SYLLABUS

For

2 YEARS MA History PROGRAMME

(Programme Structure & Syllabus)

(As per CBCS guidelines)

Academic Session: 2024-25
w.e.f. 2023-24

Glocal School of Arts and Social Science

GLOCAL UNIVERSITY

Delhi-Yamunotri Marg (State Highway 57), Mirzapur Pole,
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Preamble

The University Grants Commission (UGC) has initiated several measures to bring equity, efficiency and excellence in the Higher Education System of country. The important measures taken to enhance academic standards and quality in higher education include innovation and improvements in curriculum, teaching-learning process, examination and evaluation systems, besides governance and other matters.

The UGC has formulated various regulations and guidelines from time to time to improve the higher education system and maintain minimum standards and quality across the Higher Educational Institutions (HEIs) in India. The academic reforms recommended by the UGC in the recent past have led to overall improvement in the higher education system. However, due to lot of diversity in the system of higher education, there are multiple approaches followed by universities towards examination, evaluation and grading system. While the HEIs must have the flexibility and freedom in designing the examination and evaluation methods that best fits the curriculum, syllabi and teaching–learning methods, there is a need to devise a sensible system for awarding the grades based on the performance of students. Presently the performance of the students is reported using the conventional system of marks secured in the examinations or grades or both. The conversion from marks to letter grades and the letter grades used vary widely across the HEIs in the country. This creates difficulty for the academia and the employers to understand and infer the performance of the students graduating from different universities and colleges based on grades.

The grading system is considered to be better than the conventional marks system and hence it has been followed in the top institutions in India and abroad. So, it is desirable to introduce uniform grading system. This will facilitate student mobility across institutions within and across countries and also enable potential employers to assess the performance of students. To bring in the desired uniformity, in grading system and method for computing the cumulative grade point average (CGPA) based on the performance of students in the examinations, the UGC has formulated these guidelines.

M. A. HISTORY PROGRAMME DETAILS

Introduction

The objective of this programme is to prepare the students with a new vision to all the Under Graduate courses of History. It imbibes a Learning Outcome-based Curriculum Framework (LOCF) for the all Post Graduate programme in History to be adopted by different universities.

The LOCF approach is envisioned to provide a focused, outcome-based syllabus at the undergraduate level with an agenda to structure the teaching-learning experiences in a more student-centric manner. The LOCF approach has been adopted to strengthen student's experiences as they engage themselves in the program of their choice. The Under-Graduate Program will prepare the students for academia and also prepare them to use this knowledge for employment.

The given program elaborates its nature and promises the outcomes that are to be accomplished by studying the courses. The program also state the attributes that it offers to inculcate at the graduation level. The graduate attributes encompass values related to well-being, emotional stability, critical thinking, social justice and also skills for employability. The program prepares students for sustainability and lifelong learning. This also tries to change the perception towards studying History.

The of M.A. History (Honors) Program offers students access to recent historiography in the field organized in a pedagogical form that is accessible and interesting. It is structured for students in an inter-disciplinary program providing them with a concise and thorough introduction to the discipline of History and remaining sensitive to the cognate discipline that they are also studying. It seeks to provide multiple points of intersection with disciplines in the Humanities and the Social Sciences, communicating modes by which a historical sensibility can enrich analysis and problem solving.

It is designed to bring out the best intellect of the student and also allow the student to keep pace with the contemporary development.

Learning Outcome based Curriculum Framework

This course is designed to break the stereotypes of History learning and create interest amongst students to study History. This program is organized to provide the greatest flexibility to its students. There are Core Disciplinary papers that provide the fundamental

knowledge in the discipline of history and in the study of the History of India and the World. The program is otherwise envisaged to provide a large amount of choice so that students can tailor their education on the basis of their interests. These provide not just knowledge and skills in history and contemporary history but also a vital skill in other disciplines as well. The M.A. History Program course is keeping in mind that specialization in History is the key to access cognate skills from all specialization namely in Indian History and an over view of the world history.

