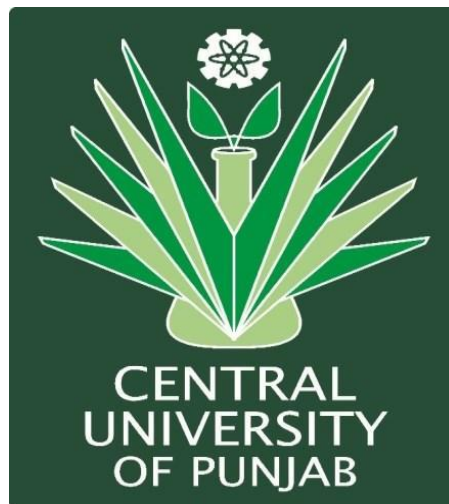**CENTRAL UNIVERSITY OF PUNJAB**

Ph.D. in History: Session 2021

Department of History

School of Social Sciences

Programme Learning Outcomes:

At the end of the Programme, students would be able to

1. Prepare and execute a research plans, appreciate ethics and avoid plagiarism
2. Participate in professional academic community activities, such as attending conferences, seminar, presenting papers at conferences, and submitting papers to academic journals
3. Produce and defend an original and significant contribution to knowledge in the discipline of History

Evaluation Criterion

There will be an exam conducted at the end of the coursework by the Department for 100 Marks.

Course Structure

Sl.No.	Course Code	Name of the Course	Type of Course	L	T	P	Cr
Compulsory Courses							
1	HIS. 701	Research Methodology	Core	4	0	0	4
2	HIS. 702	Application of Computer and Statistical Analysis	Core	2	0	2	3
3	HIS.751	Research and Publication Ethics		2	0	0	2
4	HIS.752	Teaching Assistantship		0	0	2	1
5	UNI.753	Curriculum, Pedagogy and Evaluation		1	0	0	1
Optional Courses (choose any one)							
5	HIS.704	Themes in Ancient Indian History	Elective	4	0	0	4
6	HIS.705	Themes in Medieval Indian History	Elective	4	0	0	4
7	HIS.706	Themes in Modern Indian History	Elective	4	0	0	4
Total Credits of the PhD History Programme				12	0	2	13

CF: Compulsory Foundation, **C**: Core, **L**: Lecture, **T**: Tutorial, **P**: Practical Cr: Credits

*These courses will be offered as per the facilities and expertise available in the department.

Programme Learning Outcomes: At the end of the Programme, students would be able to

1. Learn about the preparation of research plans, reading and understanding of papers and writing research proposals.
2. Appreciate ethics and avoid plagiarism
3. Participate in professional academic community activities, such as attending conferences, seminar, presenting papers at conferences, and submitting papers to academic journals
4. Produce and defend an original and significant contribution to knowledge in the discipline of History

Evaluation Criterion

There will be an exam conducted at the end of the Academic Year by the Department for 100 Marks.

Details of the Syllabus

Course Title: Research Methodology

Course Code: HIS. 701

L	T	P	C
4	0	0	4

Total Hours: 60

Learning Outcomes

After the completion of the course, the students will be able to:

- Compare the different approaches to study history across the globe.
- Interpret the facts objectively
- Inculcate the critical skill to analyze the historical events.
- Develop the art of reconstruction of history by adopting the logical and rational approach.

UNIT 1 **15 hours**

Nature and Scope of History: History as Science, a Social Science, a Humanist Science and an Art; Historian and other Sciences: Philosophy and Logic, Sociology, Psychology, Geography and Linguistics

Objectivity and Bias in History; Causation, Imagination and Interpretation in History; Oral Traditions in History.

UNIT 2 **15 hours**

Methods and Techniques of Research: Qualitative, Quantitative and Mixed Methods: Concept, Type, Technique, and Applications.

UNIT 3 **15 hours**

Area of Research and Dealing with Data: Choosing the subject of Research; Collection, Categorisation and Analysis of Data; Generalisation, Synthesis and Discussion

UNIT 4 **15 hours**

Technical Writing: Citation; Footnoting; Bibliography; Webliography; Plagiarism and Copyright Issues, Ethics in Research

Mode of Transaction: Lectures, Seminar, Group Discussion, M-Learning

Suggested Readings

Audi, Robert, *Epistemology: A Contemporary Introduction to the Theory of Knowledge*, Routledge, London, 2002.

Bernard, H.R., *Social Research Methods: Qualitative and Quantitative Approaches.* Cal.: Sage, Newbury Park, 2000.

Breisach, Ernst, *Historiography: Ancient, medieval, and modern*. University of Chicago Press, Chicago, 2007.

