of Feudalism, Status, Hierarchy and Organisation of Feudal Societies, Decline of Feudalism

UNIT 2 **15 hours**
Abrahamic Religions: Origin, Spread, Features, Texts and Contexts (Quran and Bible)

UNIT 3 **15 hours**
Global Economic Organisation: Innovations in Agriculture; Foundation of Industries; Expansion of Trade; Emergence of Towns and Cities.

UNIT 4 **15 hours**
Rethinking the Age of Discoveries; Science, Reason and un-Reason

Mode of Transaction: Lectures, Tutorials, Seminar, Group Discussion, Self-learning and Project Method

Suggested Readings

1. Marshall Hodgson, *The Venture of Islam: conscience and history in a world civilization*, vol. 1-2. University of Chicago Press, 1984
2. Patricia Crone, *Meccan Trade and the Rise of Islam*, Gorgias Press, 2004
3. R. Bulliet, *The Patricians of Nishapur*, Lightning Source Inc. 2008
4. R. Bulliet, *Islam: the View from the Edge*. Columbia University Press, 1995
5. Wael B. Hallaq, *The Origins and Evolution of Islamic Law*, Cambridge University Press, 1994
6. Marc Bloch, *Feudal Societies*, Routledge, 1965

7. Adam J. Silverstein and Guy G. Stroumsa, *Abrahamic Religions*, Oxford University Press, 2015
8. Aaron W. Hughes, *Abrahamic Religions: On the Uses and Abuses of History*, Oxford University Press, 2012
9. Philip J. Adler and Randall L. Pouwels, *World Civilizations*, vol. I and II, Thomson Wordsworth, 2008
10. J. M. Roberts, *The New Penguin History of the World*, 5th Edition, Penguin Books, 2007
11. Peter Spufford, *Money and its Use in Medieval Europe*, Cambridge University Press, 1988

Course Code: HIS-522

Course Title: Early Medieval and Medieval India

Total Hours: 60

L	T	P	Cr
3	1	0	4

Learning Outcome: The course is quite significant for preparing the students to address various socio-economic and political issues which the contemporary Indian society is facing as many of them are embedded in the past. The course will enable the students to develop a critical insight to evaluate the development of human society and polity with the passage of time across the world generally and in early medieval and medieval Indian context particularly.

UNIT 1 **15 hours**
Theories of State: Feudal Model, Segmentary Model, Integrative Model.

UNIT 2 **15 hours**
Early Medieval India: Administration and Political Structures; Agrarian Economy, Trade and Industry.

UNIT 3 **15 hours**
Medieval India: Interaction with Islam; The Delhi Sultanate: Polity, Central and Provincial Administration and Agrarian Relations; Trade and Industry.

UNIT 4 **15 hours**
The Vijayanagara and Bahamanis: Polity, Administration and Economy.

Mode of Transaction: Lectures, Tutorials, Seminar, Group Discussion, Self-learning and Project Method

Suggested Readings

1. Jackson, Peter. *The Delhi sultanate: a political and military history*. Cambridge University Press, 2003.
2. Hermann Kulke and Dietmar Rothermund, *a History of India*, Routledge, 1986.
3. K. S. Lal, *Twilight of the Sultanate*, Bombay, 1963.
4. M. Mujeeb, *The Indian Muslims*, London, 1967.
5. R. Nath, *A History of Sultanate Architecture*, New Delhi, 1978.

6. S. B. P. Nigam, *Nobility under the Sultans of Delhi, A.D. 1206-1398*, Delhi, 1968.
7. Hussain, Syed Ejaz. *The Bengal Sultanate: Politics, Economy and Coins (A.D. 1205-1576)*. 1 Publ. ed. New Delhi: Manohar, 2003.
8. Wright, Esmond. *The Medieval and Renaissance World*. London: Hamlyn, 1979.
9. Altekar, Anant Sadashiv. *A History of Village Communities in Western India*,. Bombay: H. Milford, Oxford UP, 1927.
10. Desai, Vishakha N. *Gods, Guardians, and Lovers: Temple Sculptures from North India, A.D. 700-1200*. New York: Asia Society Galleries, in Association with Mapin, Ahmedabad; 1993.
11. Habib, Irfan. *The Agrarian System of Mughal India, 1556-1707*. 2nd Rev. ed. New Delhi: Oxford UP, 1999.
12. Nizami, Khaliq Ahmad. *State and Culture in Medieval India*. New Delhi: Adam & Distributors, 1985.
13. Iraqi, Shahabuddin. *Medieval India 2: Essays in Medieval Indian History and Culture*. Aligarh: Centre of Advanced Study, Dept. of History, Aligarh Muslim U; 2008.
14. Hermans, Theo. *Translating Others (Volume 2)*. Hoboken: Taylor and Francis, 2014.
15. Husain, Sarah. *Voices of Resistance: Muslim Women on War, Faith & Sexuality*. Emeryville, CA: Seal, 2006.
16. Newcombe, A. C. *Village, Town, and Jungle Life in India*,. Edinburgh: W. Blackwood and Sons, 1905.
17. Gupta, Satya Prakash, and Sumbul Khan. *Mughal Documents: Taqsim, C. 1649-C. 1800*. Jaipur: Publication Scheme, 1996.
18. Brajdulal Chattapadhyaya, *The Making of Early Medieval India*, OUP, 1994.
19. Burton Stein, *Vijayanagara*, The New Cambridge History of India, Cambridge University Press, 1990.
20. R. S. Sharma, *Indian Feudalism*, Laxmi Publications, New Delhi, 2008.
21. Harbans Mukhia, *The Feudalism Debate*, Manohar Publishers and Distributors, New Delhi, 2003.
22. Upinder Singh, *Rethinking Early Medieval India*, Oxford University Press, 2011