Nature and Extent of the Programme

The M.A. History Programme has grown in the number of courses that it offers, the number of options available to students, the type of pedagogy that we impart and evaluative interactions with our students. The expansion in our courses reflects the new discipline of history where its association with the state and hegemonic power structures are no longer the major subjects of instruction. While we are still interested in state formations the enlarged understanding of politics to fields of power relations has meant that social, cultural, literary, religion, art and architectural fields are present with varying degrees of emphasis in these and all courses. Our courses are organised chronologically and thematically. This has the advantage of looking at aspects of human experience through new chronologies, opening up the historiographical space to questions that are epistemological and challenging to the ways in which the discipline of history has been conceptualized over time.

To underline this aspect of training, students are required to take three compulsory papers and one optional paper in both the semesters in first year. There will be One compulsory and Three Optional paper in both the semesters during second year. It eases all students into the larger conceptual milieu of the discipline – the major historiographical interventions in the discipline. Different segments of the course introduces students to specific methodologies and their variations, like Marxism or the Annales; particular rubrics chart out developments within the discipline in fields like economic, archaeological or intellectual history; other rubrics highlight specific kinds of historiographical interventions of import like the study of early Modernity's or history and literature. The second course sums up the second year of MA instruction by leading students through some of the major historians writing on Ancient, Medieval and Modern History. Many of these readings might have been partially referenced in the Elective courses; in

this course it is the historian's methodological intent, their research and arguments that is the subject of study. The readings are divided thematically and a range of readings on Indian History are taught keeping in mind the research interests of students. We see this course as a final completion of the Masters programme. Scheduled for the fourth semester it removes ambiguities, provides the summa of scholarship that a Post Graduate student must possess at graduation.

Post Graduate Attributes

On completion of their Post Graduate courses students are expected to have acquired the skills of critical thinking, rational enquiry, effective communication, comprehensive knowledge of the historiographical debates on the study of different aspects of human society and knowledge of the archives used by different historians in their research. The attributes expected from the graduates of the M.A. History Programme are the following:

1) Ability to track the critical genealogies of historiographical interventions that shaped the discipline of History from the earliest times up to the present.

2) Ability to compare and differentiate significant patterns of human experience across time and between different cultures and societies.

3) Ability to carefully read a complex historical narrative, evaluate its deployment of evidence, and understand its argument as well as critically analyse the same

4) Ability to identify patterns of change and continuity with regards to issues of contemporary significance over long durations as well as across diverse geo-cultural zones

5) Ability to understand teleology and anachronism and the ways in which they can hamper historical analysis

6) Greater ability to distinguish between that which is historical -- time-place-context driven, hence changeable and challengeable -- from that which is not.

7) Recognise the different registers within language systems and sources and understand the significance of their presence in literary, art and audio materials.

8) Possess the ability to understand that history and power are cognates and hence the silences in sources are just as revelatory as the documented evidence.

9) Display sensitivity to gender and social inequities as well as acquaintance with the historical

trajectories of these issues

10) Possess greater respect for basic human values and ideals of equality, freedom, respect for diversity, and other constitutional values

11) Possess skills of the academy in using information from varied sources, displaying analytical ability, knowledge of context and ability to marshal evidence into a coherent argument.

12) Ability to assume responsible public roles and where they can apply the above mentioned analytical abilities in other non-familiar contexts.

13) Possess knowledge of the values and beliefs of multiple cultures so as to effectively engage in a multi-cultural society and interact with diverse groups.

14) Possess the knowledge of the academy and its demands for referencing and display of independent reasoning.

15) Know the dangers of plagiarism.

SCHEME, SYLLABUS AND COURSES OF READING

- The duration of the course leading to the Degree of Master of Arts (M.A.) in History shall be of Four Semesters.
- In first year, there shall be two semesters consisting of five papers each semester.
- In the second or final year there will be two semesters consisting of theory papers and one Dissertation/Viva-Voce for all students in final/fourth semester.
- External and internal examiners will evaluate Dissertation/Viva-Voce jointly.
- The M.A. (History) is divided into two parts as under. Each part will consist of two semesters.
- There will be FOUR Compulsory papers and one Optional Paper in In EACH Semesters.