Berg, Bruce L., *Qualitative Research Methods for Social Sciences,* Allyn and Bacon, Boston, 2001.

Bryman, Alan. *Social Research Methods*, 5th edition, OUP, 2015

Burke, Peter, *History and Social Theory*, Cambridge University Press, Cambridge, 1992.

Carr, E. H., "*What is History?.*" Penguin, London, 1961.

Collingwood, R.G., *The Idea of History*, London 1946.

Creswell, John W., *Research Design: Qualitative, Quantitative and Mixed Methods Approaches,* Sage Publications, Thousand Oaks, 2011.

Cullen, Jim, *Essaying the past How to Read, Write, and Think about History*. 2nd ed. Wiley-Blackwell, Chichester, England, 2013.

De Vaus, D. A., *Surveys in Social Research (5th edn.),* Routledge, London, 2002.

Eco, Umberto, *Interpretation and Over interpretation*, Cambridge University Press, Cambridge, 1992.

Furay, Conal, and Michael J. Salevouris, *History, a Workbook of Skill Development*, New Viewpoints, New York, 1979.

Gottschalk, Louis (eds.), *Generalization in the Writing of History*, The University of Chicago Press, Chicago, 1963.

Galgano, Michael J., and J. Chris Arndt, *Doing History: Research and Writing in the Digital Age*, MA: Thomson Wadsworth, Boston, 2008.

Keith, Jenkins, *What is History? From Carr and Elton to Rorty and White*, Psychology press, London, 1995.

Hoefferle, Caroline, *The Essential Historiography Reader*. Upper Saddle River, NJ: Prentice Hall, 2011.

Kuhn, Thomas, *The Structure of Scientific Revolutions*, University of Chicago Press, Chicago, 1996.

Popper, Karl, *The Logic of Scientific Discovery (Reprint 2012),* Basic Books, New York, 1959.

Gardiner, P. *Theories of History*, Free Press Publication, 1959

Grix, Jonathan, *The Foundations of Research,* Palgrave Macmillan, London, 2010.

Groves, Robert M., *et al.*, *Survey Methodology*, Wiley, New Jersey, 2009.

Lester, James D. and Jim D. Lester Jr., *Principles of Writing Research Papers*, Longman, New York, 2007.

Mahan, Margaret D. F., *Chicago Manual of Style*. Phi Learning Pvt. Ltd., Maoz, Zeev, 2003.

Neuman, L.W. *Social Research Methods: Qualitative and Quantitative Approaches*, 7th edition, Pearson Publication, 2014.

Ritchie, Donald A., *Doing Oral History: A Practical Guide*. 2nd ed., Oxford University Press, Oxford, 2003.

Course Title: Computer Applications and Statistical Analysis

Course Code: HIS. 702

L	T	P	C
2	0	2	3

Total Hours: 60

Learning Outcomes

At the end of the course, students will be able to

1. Become familiar with the use of software applications while conducting their research.
2. Use various statistical methods in their research.
3. Interpret quantitative data in their work.

Unit I: **15 hours**

Computer: Hardware and Software

Computer Classification: Types of Computers Based on Electronic Signal, and Types of Computers Based on Memory Size

Unit II: **15 hours**

MS Word: Working with Text, Working with Tables, Graphics and Pages, Document Views and Formatting, and Mail-merge, and Referencing Style.

MS-EXCEL: Basics, Formatting Worksheets, Formulas and Functions, Charts and Graphics; Data Analysis – Using Spread Sheet.

Unit III: **15 hours**

MS Power Point: Preparing Slides.

Unit IV: **15 hours**

Computer Assisted Qualitative Data Analysis Software: ATLAS.ti and NVivo

Use of Internet: Fundamentals and Services – E-mail, FTP, Telnet, WWW

Transactional Modes: Lectures, Tutorials, Seminar, Computer Lab Practical, Group Discussion and Self Learning

Suggested Readings:

Bazeley, P., & Jackson, K. (Eds.). (2013). Qualitative Data Analysis with NVivo. Sage Publications Limited.

Blissmer, R. H. (1987). Introduction to Computers and Application Software. Houghton Mifflin Co.

Brent, E. E., & Anderson, R. E. (1990). Computer Applications in the Social Sciences. Philadelphia: Temple University Press.

Friese, S. (2014). Qualitative Data Analysis with ATLAS. ti. Sage.

Hooley, T., Wellens, J., & Marriott, J. (2012). What is Online Research?: Using the Internet for Social Science Research. A&C Black.

Beskeen, D. W. (2013). Microsoft Office 2013: Illustrated Introductory, first course. Cengage Learning.