Course Code: HIS-523

Course Title: Reading Historical Texts

Total Hours: 30

L	T	P	Cr
3	1	0	4

Learning Outcome: This course will familiarise students with some important texts and documents of Indian and non-Indian History written in the English language or in English translation. The goal is to make students learn how to read original historical sources and texts viz a viz make them understand how each are used to make historical arguments. The course will enable him to develop a critical insight to evaluate the development of human society and polity with the passage of time across the world generally and in Indian context particularly.

UNIT 1 **7 hours**
Genres of History-Writing

UNIT 2 **8 hours**
Fiction and History

UNIT 3 **7 hours**
Public Texts

UNIT 4 **8 hours**
Political texts

Mode of Transaction: Lectures, Tutorials, Seminar, Group Discussion, Self-learning and Project Method

Suggested Readings

1. Gandhi, *Hind Swaraj*
2. Iqbal, Collected Works
3. Periyar, Collected Works
4. Abul Fazl, Akbarnama
5. Savarkar, Collected Works
6. Jinnah, Collected Writings

Course Code: HIS-524

Course Title: History of Indian Literature

Total Hours: 60

L	T	P	Cr
3	1	0	4

Learning Outcome: At the completion of the course, the students will be competent to reconstruct the Indian history as the course will enable them to know how to identify, examine, analyse, verify and interpret the literary sources reflecting the mirror of contemporary society. It will also be helpful to get them acquainted to the rich and diversified Indian literature ranging from Classical Sanskrit to modern English along with regional languages such as Marathi, Bengali, Persian, Hindi, Urdu and Tamil etc. The course will train the students in the direction to synthesize different kinds of evidence from a variety of historical sources to make a coherent argument about the past.

UNIT 1 **15 hours**
Classical and Vernacular Languages; The Place of Sanskrit;

UNIT 2 **15 hours**
Regions and Regional Languages (Marathi; Bengali)

UNIT 3 **15 hours**
'Foreign' Languages and Indian Empires (English, Persian);

UNIT 4**15 hours**

Politics of Language (Hindi and Urdu; Tamil; Marathi)

Mode of Transaction: Lectures, Tutorials, Seminar, Group Discussion, Self-learning and Project Method**Suggested Readings**

1. Sheldon Pollock, *The Language of God in the World of Men*
2. David Shulman, *Tamil: A Biography*
3. Alok Rai, *Hindi Nationalism*
4. Rajiv Kinra, *Writing Self, Writing Empire*
5. Sheldon Pollock (ed.), *Literary Cultures in History: Reconstructions from South Asia*,
6. Christian Novetzke, *The Quotidian Revolution*

Course Code: HIS-525**Course Title: Society and Culture in Medieval India****Total Hours: 60**

L	T	P	Cr
3	1	0	4

Learning Outcome: At the completion of the course, the students will be able to understand the diversity of the Indian culture i.e., society, race, ethnicity, cultural traditions, gender and class etc. The course will enable them to develop a critical insight to examine the development of Indian society and culture with the passage of time. The medieval period in India witnessed many changes in the spheres of polity, economy, society, literature, art and architecture which further enriched the rich cultural heritage of India. It will be pertinent to train the students to be sensitive to such developments and inculcate the sense of objectivity and morality among the budding scholars of Indian history. The designed course will be crucial in fulfilling the objective.

UNIT 1**15 hours**

Bhakti Movement: Shaivism, Vaishnavism, Shaktism; Sufism: Their Orders, Beliefs and Practices, the leading Sufi Saints.

UNIT 2**15 hours**

Rural Society: Petty Chieftains, Village Officials, Cultivators and Non-Cultivating Classes, Artisans.

UNIT 3**15 hours**

Religious Communities: Hindu, Muslim, Sikh and Others.

UNIT 4**15 hours**

State and Society Relations

Mode of Transaction: Lectures, Tutorials, Seminar, Group Discussion, Self-learning and Project Method

Suggested Readings

1. J. F. Richards, "Mughal State Finance and the Premodern World Economy", Comparative Studies in Society and History, 1981.
2. Richards, John F. "The Mughal Empire, The New Cambridge History of India. 1993.
3. Alam, Muzaffar. Crisis of Empire in Mughal North India: Awadh & the Punjab, 1707–48 (1988)
4. Dale, Stephen F. The Muslim Empires of the Ottomans, Safavids and Mughals (Cambridge U.P. 2009
5. Dalrymple, William. The Last Mughal: The Fall of Delhi, 1857. A&C Black, 2009.
6. Faruqi, Munis D. "The forgotten prince: Mirza Hakim and the formation of the Mughal Empire in India." Journal of the Economic and Social History of the Orient 48.4 (2005): 487-523.
7. Gommans, Jos JL. Mughal warfare: Indian frontiers and highroads to empire, 1500-1700. Psychology Press, 2002.
8. Gordon, Stewart. "The Marathas, 1600-1818. The New Cambridge History of India, II. 4." 1993.
9. Habib, Irfan. Atlas of the Mughal Empire: Political and Economic Maps, 1982.
10. Markovits, Claude, ed. A history of modern India, 1480-1950. Anthem Press, 2004.
11. Metcalf, Barbara D., and Thomas R. Metcalf. A concise history of modern India. Cambridge University Press, 2006.
12. Richards, John F. The Mughal Empire. Vol. 5. Cambridge University Press, 1995.
13. Majumdar, Ramesh Chandra, Bharatiya Vidya Bhavan, and Bhāratīya Itihāsa Samiti. The history and culture of the Indian people. G. Allen & Unwin, 1969.