Part-I	First Year	Semester I	Semester II
Part-II	Second Year	Semester III	Semester IV

The schedule of Papers prescribed for various semesters shall be as follows:

Papers	Marks		Total Marks	Credits
	End Semester Assessment 70	Internal Assessment 30	100	4 (each Course)

Programme Structure and Evaluation Scheme

Programme: Master of Arts (History)

M.A. (History) - 2 Years PG Programme

S. N.	Paper Code	Title of the Course	Hours per Week			Credits	Evaluation Scheme		
			L	T	P		Internal	External	Total
SEMESTER -I									
1.	HSMM101	Principles of History	4	0	--	04	30	70	100
2.	HSMM102	Contemporary World (Part-I:From Mid-19th Century to 1945)	4	0	--	04	30	70	100
3.	HSMM103	Indian Nationalism (up to1916).	4	0	--	04	30	70	100
4.	HSMM104	Early Settlements, State and Governancein Ancient India	4	0	--	04	30	70	100
Optional Paper (Choose any One)									
5.	HSMO105	A. Political History and State Formation inMedieval India (12th to Mid-16th CE) B. Modern Indian Political thought & Prominent Thinkers	4	0	--	04	30	70	100
TOTAL						**20**	**150**	**350**	**500**

S. N.	Paper Code	Title of the Course	Hours per Week			Credits	Evaluation Scheme		
			L	T	P		Internal	External	Total
SEMESTER -II									
1.	HSMM201	Ecology and Environment in History	4	0	--	04	30	70	100
2.	HSMM202	Contemporary World (Part-II : 1945-2003)	4	0	--	04	30	70	100
3.	HSMM203	Indian National Movement (1916-1947)	4	0	--	04	30	70	100
4.	HSMM204	Political Ideas and Institutions in Ancient India	4	0	--	04	30	70	100
Optional Paper (Choose any One)									
5.	HSMO205	**A.** Political History of Medieval India: Mid-16th to 18th CE **B.** India Since Independence	4	0	--	04	30	70	100
TOTAL						**20**	**150**	**350**	**500**

S. N.	Paper Code	Title of the Course	Hours per Week			Credits	Evaluation Scheme		
			L	T	P		Internal	External	Total
SEMESTER -III									
1.	HSMM301	Society, Culture and Religion in Ancient India	4	0	--	04	30	70	100
2.	HSMM302	Society, Culture and Religion in Medieval India	4	0	--	04	30	70	100
3.	HSMM303	Research Methods and Techniques	4	0	--	04	30	70	100
4.	HSMM304	Colonial Economy of Modern India	4	0	--	04	30	70	100
Optional Paper (Choose any One)									
5.	HSMO305	Ancient Indian Historiography and Sources A. Medieval Indian Historiography and Sources **A.** Historiography of Modern India	4	0	--	04	30	70	100
TOTAL						**20**	**150**	**350**	**500**

S. N.	Paper Code	Title of the Course	Hours per Week			Credits	Evaluation Scheme		
			L	T	P		Internal	External	Total
SEMESTER -IV									
1.	HSMM401	Maritime History of India: Overseas Trade from pre-Christian era to the end of 13th century	4	0	--	04	30	70	100
2.	HSMM402	Maritime History of India (1500-1800): Overseas Trade and European Trading Companies	4	0	--	04	30	70	100
3.	HSMM403	History of Indian Diaspora	4	0	--	04	30	70	100
Optional Paper (Choose any One)									
4.	HSMO404	A. Gender and Women Studies in AncientIndia B. Gender and Women Studies in MedievalIndia C. Gender and Women Studies in ColonialIndia	4	0	--	04	30	70	100
5.	HSMD	Dissertation and Viva Voce	0	0	4	04	30	70	100
TOTAL						**20**	**150**	**350**	**500**

#HSMM- Core Course, HSMO- Optional Paper)**, HSMR- Research Methodology**
SOMD-Dissertation & Viva-Voce

Total Credits: 80 **Grand Total 2000**

DETAILED SYLLABUS
SEMESTER-I
Principles of History

Course Code: HSMM 101 **Course**
Name: Principles of History
Course Credit: 4hrs
Total Contact Hours: 60hrs

Course Objectives:

This paper seeks to provide the students a fairly good understanding about the historical roots of History and its philosophies. It also covers various types of history like social, political, economic, urban psychology. A historical fact is something that has been established by historical research. Thus knowledge of history obtained by other means, such as personal memory, is not historical knowledge. Historical knowledge is only obtained by a process of investigation.