Comer, D. E. (2000). The Internet Book: Everything You Need to Know about Computer Networking and How the Internet Works. Prentice-Hall, Inc.

Faherty, V. E. (2009). Wordcraft: Applied Qualitative Data Analysis (QDA): Tools for Public and Voluntary Social Services. Sage.

Field, A. (2013). Discovering Statistics using IBM SPSS Statistics. Sage.

Hunsinger, Jeremy, Lisbeth Klastrup, and Matthew M. Allen (eds.) (2010). International Handbook of Internet Research. London, New York: Springer.

Kardas, E. P., & Milford, T. M. (1995). Using the Internet for Social Science Research and Practice. Wadsworth Publ. Co.

Miller, M. (2007). Absolute Beginner's Guide to Computer Basics. Que Publishing.

Morrison, C., Wells, D., & Ruffolo, L. (2014). Computer Literacy Basics: A Comprehensive Guide to IC3. Cengage Learning.

Norton, P. (1994). Peter Norton's Introduction to Computers: Includes Optional Computer Activities for DOS, Windows, and Norton Desktop for Windows. Glencoe/McGraw-Hill.

Patterson, D. A., & Hennessy, J. L. (2013). Computer Organization and Design: The Hardware/Software Interface. Newnes.

Singh, P. K. (2009). Basics of Computer. VK Publications.

Sinha, P. K., & Sinha, P. (2010). Computer Fundamentals (Vol. 4). BPB Publications.

Stallings, W. (2000). Computer Organization and Architecture: Designing for Performance. Pearson Education India.

Vermaat, M. E. (2013). Discovering Computers & Microsoft Office 2013: A Fundamental Combined Approach. Cengage Learning.

Weitzman, E., & Miles, M. B. (1995). Computer Programs for Qualitative Data Analysis: A Software Sourcebook. Sage Publications

Course Title: Research and Publication Ethics
Course Code: HIS. 751

L	T	P	C
2	0	0	2

Total Hours: 30

Learning Outcomes
At the end of the course, students will be able to
1. Develop an understanding about various aspects of research and publication ethics.
2. To become familiar with the indexing and citation database, open access publications, research and p metrics and plagiarism tools.
3. Identify research misconduct and predatory publications

Unit I   **3 hours**
Introduction to philosophy: definition, nature and scoope, concept, branches
Ethics: definitino, moral philosophy, nature of moral judgements and reations.

Unit II   **5 hours**
Ethics with respcet to science and research
Intellectual honest and research integrity
Scientific misconducts: falsification, fabrication, and plagiarism.
Redundant publications: duplicate and overlapping publications, salami slicing
Selective reporting and misrepresentation of data.

Unit III
7 hours
Publication ethics: definition, introduction and importance
Best practices/standards setting initiatives and guidelines: COPE, WAME, etc.
Conflicts of interest
Publication misconduct: definition, concept, problems that lead to unethical behavior and vice verse, types
Violation of publication ethics, authorship and contributor ship

Identification of publication misconduct, complaints and appeals
Predatory publishers and journals

Unit IV   **4 hours**
Open access publications and initiatives
SHERPA/RoMEO online resourse to check publisher copyright and self-archiving policies.
Software tool to identify predatory publications developed by SPPU
Journal finder/ journal suggestion tools viz. JANE, Elsevier Journal Finder, Springer Journal Suggester, etc.

Unit V   **4 hours**
A. Group Discussions (2 hrs)
Subject specific ethical issues, FFP, authorship
Conflicts of interest
Complaints and appeals: examples and fraud from India and abroad

B. Software tools (2 hrs)
Use of plagiarism software like Turnitin, Urkund and other open source software tools.

Unit VI   **7 hours**
A. Databases (4 hrs)
Indexing detabeses
Citation detabases: Web of Science, Scopus, etc.

B. Research Metrics (3 hrs)
Impact Factor of journal as per journal citation report, SNIP, SJR, IPP, Cite Score.

Metrics: h-index, g index, i10 index, altmetrics

Transactional Modes: Lectures, Group Discussion, Flip Learning, Case Studies, Presentations

Suggested Readings:
Bazeley, P., & Jackson, K. (Eds.). (2013). Qualitative Data Analysis with NVivo. Sage Publications Limited.
Blissmer, R. H. (1987). Introduction to Computers and Application Software. Houghton Mifflin Co.

Brent, E. E., & Anderson, R. E. (1990). Computer Applications in the Social Sciences. Philadelphia: Temple University Press.

Friese, S. (2014). Qualitative Data Analysis with ATLAS. Sage.