Course Code: HIS-526

Course Title: Indian Art and Architecture: Medieval India

Total Hours: 60

L	T	P	Cr
3	1	0	4

Learning Outcome: Indian Art and architecture has been one of the most incredible accomplishments which the country has achieved during its long glorious past. Beautiful pieces of art make everybody to admire and cherish the splendid achievements India has achieved through the ages. The students studying the peculiarities of the medieval Indian art with regional variations will be able to develop a thorough understanding of the details of architectural and sculptural art of India which will enable them to inculcate an awareness as well as sense of belongingness and responsibility regarding the invaluable architectural heritage of India. The course will help them to find jobs in tourism and heritage management.

UNIT 1**15 hours**

Early Islamic Architecture: Architecture of Mamluk, Khalji, Tughlaq, Sayyid and Lodi dynasties; Temple Architecture.

UNIT 2**15 hours**

Indian Textiles: Centres of Productions, Patterns of Trade and Distribution, Role of State, Position of Artisans and Merchants, Contribution to Economy.

UNIT 3**15 hours**

Fine Arts: Major Schools of Paintings: Mughal, Rajasthani, Pahari, Garhwali; Development of Music.

UNIT 4**15 hours**

Mughal Architecture: Mosques, Tombs, Forts, Palaces, Public and Utilitarian Buildings, Gardens.

Mode of Transaction: Lectures, Tutorials, Seminar, Group Discussion, Self-learning and Project Method

Suggested Readings

1. Alfieri, B. M. Islamic Architecture of the Indian Subcontinent (London 2000)
2. Asher, C. B., Architecture of Mughal India, The New Cambridge History of India, 1,4, (Cambridge, New York, Oakleigh 1992)
3. Asher, C. B., "Babur and the Timurid Char Bagh: Use and Meaning." In Mughal Architecture: Pomp and Ceremonies, Environmental Design (1991, no.1-2): 46-55
4. Archer M., Early Views of India: The Picturesque Journeys of Thomas and William Daniell 1786-1794 (London 1980)
5. Archer M., Company Paintings: Indian paintings of the British Period (London and Ahmedabad, 1992)
6. Begley, W. E. and Z. A. Desai. Taj Mahal: The Illumined Tomb: An Anthology of
7. Seventeenth-Century Mughal and European Documentary Sources (Cambridge 1989)
8. Bokhari, A. "The 'Light' of the Timuria: Jahan Ara Begum's Patronage, Piety, and Poetry in 17th Century Mughal India", Marg 2008
9. Brand, M., "Orthodoxy, Innovation, and Revival: Considerations of the Past in Imperial Mughal Tomb Architecture", Muqarnas 10 (1993), pp.323-34
10. Brand, M. and G. D. Lowry eds, Fatehpur Sikri, Selected papers from the International Symposium on Fatehpur-Sikri held on October 17-19, at Harvard University, Cambridge MA and Sponsored by the Aga Khan Program for Islamic Architecture at Harvard University and the Massachusetts Institute of Technology and the Department of Fine Arts at Harvard University (Bombay 1987)
11. Brown, P. Indian Architecture (Islamic Period), 6th reprint of the 1956 edition, (Bombay 1975)
12. Conner, P. Oriental Architecture in the West (London 1979)

13. Koch, Mughal Architecture
14. Fergusson, J. History of Indian and Eastern Architecture, 1876; revised and edited with additions by James Burgess and R. Phene Spiers, 1910; reprinted London and (New Delhi 1972)
15. Havell, E. B. Indian Architecture: Its Psychology, Structure, and History from the First Muhammadan Invasion to the Present Day, 1913; 2nd edition (London 1927).
16. Head, R. The Indian Style (London 1986)
17. Holod, R. and H. Khan, The Contemporary Mosque (New York 1997)
18. Jairazbhoy, R. A. "The Taj Mahal in the Context of East and West: A Study in the Comparative Method", Journal of the Warburg and Courtauld Institutes, 24, 1961, pp. 59-88
19. Koch, E. , "The Baluster Column – a European Motif in Mughal Architecture and its Meaning", Journal of the Warburg and Courtauld Institutes, 45 (1982): 251–62 (repr. in Koch 2001, pp. 38–60) ; "Jahangir and the Angels: Recently Discovered Wall Paintings under European Influence in the Fort of Lahore", in India and the West, ed. by J. Deppert (New Delhi 1983), pp. 173–95 (repr. in Koch 2001, pp. 12–37) — Shah Jahan and Orpheus: The Pietre Dure Decoration and the Programme of the Throne in the Hall of Public Audiences at the Red Fort of Delhi (Graz 1988) (repr. without intro. in Koch 2001, pp.38–129) — "The Copies of the Qutb Minar", Iran, 29, 1991b, pp. 95-107 (repr. in Koch 2001, pp. 269-87) — "The Delhi of the Mughals prior to Shahjahanabad as Reflected in the Patterns of Imperial Visits", in Art and Culture: Felicitation Volume in Honour of Professor S. Nurul Hasan, ed. by A. J. Qaisar and S. P. Verma (Jaipur 1993), pp. 2–20 — "Diwan-i 'Amm and Chihil Sutun: The Audience Halls of Shah Jahan", Muqarnas11 (1994): 143–65 (repr. in Koch 2001, pp. 229–54)— "The Mughal Waterfront Garden", in Petruccioli 1997, pp. 140–60 (repr. in Koch 2001, pp. 183–202) — "Mughal Palace Gardens from Babur to Shah Jahan (1526–1648)", Muqarnas14 (1997): 143–65 (repr. in Koch 2001, pp. 203–28)— Mughal Art and Imperial Ideology: Collected Studies (New Delhi 2001) — Mughal Architecture: An Outline of Its History and Development (1526–1858) (Munich 1991, 2nd edn New Delhi 2002) — 'The Intellectual and Artistic Climate at Akbar's Court', in J. Seyller, The Adventures of Hamza: Painting and Storytelling in Mughal India, exh. cat. (Washington, D.C./London 2002) — "The Taj Mahal: Architecture, Symbolism, and Urban Significance", Muqarnas23 (2005): 128–49