Course Description:

The knowledge of the mind is historical; it is only the past that explains the present. In this sense all philosophy, all inquiry into the mind, and into human institutions, is a part of history. Not everything in the past is history, because not everything in the past is of interest to the historian. This course tells about the various aspects of history. Where different notion like objectivity, Public, Oral history provided new horizons.

Course Contents:

Unit I **What is History**: Meaning, Scope, Definition and Subject matter

- The Role of Individual and society in Historical Development.
- Sources of History – Literary sources
- Archaeological Sources
- Secular Sources

Unit II **Varieties of History**: Social, Political, Economic, Agrarian, Urban Psychological & Art; Autonomy of History.

- **Concepts in History**: Public History, Community History, Oral History, Myths,
- Legends and Folklores.
- **Periodization in History and Notion of Time:** Platitudes. Cliche, Historical
- Semantics.

Unit III Philosophy of History

- Objectivity, Determinism, Relativism,
- Historicism, Causation, Generalization,
- Historical Inevitability,
- Contingency in History.

Unit IV Interrelation between History and cognate fields;

- Interrelation between History and Auxiliary Sciences – Philology and Linguistics;
- Palaeography and Diplomatic;
- Epigraphy. Numismatics, Sigillography and Sphragistics; Art and Scientific
- Characteristic of Historical Study.

Text Books:

- Ferdinand Braudel, on History, Translated by Sarah Mathew, 1980, University of Chicago Press Chicago.
- Robert N. Burns & Hugh Raymen-Pickeed, (edited), Philosophies of History, 2000, Oxford.
- E.H. Carr, What is History, 2001, Palgrave, Basingstoke.

Reference Books:

- Arthur Marwick, The Nature of History, 1989, Macmillan, London. Tr. By Lal Bahadur Verma in Hindi.
- Michael Standford, The Companion to the Study of History, 1996, Blackwell, Oxford.
- J. Gardiner, What is History Today, 1988, Macmillan, London.
- R.G. Coliingwood, The Idea of History, 1988, Oxford University Press, Madras.
- Appleby, Telling the Truth about History, 1994, Norton, New York.
- Marc Bloch, The Historian's Craft, 1954, Norton, MUP, Mancheter
- E.L.E. Roy Ladurie, The Territory of Historian, 1979, Harvester Press Britain.
- Satish K. Bajaj, Recent Trends in History, 1988, Anmol Publication.
- E. Shreedharan, A Text Book of Historiography: 500 BC to AD 2000, Orient Longman, New Delhi, 2000

- E. Shreedharan, A Manual of Historical Research Methodology, 2007, Center for South Indian Studies, Trivandram.
- B. Sheik Ali, History: Its Theory and Method, 1993, Macmillan India, Madras.
- Marnie Hughes- Warrington, Fifty key Thinkers on History, Routledge, 2007

Online Links for Study and Reference Materials:

- www.historydiscussion.com
- www.jstor.com

SEMESTER-I

Contemporary World Part-I (From Mid 19th Century to 1945)

Course Code: HSMM102
Course Name: Contemporary World Part-I (From Mid 19th Century to 1945)

Course Credit: 4
Total Contact Hours: 60hrs

Course Objectives:
The course objective is to apprise students about the dynamics of world history and how it has taken shape of the modern world.

Course Description:

The course explores the concepts of political ideologies like Liberalism and capitalism. It also explores various theories of imperialism with case studies. It also explores the two world wars and their impact on the whole world while discussing the emergence of the United Nations. It further discusses the African history, its colonization and decolonization of the world.

Course Contents:

Unit I Legacy of the 19th Century:

- Liberalism and Nationalism, Growth of Capitalism,
- Structural changes of European economy
- **Imperialism:** Theories, Lenin & Hobson: Concept of New Imperialism.
- A short survey of the growth of capitalism & imperialism in U.K, Germany & Japan

Unit II World between the two Wars:

- Russian revolution and the Emergence of Socialist Economy,
- Collective Security and League of Nations: Conception, Members and its failure
- The Great Depression- Origin, Impact,
- The New Deal, Emergence of U.S., Economy, Liberal Ideas Socialist Movements, Conservative Nationalism.