Hooley, T., Wellens, J., & Marriott, J. (2012). What is Online Research?: Using the Internet for Social Science Research. A&C Black.

Course Code: HIS.752

Course Title: TEACHING ASSISTANTSHIP

L	T	P	Credit
0	0	2	1

Total Hours: 30

Learning Outcome:

At the end of this skill development course, the scholars shall be able to

1. familiarize themselves with the pedagogical practices of effective class room delivery and knowledge evaluation system
2. manage large and small classes using appropriate pedagogical techniques for different types of content

Activities and Evaluation:

- The scholars shall attend Master degree classes of his/her supervisor to observe the various transaction modes that the supervisor follows in the class room delivery or transaction process one period per week.
- The scholars shall be assigned one period per week under the direct supervision of his/her supervisor to teach the Master degree students adopting appropriate teaching strategy(s).
- The scholars shall be involved in examination and evaluation system of the Master degree students such as preparation of questions, conduct of examination and preparation of results under the direction of the supervisor.
- At the end of the semester, the supervisor shall conduct an examination of teaching skills learned by the scholar as per the following evaluation criteria:
- The scholars shall be given a topic relevant to the Master degree course of the current semester as his/her specialization to prepare lessons and deliver in the class room before the master degree students for one hour (45 minutes teaching + 15 minutes interaction).
- The scholars shall be evaluated for a total of 50 marks comprising content knowledge (10 marks), explanation and demonstration skills (10 marks), communication skills (10 marks), teaching techniques employed (10 marks), and classroom interactions (10).

Course Code: UNI.753

Course Title: CURRICULUM, PEDAGOGY AND EVALUATION

L	T	P	Credit
1	0	0	1

Learning outcomes: **Total Hours: 15**

After completion of the course, scholars shall be able to:

- analyze the principles and bases of curriculum design and development
- examine the processes involved in curriculum development
- develop the skills of adopting innovative pedagogies and conducting students' assessment
- develop curriculum of a specific course/programme

Course Content

Unit I Bases and Principles of Curriculum   4 hours

1. Curriculum: Concept and Principles of curriculum development, Foundations of Curriculum Development.
2. Types of Curriculum Designs- Subject centered, learner centered, experience centered and core curriculum. Designing local, national, regional and global specific curriculum. Choice Based Credit System and its implementation.

Unit II Curriculum Development   4 hours

1. Process of Curriculum Development: Formulation of graduate attributes, course/learning outcomes, content selection, organization of content and learning experiences, transaction process.
2. Comparison among Interdisciplinary, multidisciplinary and trans-disciplinary approaches to curriculum.

Unit III Curriculum and Pedagogy   3 hours

1. Conceptual understanding of Pedagogy.
2. Pedagogies: Peeragogy, Cybergogy and Heutagogy with special emphasis on Blended learning, Flipped learning, Dialogue, cooperative and collaborative learning
3. Three e- techniques: Moodle, Edmodo, Google classroom

Unit IV   Learners' Assessment   4 hours

1. Assessment Preparation: Concept, purpose, and principles of preparing objective and subjective questions.
2. Conducting Assessment: Modes of conducting assessment – offline and online; use of ICT in conducting assessments.
3. Evaluation: Formative and Summative assessments, Outcome based assessment, and scoring criteria.

Transaction Mode

Lecture, dialogue, peer group discussion, workshop

Evaluation criteria

There shall be an end term evaluation of the course for 50 marks for duration of 2 hours. The course coordinator shall conduct the evaluation.

Suggested Readings

- Allyn, B., Beane, J. A., Conrad, E. P., & Samuel J. A., (1986). Curriculum Planning and Development. Boston: Allyn & Bacon.
- Brady, L. (1995). Curriculum Development. Prentice Hall: Delhi. National Council of Educational Research and Training.
- Deng, Z. (2007). Knowing the subject matter of science curriculum, Journal of Curriculum Studies, 39(5), 503-535. https://doi.org/10.1080/00220270701305362
- Gronlund, N. E. & Linn, R. L. (2003). Measurement and Assessment in teaching.
- Singapore: Pearson Education
- McNeil, J. D. (1990). Curriculum: A Comprehensive Introduction, London: Scott,
- Foreman/Little
- Nehru, R. S. S. (2015). Principles of Curriculum. New Delhi: APH Publishing Corporation.
- Oliva, P. F. (2001). Developing the curriculum (Fifth Ed.). New York, NY: Longman
- Stein, J. and Graham, C. (2014). Essentials for Blended Learning: A Standards-Based Guide. New York, NY: Routledge.