Course Code: HIS-527

Course Title: Texts of World History (IDC)

Total Hours: 30

L	T	P	Cr
2	0	0	2

Learning Outcome: At the end of the course, the students will be able to develop the skill to analyze and evaluate primary-source documents that elucidate the exchanges and advancements made in civilizations in temporal and spatial contexts. Students will be trained to critically examine and

interpret the literary sources in order to develop a better and fruitful understanding of different societies across the globe at different point of time. This course will familiarise students with some important texts of world history composed by accomplished scholars and historical personalities reflecting the overall picture of their contemporary societies.

UNIT 1 **7.5 hours**
Hitler, *Mein Kampf*

UNIT 2 **7.5 hours**
Tocqueville, *Democracy in America*

UNIT 3 **7.5 hours**
Ibn Batuta, *Travels*

UNIT 4 **7.5 hours**
Richard Burton, *City of the Saints*

Mode of Transaction: Lectures, Tutorials, Seminar, Group Discussion, Self-learning and Project Method

Course Code: HIS-542
Course Title: Seminar II

L	T	P	Cr
0	1	0	1

Learning Objective: To read the relevant literature on any one of the courses offered in Semester II and give presentation on it. It also aims to further improve student writing and presentation skills.

The students select a topic and prepare a presentation of approximately 20 minutes based on recent literature available and recent debates on that topic. The students prepare a report of 15-20 pages.

Evaluation Criterion: Students are evaluated based on presentation and written report.

SEMESTER III

Course Code: HIS-553
Course Title: Approaches to History
Total Hours: 60

L	T	P	Cr
3	1	0	4

Learning Outcome: After the completion of the course the students will be well equipped with the art of reconstruction of history by adopting the logical and rational approach. A critical sense of analysing the historical events and interpreting the facts objectively will be inculcated in them to make them accomplished historians of future.

UNIT 1 **15 hours**
Nature and Scope of History; Objectivity and Bias in History; Causation, Imagination and Interpretation in History.

UNIT 2 **15 hours**
History and Fiction; History and Memory; Notions of Time; Non-Western Approaches to the Past.

UNIT 3 **15 hours**
History Writing in Modern India: Jadunath Sarkar, D D Kosambi.

UNIT 4 **15 hours**
Philosophy of History; Methods of History; ICT; Research Methodologies.

Mode of Transaction: Lectures, Tutorials, Seminar, Group Discussion, Self-learning and Project Method

Suggested Readings

1. Braudel, Fernand. "Civilization and capitalism." (1979): 1980-1982.
2. Breisach, Ernst. *Historiography: Ancient, medieval, and modern*. University of Chicago Press, 2007.
3. Burke, Peter, *History and Social Theory*, Cambridge, 1992.
4. Carr, Edward Hallett, Richard J. Evans, and Richard J. Evans. "What is history?." (1961).
5. Chartier, Roger, *Cultural History*, Cambridge, 1988.
6. Clifford, J. and George Marcus (ed.), *Writing Culture: The Poetics and Politics of Ethnography*, California, 1986.
7. Cohen, G.A., *Karl Marx's Theory of History: A Defence*, Oxford, 1978.
8. Collingwood, R.G., *The Idea of History*, London 1946.
9. Eco, Umberto, *Interpretation and Over interpretation*, Cambridge University Press, Cambridge, 1992.
10. Foucault, Michel, *The Archaeology of Knowledge*, New York, 1972.
11. Gottschalk, Louis (ed.) *Generalization in the Writing of History*, The University of Chicago Press, 1963.
12. Hobsbawm, E.1., *On History*, London: Philippines papers 1997.
13. Jones, G.S., "History as Poverty of Empiricism," in Robin Blackburn (ed.) *Ideology in Social Science*, Fontana, 1972.
14. Keith, Jenkins, *What is History? From Carr and Elton to Rorty and White*, London: Psychology press. 1995.
15. Rampolla, Mary Lynn. *A Pocket Guide to Writing in History*. 5th ed. Boston: Bedford/St. Martin's, 2007.
16. Wineburg, Sam. *Historical Thinking and Other Unnatural Acts Charting the Future and Teaching the Past*. Philadelphia: Temple UP, 2001.
17. Galgano, Michael J., and J. Chris Arndt. *Doing History: Research and Writing in the Digital Age*. Boston, MA: Thomson Wadsworth, 2008.
18. Furay, Conal, and Michael J. Salevouris. *History, a Workbook of Skill Development*. New York: New Viewpoints, 1979.
19. Cullen, Jim. *Essaying the past How to Read, Write, and Think about History*. 2nd ed. Chichester [England: Wiley-Blackwell, 2013.

20. Appleby, Joyce. *Jefferson: Political Writings. Cambridge Texts in the History of Political Thought.* Cambridge UP, 1999.
21. Hoefflerle, Caroline. *The Essential Historiography Reader.* Upper Saddle River, NJ: Prentice Hall, 2011.
22. Ritchie, Donald A. *Doing Oral History: A Practical Guide.* 2nd ed. Oxford: Oxford UP, 2003.
23. Anne McCants, "The Not-So-Merry Widows of Amersterdam" in *Journal of Family History* 24:4 (1999), 441-467.
24. E. P. Thompson, "The Moral Economy of the English Crowd in the Eighteenth Century" *Past and Present*, No. 50. (1971), pp. 76-136.
25. Peter Perdue, "Empire and Nation in Comparative Perspective: Frontier Administration in 18th c China", *J. of Early Modern History*, V 5, n 4, 2001.

Course Code: HIS-552

Course Title: Archaeology as History

Total Hours: 60

L	T	P	Cr
3	1	0	4

Learning Outcome: The study of Archaeology comprises the investigation into the past events through analysis of the material remains belonging to the past eras. Being an auxiliary science to history it provides database to the historical analysis. At the completion of the course, the students will be able to develop an understanding of archaeology and the application of archaeological techniques in the clearer understanding of history.

UNIT 1

15 hours

Archaeology: Definition, Scope, Relation with History and Science; History of Archaeology in India.

UNIT 2

15 hours

Archaeological Prospection: Remote Sensing; Field Methods; Ground-Based Remote Sensing; Chance Discoveries.

UNIT 3

15 hours

Excavations –Types and Techniques, Preparation of Sections and plans, Methods of Recording, Three Dimensional Recording. Case Studies from India: Sanghol, Rakhigarhi, Kalibangan, Dholavira.

UNIT 4

15 hours

Dating Methods: Relative Dating, Absolute Dating; Chronology, Post-Excavation Analysis; Archaeology and Historical Sources.

Mode of Transaction: Lectures, Tutorials, Seminar, Group Discussion, Self-learning and Project Method

Suggested Readings

1. Balme, J. and A. Paterson. *Archaeology in Practice*. Blackwell Publishers, U.S.A 2006
2. Brothwell, D.R. and A.M. Pollard (ed.). *Handbook of Archaeological Sciences*. John Wiley and Sons, New York 2001
3. Grant, J. et.al. *The Archaeology Course Book*. Routledge, London and New York 2005
4. Harris, D. R. *The Archaeology of V. Gordon Childe: Contemporary Perspectives*. University of Chicago Press, Chicago 1994
5. Sharer, R. J. and W. Ashmore. *Fundamentals of Archaeology*. Benjamin Publishing House, London 1979
6. Paddayya, K. *The New Archaeology and Aftermath: A view from outside the Anglo-American World*. Ravish Publishers, Pune 1990
7. Renfrew, C. and P. Bahn. *Archaeology Theories Methods and Practice*. Thames and Hudson, London 1991
8. Schiffer, M. *Formation Processes of the Archaeological Record*. University of New Mexico Press, Albuquerque 1987
9. Settar, S. and R. Korisetar. *Indian Archaeology in Retrospect*. Four volumes. Manohar Publishers and Distributors, Delhi 2003
10. Trigger, B. *History of Archaeological Thought*. Cambridge University Press, Cambridge 1989.
11. P.J. Ucko, P. J.(ed.) *Theory in Archaeology – A World Perspective*. Routledge, London 1995
12. Wheeler, M. *Archaeology From the Earth*. Oxford, Oxford University Press 1954.

Course Code: HIS-551

Course Title: Nationalism in India and Beyond

Total Hours: 60

L	T	P	Cr
3	1	0	4

Learning Outcome: After the completion of the course, the students will be able to develop the understanding of the creative and constructive forces of nationalism. The understanding of nationalism in true spirit will enable to develop sensibility towards the integrity of Indian nation as well as the world order which is the need of the hour in the contemporary time.

UNIT 1

15 hours

Theories and Concepts of Nationalism: Primordialism, Modernism, Ethno-Symbolism, Banal Nationalism, Gender and Nation.

UNIT 2

15 hours

Nation and State in India; Social and Economic basis of Indian Nationalism; early Nationalists, Assertive Nationalists and Revolutionaries.