Web Resources

- https://www.westernsydney.edu.au/__data/assets/pdf_file/0004/467095/Fundamentals_of_Blended_Learning.pdf
- https://www.uhd.edu/academics/university-college/centers-offices/teaching-learningexcellence/Pages/Principles-of-a-Flipped-Classroom.aspx
- http://leerwegdialoog.nl/wp-content/uploads/2018/06/180621-Article-The-BasicPrinciples-of-Dialogue-by-Renate-van-der-Veen-and-Olga-Plokhooij.pdf

Course Code: HIS-704

Course Title: Themes in Ancient Indian History

L	T	P	Cr
4	0	0	4

Hours: 60

Learning Outcome: After completion of the course the learner will be able to:

- Interpret the sources of ancient Indian history in right perspective to construct the balanced approach towards the understanding of ancient India.

- Develop the analytic skill to analyze recent debates and discussions on different themes in Indian history.
- Critically examine the historiographical trends in the reconstruction of Indian history.
- 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 Indian History: Archaeological sources: Tool Techniques, Ceramics, Monuments Epigraphy: Study of Seals and Inscriptions; Numismatics: Coins as a source of Ancient Indian History

Literary Sources: Vedic, Brahamanical, Buddhist and Jain Literary Sources; Non-Religious Sources of Indian History; Records of the Foreign Travellers.

UNIT 2   **15 hours**

Colonial Interpretation of Indian History: James Mill, William Jones

Response to Colonial historiography: K.P.Jayaswal and R.G. Bhandarkar.

UNIT 3   **15 hours**

Marxist Interpretation of Ancient Indian History: D.D. Kosambi and R.S. Sharma.

Recent Developments in the Historical Research: Gender Studies, Regional history, Urban History, Cultural History, Environmental History and History of Science and Technology.

UNIT 4   **15 hours**

Debates and discussions in Indian History: Reconsidering Periodization in Indian History; Sindhu- Sarasvati Civilization: Origin and Decline and cotinuity; Vedic Age: The Question of Aryan Homeland; The Concepts of Dharma, Rita, Varna, Sarva Dharma Sambhava; Kushana Age: Date of Kanishka and Kushana Chronology; The Imperial Guptas: The Concept of the Golden Age; Feudalism and Urban Decay. State in Early India; The Caste Syatem.

Mode of Transaction: Lectures, Seminar, Group Discussion, Audio Visual Aid, E. Learning

Suggested Readings:

1. Agrawal, Ashvini. *Rise and fall of the Imperial Guptas*. Delhi: Motilal Banarsidass, 1989.

2. Agrawal, D.P. *The Indus Civilization: An Interdisciplinary Perspective*, Aryan Book International, New Delhi, 2007.

3. Allchin, B. & F.R. *Rise of Civilization in India and Pakistan*, Foundation Bks, Delhi, 1999.

4. Altekar, A.S., *The Position of Women in Hindu Civilization*, Motilal Banarsidass, Delhi, 1978.

5. Basham, A.L. *Papers on the Date of Kanishka*, E.J. Brill, Leiden, 1968.

6. Benjamin, C.G.R. *The Yuezhi*, Brepols, Turnhout, 2007.

7. Bhattacharya, Sabyasachi, (ed), *Approaches to History: Essays in Indian Historiography*, Primus Books, New Delhi, 2013.

8. Bryant, Edwin, *The Quest for the Origins of Vedic Culture: Indo- Aryan Migration Debate*, Oxford University Press New Delhi, 2002.

9. Chakravarti Ranabir, ed., *Trade in Early India*, New Delhi, 2001.

10. Chhatopadhyaya, B.D. *The Making of Early Medieval India*, New Delhi, 2005.

11. Chattopadhyaya, B.D. *Essays in Ancient Indian Economic History*, Prince Books, New Delhi.

12. Devahuti, D., ed. *Problems of Indian Historiography*, D.K.Publications, Delhi, 1979.

13. Kapur Nandini Sinha, *Environmental History of Early India*, Oxford University Press, New Delhi, 2011.

14. Kosambi, D. D. *The Culture and Civilisation of Ancient India in Historical Outline*. Vikas Publishing House Pvt Ltd, 1994.

15. Lal, B. B. *The Homeland of the Aryans*, Aryan Book International, New Delhi, 2005

16. Lal, B. B. and Gupta, S.P.ed. *Frontiers of the Indus Civilization*, Books & Books, New Delhi, 1984.

17. Majumdar, R.C. *Historiography in Modern India*, Asia Publishing House, Bombay, 1970

18. Maity, Sachindra Kumar. *Economic life in northern India in the Gupta period*. (1970).

19. Majumdar, R.C. et al. *The Age of Imperial Unity*, Bharatiya Vidya Bhavan, Mumbai, 1971.

20. Majumdar, R. C. and Altekar, A. S. *Vākāṭaka-Gupta Age: Circa 200-550 A.D.* Delhi: Motilal Banarsidass, 1986.

21. Majumdar, R.C., ed. *The Vedic Age*, Bhartiya Vidya Bhavan, Bombay, 1951.

22. Mookerji, R.K. *The Gupta Empire*. 5th ed. Delhi: Motilal Banarsidass, 1973.

23. Mukherjee, Bratindra Nath. *The Rise and fall of the Kushana Empire*. Firma KLM Private Limited, 1988

24. Mukhia, Harbans (ed.), *The Feudalism Debate*, Manohar Pubications, New Delhi, 1999.

25. Nandi, R.N. *The Rigveda in Its Historical Setting*. Primus Books, Delhi, 2018.

26. Philips, C.H. ed, *Historians of India*, Pakistan and Ceylon, New Delhi, OUP, 1961.

27. Ratnagar, S. *Understanding Harappa*, Tulika, New Delhi, 2001

28. Raychaudhuri, H.C. *The Political History of Ancient India*, rev. ed., University of Calcutta, Delhi, 1996

29. Roy, KumKum, ed., *Women in Early Indian Societie*s, Manohar, New Delhi, 2001.

30. Roy, KumKum, *Insights and Interventions: Essays in Honour of Uma Chakravarti*, Prince Books, New Delhi, 2011.

31. Sahu, B.P. and Kulke, Hermann, *Interrogating, Political Systems: Integrative Processes and State in Pre-Modern India*, Manohar Publishers, New Delhi, 2015

32. Sen, S.P., ed., *Historians and Historiography in Modern India*, Institute of Historical Studies, Culcutta, 1973.

33. Subbarao, B., *The personality of India*, 2nd ed., Maharaji Sayarirao University Baroda, 1958.

34. Sharma, R.S. *Early Medieval Indian Society: A Study in Feudalisation,* Orient Longman, Hyderabad. 2007 (reprint).

35. Sharma, R.S. *Indian Feudalism c. AD 300-1200*, 2nd ed., Macmillan, Delhi, 1985.

36. Sharma, R.S. *Urban Decay in India c. AD 300-1000*, Munshiram Manoharlal, New Delhi, 1987.

37. Sharma, R.S. *In Defence of Ancient India*, People's Publishing House, Delhi, 1978.

38. Thapar, Romila et.al., *Communalism and the Writing of Indian History*, Delhi, 1979.

39. Thapar, Romila, *Cultural Past: Essays in Early Indian History*, Delhi, 2003.

40. Thapar, Romila, *The Past as Present: Forging Contemporary Identities through History*, Aleph Book Company, New Delhi 2014.

41. Thapar, Romila. *The Aryan: Recasting Constructs, Three Essays Collective*, Gurgaon, 2008

42. Trautmann, Thomas R. ed., The Aryan Debate, OUP, New Delhi, 2005

Course Code: HIS-705

Course Title: Themes in Medieval Indian History

L	T	P	Cr
4	0	0	4

Hours: 60

Learning Outcome: After completion of the course the learner will be able to:

- Differentiate various theories and models of State

- Evaluate development of social and political systems
- Critically analyze Indian medieval administrative structure
- Explain emergence of Delhi Sultanate, Mughal State and other state systems
- Inspect the agrarian system of medieval India
- Compile various socio-economic and political issues of Medieval India
- Imagine the development of human society and polity in early medieval era: world vis-à-vis India
- Examine the diversity of Indian medieval society
- Critically analyze the evolution of social-cultural traditions over a passage of time
- Perceive the dynamic character of medieval society and its structure
- Explain the religious traditions and developments of sects during this time
- Discuss various administrative and economic terms of medieval India

UNIT 1   **15 hours**

Historiographical Trends: An Interaction with Islam; Arab and Persian Historiography; Hagiographical Literature.

UNIT 2   **15 hours**

Emergence of Sultanate: Political and Economic Structure; Racial Composition and Concept of Monarchy.

UNIT 3   **15 hours**

Abul Fazl and Concept of Monarchy; Mughal Political and Economic Structure.

UNIT 4   **15 hours**

Cultural Interaction in Medieval India; Religious Traditions; Patterns of Islamisation; Sufi and Bhakti Traditions of Medieval India.

Mode of Transaction: Lectures, Seminar, Group Discussion, Construction of Time-line, Reflective Enquiry.

Suggested Readings

Altekar, Anant Sadashiv. *A History of Village Communities in Western India,* Bombay: H. Milford, Oxford UP, 1927

Brajdulal Chattapadhya, *The Making of Early Medieval India*, OUP, 1994.