UNIT 3

15 hours

Varieties of Nationalism in India: Muslim, Hindu, Secular, Communist/Marxist

UNIT 4

15 hours

'Regional' Nationalisms in India; The Changing Temper of Indian Nationalism

Mode of Transaction: Lectures, Tutorials, Seminar, Group Discussion, Self-learning and Project Method

Suggested Readings

1. Desai, Akshayakumar Ramanlal. *Social Background of Indian Nationalism (6Th-Edn)*. Popular Prakashan, 2005.
2. Chandra, Bipan. *Communalism in modern India*. Har Anand Publications, 2008.
3. D' Hubert, Thibaut. "Bangla Language| Bengali Literary History, 2008.
4. Chandra, Bipan. *India since independence*. Penguin UK, 2008.
5. Das, Suranjan. *Communal riots in Bengal, 1905-1947*. Delhi: Oxford University Press, 1991.
6. Metcalf, Barbara D. *Islamic Revival in British India: Deoband, 1860-1900*. Princeton University Press, 2014.
7. Sarkar, Sumit. "Orientalism Revisited: Saidian frameworks in the writing of modern Indian history." *Oxford Literary Review* 16.1 (1994): 205-224.
8. James Scott, *The Moral Economy of the Peasant: Rebellion and Subsistence in Southeast Asia*, Yale] 976
9. A.R. Desai, *Peasant Struggles in India*, Delhi 1979 3. D.N. Dhanagare, *Peasant Movements in India 1920-50*, Delhi 1983
10. Ranajit Guha, *Elementary Aspects of Peasant Insurgency in Colonial India*, Delhi 1983
11. Eric Stokes, *The Peasant and the Raj, Studies in Agrarian Society and Peasant Rebellion in Colonial India*, Cambridge 1978
12. David Hardiman, *Peasant Resistance in India 1858-1914*, Delhi 1992
13. K.N. Panikkar, *National and Left Movements in India*, Delhi 1980
14. Ranajit Guha ed., *Subaltern Studies series*. Oxford university press. 1988.
15. E.J. Hobsbawm, '*Peasants and Peasant Politics*' JPS, Vol. I, Oct. 1973
16. Shahid Amin, '*Agrarian Base of Nationalist Agitations in India: An Historiographical Survey*' in D.A. Lowed., *The Indian National Congress*, Delhi
17. Kohli, Atul. *The State and Poverty in India: The Politics of Reform*. Cambridge [Cambridgeshire: Cambridge UP, 1987.
18. Kalyan Sengupta, *Pabna Disturbances and Politics of Rent: 1873-1885*
19. Conrad Wood, *The Moplah Rebellion and its Genesis*, Delhi 1987
20. K.N. Panikkar, *Against Lord and State: Religion and Peasant Uprising in Malabar 1836-1921*

Course Code: HIS-543
Course Title: Seminar III

L	T	P	Cr
0	1	0	1

Learning Objective: To read the relevant literature on any one of the courses offered in Semester III and give presentation on it. It also aims to further improve student writing and presentation skills.

The students select a topic and prepare a presentation of approximately 20 minutes based on recent literature available and recent debates on that topic. The students prepare a report of 15-20 pages.

Evaluation Criterion: Students are evaluated based on presentation and written report.

Course Code: HIS-599
Course Title: Project Report (Part – I)

L	T	P	Cr
0	0	0	6

Course Objective: The objective would be to ensure that the student is able to write a basic project proposal. Herein the student will have to write the synopsis including an extensive review of literature with simultaneous identification of the chapters.

Evaluation Criteria

The evaluation will be on the basis of satisfactory and non-satisfactory where satisfactory will be based on the performance of the student as Excellent, Very good, Good, Average whereas student will be given non-satisfactory when their performance is below average. The criteria for the performance will be:

1. Attendance and punctuality
2. Regular discussion with supervisor
3. Extensive review of literature and relevant chapterisation
4. Interest in the field
5. Final presentation

SEMESTER IV

Course Code: HIS-571
Course Title: Environmental History
Total Hours: 60

L	T	P	Cr
3	1	0	4

Learning Outcome: The course of Environmental History will be extremely helpful in making a much needed awareness regarding the environmental issues and protection of our environment. The students will get the knowledge that how the environment influences the human affairs and how it gets shaped by them. At the end of the course the students will be more sensitive and responsible regarding the future of our planet.

UNIT 1 **15 hours**
Animals in History

UNIT 2 **15 hours**
Environmental history as Spatial History

UNIT 3 **15 hours**
Environmental History of Pre-Colonial India

UNIT 4 **15 hours**
Environmental History of Colonial India

Mode of Transaction: Lectures, Tutorials, Seminar, Group Discussion, Self-learning and Project Method

Suggested Readings

1. Thomas Trautmann, *Elephants and Kings*
2. K Sivaramakrishnan, *Modern Forests*
3. Mahesh Rangarajan, *Fencing the Forest*
4. Guha and Gadgil, *This Fissured Land*
5. Julie Hughes, *Animal Kingdom: Hunting, Environment and Power in Indian Princely States.*

Course Code: HIS-572

Course Title: Constitutional Development in Modern India

Total Hours: 60

L	T	P	Cr
3	1	0	4

Learning Outcome: The course will enable the students to develop the understanding of the constitutional development in India right since the Colonial era. The course will provide an insight into the development of the constitution of India which has its genesis in the British period of Indian history. Understanding of evolution and progress of democratic ideas and institutions in India viz a viz the responsibility of maintaining the sanctity of Indian democracy among the students will surely be the biggest outcome of the course Constitutional Development in Modern India.

UNIT 1 **15 hours**
Constitutional Development During Company Rule; Regulating Act, 1773; Pitts India Act 1784; Charter Acts of 1793, 1813, 1833, 1853.

UNIT 2 **15 hours**
Evolution of Representative Governance: Oqueen's Proclamation and Act of 1858; Indian Council Acts, 1861, 1892, 1909.