Chandra, Satish, *Essays on Medieval Indian History*, Oxford University Press, New Delhi, 2003

Chandra, Satish, *Medieval India: from Sultanate to the Mughals, 2 vols.,* Har-Anand Publications, New Delhi, 2003

Farooqi, M.A*, The Economic Policy of the Sultans of Delhi*, Konark Publishers, New Delhi, 1991

Hussain, Syed Ejaz. *The Bengal Sultanate: Politics, Economy and Coins (A.D. 1205-1576).* 1 Publ. ed. New Delhi: Manohar, 2003.

Iraqi, Shahabuddin. *Medieval India 2: Essays in Medieval Indian History and Culture.* Aligarh: Centre of Advanced Study, Dept. of History, Aligarh Muslim U; 2008.

Jackson, Peter. *The Delhi sultanate: a political and military history*. Cambridge University Press, 2003.

Kulke, Hermann and Dietmar Rothermund, *a History of India*, Routledge, 1986.

Kumar, Sunil, *The Emergence of the Sultanate:1192-1286*, Permanent Black, New Delhi, 2010.

Mujeeb. M, *The Indian Muslims*, London, 1967.

Mukhia, Harbans *The Feudalism Debate*, Manohar Publishers and Distributors, New Delhi, 2003

Malik, Jamal, *Islam in South Asia: A Short History*, Orient Black Swan,   New   Delhi, 2012.

Nizami, K.A, *Some Aspects of Religion and Politics during thirteenth and fourteenth Century India*, Oxford University Press, New Delhi, 2002.

Nizami, K.A, and Mohammad Habib eds., *Comprehensive History of India, Vol.V: The Delhi Sultanate 1206-1526*, People's publishing House, New Delhi, 1993

Nizami, Khaliq Ahmad. *State and Culture in Medieval India*. New Delhi: Adam & Distributors, 1985.

Naqvi, Hamida Khatoon, *Agricultural, Industrial and Urban Dynamism under the Sultans of Delhi*, Munsiram Manoharlal, New Delhi, 1986

Nigam, S.B.P*, Nobility under the Sultans of Delhi, A.D. 1206-1398*, Delhi, 1968.

Newcombe, A. C. *Village, Town, and Jungle Life in India,*. Edinburgh: W. Blackwood and Sons, 1905.

 Qureshi, Ishtiaq Hussain, *The Administration of the Sultanate of Delhi*, Oriental Books, New Delhi, 1971

Raychaudhari, Tapan and Irfan Habib, ed., *The Cambridge Economic History of India vol.1*, Orient Longman, Hyderabad, 2004

Sharma, R.S, *Indian Feudalism*, Laxmi Publications, New Delhi, 2008.

Singh, Upinder *Rethinking Early Medieval India*, Oxford University Press, 2011

Stein, Burton *Vijayanagara*, The New Cambridge History of India, Cambridge University Press, 1990

Alam, Muzaffar. *Crisis of Empire in Mughal North India: Awadh & the Punjab, 1707–48* (1988)

Dale, Stephen F. *The Muslim Empires of the Ottomans, Safavids and Mughals* (Cambridge U.P. 2009

Dalrymple, William. *The Last Mughal: The Fall of Delhi, 1857*. A&C Black, 2009.

Ernst, Carl, *The Eternal Garden: Mysticism, History, and Politics at a South Asian Sufi Centre,* Oxford University Press, New York, 2004.

Friedman, Y, Shaikh Ahmad Sirhindi: An outline of his thoughts and a study of his image in the eyes of Posterity, Mc. Gill, Canada, 1971

Habib, Irfan. *Atlas of the Mughal Empire: Political and Economic Maps,* 1982

Markovits, Claude, ed., *A History of modern India, 1480-1950*. Anthem Press, 2004

Metcalf, Barbara. D, and Thomas R. Metcalf. *A concise history of modern India*. Cambridge University Press, New Delhi, 2006.

Majumdar, Ramesh Chandra, Bharatiya Vidya Bhavan, and Bhāratīya Itihāsa Samiti. *The history and culture of the Indian people*. G. Allen & Unwin, 1969.

Nizami, K.A, *Some Aspects of Religion and Politics during thirteenth and fourteenth Century India*, Oxford University Press, New Delhi, 2002.

Rizvi, S.A.A, *Muslim Revivalist Movements in Northern India in the Sixteenth and Seventeenth Centuries* Munshiram Manhor Lal, New Delhi,1993

Richards, J. F. "*Mughal State Finance and the Premodern World Economy*", *Comparative Studies in Society and History*, 1981.

Richards, John F. *The Mughal Empire, The New Cambridge History of India*, Cambridge University Press, Cambridge, 1995

Triminghum, J. Spencer, *The Sufi Orders of Islam*, Oxford University Press, London, 1971.

Course Code: HIS-706

Course Title: Themes in Modern Indian History

L	T	P	Cr
4	0	0	4

Hours: 60

Learning Outcome: At the end of the course, the students will be able to:

- Examine the concepts of modern and colonial India along with the political culture of the country in the eighteenth century that shaped the modern Indian history.
- Analyze how local, national, and international policies and practices developed in the colonial age continue to affect their contemporary lives.
- Critically evaluate the economic structure of India under the colonial rule along with its bearing on the economic progress of India.
- Develop an analytical outlook about the varieties of experience found in cultural life of modern India since the British rule.

UNIT 1   **15 hours**

The Eighteenth Century in Indian History: Debates on the Nature of Eighteenth Century; Political Cultures of Maratha, Sikh and Company Rule.

UNIT 2   **15 hours**

Economic Structure: Commercialization of Agriculture and Rural Indebtness, Land Rights and Land Settlements; Decline of Indian Industries, British Industrial Policy, Major Modern Industries and Trade; Labour Movements; Peasant Movements;; Indigenous Merchants and Firms; World Wars and Indian Industry.

UNIT 3   **15 hours**

Cultural Developments: The New Education, Emergence of Indian Middle Classes, Caste Organizations and Anti-Caste Movements, Literature, Theatre and Cinema. Modern and Traditional Society

UNIT 4   **15 hours**

Environment, Law and Medicine: Issues and conflicts of Natural Resources; Colonial Policies regarding Environment Issues in India; Legal Structure and Practices in Pre-Colonial India, Introduction of the Colonial Legal System, Indian Penal Code; Health, hygiene and medicine in Pre-colonial India; The advent of Western Medical science and its impact of the public health in India.

Mode of Transaction: Lectures, Seminar, Group Discussion, M- Learning

Essential Readings

Alavi, Seema, (eds.), *The eighteenth century in India. Vol. 1*. Oxford University Press, New Delhi, 2002.

Amin, Shahid, *Event, Metaphor, Memory: Chauri Chaura, 1922-1992*. University of California Press, 1995.

Barkawi, Tarak, *Soldiers of empire*. Cambridge University Press, 2017.

Bayly, C. A., *Indian society and the making of the British Empire*. Cambridge University Press, 1990.

Beverley, Eric Lewis, *Hyderabad, British India, and the World: Muslim Networks and Minor Sovereignty, c. 1850–1950*. Cambridge University Press, 2015.

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Gadgil, Madhav and Guha, Ramachandra. 1995. Ecology and Equity: the use and abuse of nature in contemporary India. London, New York: Routledge. Chs 1,2 &3.

Gilmartin, David, *Blood and water: the Indus river basin in modern history*. University of California Press, 2020.

Guha, Ranajit, *Dominance without hegemony: History and power in colonial India*. Harvard University Press, 1997.

Gupta, Charu, *Sexuality, obscenity, community: Women, Muslims, and the Hindu public in colonial India*. Orient Blackswan, 2005.

Kolsky, Elizabeth, Colonial Justice in British India: White Violence and the Rule of Law, Cambridge University Press, 2011

Marshall, P. J. (eds.), *The eighteenth century in Indian history: evolution or revolution?* Oxford University Press, 2005.

Palit. C. (edited) History of Medicine in India: The Medical Encounter , Kalpaz Publications, New Delhi, 2004

Pati, Biswamoy. The Social History of Health and Medicine in Colonial India, Primus Books, New Delhi, 2011

Rai, Mridu, *Hindu rulers, Muslim subjects: Islam, rights, and the history of Kashmir*. Princeton University Press, 2004.

Rangarajan, M. and K. Sivaramakrishnan, (edited) India's Environmental History From Ancient Times to the Colonial Period, Permanent Black, New Delhi, 2012.

Roy, T. and Anand V. Swamy. Law and Economy in Colonial India, University of Chicago Press, 2016

Shahabuddin, Ghazala and Rangarajan, Mahesh (eds.). 2007. Making Conservation Work: Securing biodiversity in this new century. Delhi: Permanent Black.

Singha, Radhika, *A despotism of law: Crime and justice in early colonial India*. Oxford University Press, 2000.

Zamindar, Vazira Fazila-Yacoobali, *The long partition and the making of modern South Asia: Refugees, boundaries, histories*. Columbia University Press, 2007.