UNIT 3**15 hours**

Responsive Governance: Government of India Acts 1919, 1935; Simon Commission; Nehru Report; Jinnah's 14 points; Round Table Conferences; Provincial Elections 1937 and 1946.

UNIT 4**15 hours**

Towards Freedom; August Offer of 1940, Cripps Mission of 1942. Wavell's Plan of 1945, cabinet Mission Plan of 1946, Attlee's Declaration of 1947, Mountbatten's Plan, Mechanisms on the Partition and Debates on Federation States. The Indian Independence Act of 1947.

Mode of Transaction: Lectures, Tutorials, Seminar, Group Discussion, Self-learning and Project Method

Suggested Readings

1. Banerjee, Anil Chandra. "Indian constitutional documents vol. I 1757-1858." (1945).
2. Appadorai, Angadipuram. *Dyarchy in practice*. Oxford University Press, Geoffrey Cumberlege, 1948.
3. Keith, Arthur Berriedale. *Constitutional history of the first British Empire*. The Clarendon press, 1930.
4. Prasad, Bisheshwar. *The origins of provincial autonomy: being a history of the relations between the central government and the provincial governments in British India from 1860 to 1919*. Atma Ram, 1960.
5. Philips, Cyril Henry, and Harischandra Lal Singh. *The evolution of India and Pakistan, 1858 to 1947: select documents*. Vol. 4. London: Oxford University Press, 1962.
6. Singh, Gurmukh Nihal. *Landmarks in Indian constitutional and national development (1600-1919)*. The Indian bookshop, 1933.
7. Mansergh, Nicholas, Esmond Walter Rawson Lumby, and Penderel Moon, eds. *The Transfer of Power 1942-7: The Cabinet Mission, 23 March – 29 June 1946*. Vol.7. HMSO, 1977.
8. Coupland, Sir Reginald. *The Constitutional Problem in India*. Oxford University Press, 1944.

Course Code: HIS-573**Course Title: Marginalised Communities of India****Total Hours: 60**

L	T	P	Cr
3	1	0	4

Learning Outcome: At the completion of the course the students will be able to develop the knowledge of the marginalised communities, a great concern in the Indian context. They will be able to know history and processes of the shaping and developing of these communities throughout the Indian history. The students will be able to critically analyse the problems and issues arising from time to time regarding the marginalised communities and contribute in addressing these issues by going through such precedents in history.

UNIT 1 **15 hours**
Historical Background: Pastoralism; Lower Caste Movements; Tribes

UNIT 2 **15 hours**
Dalit Assertion in British India: Maharashtra and Western India

UNIT 3 **15 hours**
Anti-Caste Movements in South India: Karnataka, Kerala and Tamil Nadu

UNIT 4 **15 hours**
Caste and Partition of India: Bengal and Punjab

Mode of Transaction: Lectures, Tutorials, Seminar, Group Discussion, Self-learning and Project Method

Suggested Readings

1. Ahir D.C., *Dr. Ambedkar's Pilgrimage to Buddhism*, B.R. Publishing, 1994.
2. Aloysius G., *Religion as Emancipatory Identity: A Buddhist Movement among the Tamils under Colonialism*, New Age International Publishers, 1998.
3. Aloysius G. (ed.), *No Freedom with Caste: The Menace of Hindu Imperialism*, Media House, Delhi, 2004
4. Aloysius G. (ed). *Religion of the Modern Buddhist (Lakshi Narasu)*, wordsmith, Delhi, 2002.
5. Ambedkar B.R., *Who were the shudras? How they came to be the Fourth Varna in Indo Aryan Society?* Thacker & Company, Bombay, 1970.
6. Ambedkar B.R., *Annihilation of Caste System*, (1st ed. 1936). Thacker & Company Bombay, 1946.
7. Ambedkar B.R., *The Untouchables: Who were they and how they became Untouchables?* Amrut Book Company, Delhi, 1948.
8. Ambedkar B.R., *Buddha and his Dhamma*, Siddharth college Publication Anand Bhavan, Bombay , 1957.
9. Ambedkar B.R., *Communal Deadlock, A way to solve it*, Bhim patrika Publications, Jullundar (n.d.) First Pub. In 1945.
10. Ambedkar B.R., *Mr. Gandhi and the Emancipation of Untouchables*, Thacker and Co.Ltd. Bombay, 1943.
11. Ambedkar B.R., *Grievances fo the Scheduled Castes, Memorandum submitted his Excellency to the Governor General, 29th Oct. 1942*, Printivraj Rd., New Delhi, (confidential) (University of Mumbai Library)
12. Ambedkar B.R., *What Congress and Gandhi have done to the Untouchables?* Thacker & Co, Bombay, 1945.
13. Ambedkar B.R., *Administration and Finace of the East India company*, Thacket & Co. Bombay, 1945.
14. Ambedkar B.R., *Administration and Finence of the East India Company*, Thacker & Co. Bombay 1916. 20)

15. Ambedkar B.R., *Caste in India*, Thacker & Co. Bombay, 1916.
16. Gail Omvent, *Coutural Revolt in Colonial Society, the Non- Brahaman Movemen in Western India*, Scientific and Socialist Trust, Bombay, 1976.
17. Gail Omvedt, *Dalit and Democratic Revolution*, Sage Publicationn, New Delhi, 1994
18. Ranagit Guha, *Dalit and Sabalturn Studies: A Sabalturn Studies Reader, 1986-1995*, Oxford University Press.
19. Aston, N. M. *Literature of Marginality: Dalit Literature and African-American Literature*. New Delhi: Prestige, 2001.
20. E, S., and Alok Mukherjee. *Towards an Aesthetic of Dalit Literature: History, Controversies, and Considerations*. Hyderabad: Orient Longman, 2004.
21. Manohar, D. *Critical Essays on Dalit Literature*. New Delhi: Atlantic & Distributors, 2013.
22. Uma, Alladi. *Dalit Hindu Narratives: In Honour of Professor Alladi Uma*.
23. Uma, Alladi. Rani, K. Suneetha. And Manohar, D. Murali. Eds. *English in the Dalit Context*. New Delhi: OrientBlackswan, 2014.
24. RaviKumar and Azgarashen, *The Oxford India Anthology of Tamil Dalit Writing*. New Delhi: Oxford UP, 2012.
25. Manohar, D. *Critical Essays on Dalit Literature*. New Delhi: Atlantic & Distributors, 2013.
26. Uma, Alladi. *Dalit Hindu Narratives: In Honour of Professor Alladi Uma*. Print.
27. Prasad, Amar Nath. *Dalit Literatuer: A Critical Exploration*. New Delhi: Sarup & Co.

Course Code: HIS-574

Course Title: History of the Islamic World

Total Hours: 60

L	T	P	Cr
3	1	0	4

Learning Outcome: At the completion of the course the students will be able to acquire a comprehensive and better understanding of Islam and Islamic world. They will be acquainted with the knowledge of the political, intellectual, social, economic, and cultural spheres of the Islamic world.

UNIT 1

15 hours

The Origins of Islam; Background; Material Explanations; Islamic Thought, Beliefs, and Practice.

UNIT 2

15 hours

Islam and European Civilisation: Entry of Islam in Europe; Spread of Islam; The Ottoman Empire; Islam in 21st Century Europe.

UNIT 3

15 hours

Major Islamic Empires: The Caliphates; The Regional Empires: Iran, Middle East, Anatolia, Africa, Europe, Central Asia, South Asia and South East Asia.

UNIT 4**15 hours**

Islam as Religion in the Modern World: Islamic Revivalism; Islamic Fundamentalism; Islam in 21st Century.

Mode of Transaction: Lectures, Tutorials, Seminar, Group Discussion, Self-learning and Project Method

Suggested Readings

1. Marshall Hodgson, The venture of Islam: conscience and history in a world civilization, vol. 1-2., University of Chicago Press, 1984
2. Patricia Crone, Meccan Trade and the Rise of Islam., Gorgias Press, 2004
3. R. Bulliet, The Patricians of Nishapur, Lightning Source Inc. 2008
4. R. Bulliet, Islam: the View from the Edge. Columbia University Press, 1995
5. Wael B. Hallaq, The Origins and Evolution of Islamic Law, Cambridge University Press, 1994.

COURSE CODE: HIS-544**COURSE TITLE: Seminar IV**

L	T	P	Cr
0	1	0	1

Learning Objective: To read the relevant literature on any one of the courses offered in Semester IV and give presentation on it. It also aims to further improve student writing and presentation skills.

The students select a topic and prepare a presentation of approximately 20 minutes based on recent literature available and recent debates on that topic. The students prepare a report of 15-20 pages.

Evaluation Criterion: Students are evaluated based on presentation and written report.

Course Code: HIS-599**Course Title: Project Report (Part – II)**

L	T	P	Cr
0	0	0	6

Course Objective: The objective would be to ensure that the student is able to write a basic project proposal. Herein the student will have to write the synopsis including an extensive review of literature with simultaneous identification of the chapters.

Evaluation Criteria

The evaluation will be on the basis of satisfactory and non-satisfactory where satisfactory will be based on the performance of the student as Excellent, Very good, Good, Average whereas student will be given non-satisfactory when their performance is below average. The criteria for the performance will be:

1. Attendance and punctuality
2. Regular discussion with supervisor

3. Extensive review of literature and relevant chapterisation
4. Interest in the field
5. Final presentation

NOTE: Course content and reading lists are suggestive, not binding.

Course Code: HIS-575

Course Title: History for Vocational Exams-I

Total Hours: 30

L	T	P	Cr
1	1	0	2

COURSE OBJECTIVE: To help students prepare for competitive exams

UNIT 1 **7 hours**

History of Ancient India: Indus Valley; India Upto 600BC

UNIT 2 **8 hours**

History of Ancient India: India till 600 AD; 600-1200AD

UNIT 3 **7 hours**

History of Medieval India: 1200-1500AD; 1500-1800AD

UNIT 4 **8 hours**

History of Medieval India: Society, Polity, Economy and Culture

SUGGESTED READINGS shall be from across the syllabus of the rest of the M.A. History courses

L	T	P	Cr
1	1	0	2

Course Code: HIS-576

Course Title: History for Vocational Exams-II

Total Hours: 30

Course Objective: To help students prepare for competitive exams

UNIT 1 **7 hours**

History of Modern India: Colonial India; Post-colonial India

UNIT 2 **8 hours**

History of Modern India: Society, Culture, Politics, Economy

UNIT 3 **7 hours**

World History: Nationalist Age; Imperial Age

UNIT 4 **8 hours**

World History: Europe, Africa, Middle East

Suggested Readings shall be from across the syllabus of the rest of the M.A. History courses