Unit III Ideologies of Fascism & Nazism:

- Case Study of Italy and Germany.
- Rise of Militarism in Japan.
- Second World War & the New Political Order: From European to Global
- War: Origin, Nature and its results.
- The United Nations.- Emergence and impact

Unit IV Nationalist Movements in Afro-Asian Nation:

- Genesis and Growth
- Impact of Afro-Asian Nation
- Forms of resisting Colonialism from 1900,
- Decolonization: Causes and nature.

Text Books:

- Norman Lowe, Mastering Modern World History, Palgrave Macmillan, fifth edition, 2013
- E. Hobsbawm, Age of Extremes: The Short Twentieth Century, London, 1999.

Online Links for Study and Reference Materials:

- www.historydiscussion.com
- www.byjus.com

Reference Books:

- AJP Taylor, The struggle for Mastery in Europe, 1848-1919, 1954.
- AJP Taylor, The Origins of Second World War, 1961.
- G Barraclough, An Introduction to contemporary History, London, 1964.
- D.C. Watt F. Spencer and N. Brown, A History of World in the Twentieth Century, London, 1967.
- A Ulam , The Bolsheviks, 1968.
- R. Henig, Verailles and after, 1919-33, London, 1984.
- M.Mazower, Dark Continent: Europe's Twentieth Century, London, 1999.

SEMESTER-I
Indian Nationalism up to 1916

Course Code: HSMM 103

Course Name: Indian Nationalism up to 1916

Course Credit Hours: 4hrs

Total Contact Hours: 60hr

Course Objectives:

The objective of the course is to teach students some of the broad debates and theoretical formulations of early phases of nationalist politics in India. The course addresses themes in the early history of Indian nationalism, including the response of the Indian intelligentsia to social and political reforms, the role of print and standardisation of language in the formation of nationalist collectives, the issue of gender, and the Swadeshi movement. A search for nationalist identity, quest for improvement in socio-economic status, a share in political power and ultimately destruction of the inequalities are the motives to be discussed. The course also attempts to explain intersectionalities through which students can comprehend what nationalism means for common people in their everyday lives.

Course Description:

This course tells about the various aspects of Indian nationalism. s. It also meant a change in people understands of who they were, and what defined their identity and sense of belonging. New symbols and icons, new songs and ideas forged new links and redefined the boundaries of communities. In most countries the making of this new national identity was a long process.

Course Contents:

Unit I Historiography of Indian Nationalism

- Conceptual problems
- Sources and methods to study nationalism
- What is nation?
- Debate over nationalism

Unit II Imperial Imperatives

- Ideas, attitudes and policies of the rulers
- Patterns of change under colonialism and Indian responses
- Indian intelligentsia; intellectual cross-currents
- Print, press, societies, associations and socio-political reforms

Unit III Politics of Nationalism and the Early Congress

- Religious Communities
- Traditionalist and Modern Politics and IdentitiesMuslim league
- Language, conflicts and riots

Unit IV Nationalism, Gender, Culture and Politics

- The Swadeshi Movement and its Aftermath
- Tagore's Nationalism
- Gandhi's Hind Swaraj

Text Books:

- Tara Chand, History of Freedom Movement in India
- Percival Spear, Oxford History of India
- Bayly, C.A. (1998).The Origins of Indian Nationality: Patriotism and Ethical Government in the Making of Modern India, Delhi, Cambridge University Press, pp. 135, 98-113 (Chapter 1, Chapter 4).

Reference Books:

- Loomba, Ania. (2015). Colonialism/Postcolonialism, new ed., London, pp.154-end.
- Smith, Anthony D.(1998). Nationalism and Modernism: A Critical Survey of Recent Theories of Nations and Nationalism, London: Routledge, Introduction, chapter 1 and Conclusion.
- Anderson, Benedict. (1991).Imagined Communities: Reflections on the Origin and
- Spread of Nationalism, London, Verso, ch. 1-3, till page 113.
- Balakrishnan, Gopal. (1999).Mapping the Nation, London: Verso.
- Gallagher, J. A. et al, (Eds.). (1973). "Locality, Province and Nation:Essays on Indian Politics 1870 to 1940", Modern Asian Studies, Chapters 1-5.
- Goswami, Manu. (2004). Producing India: from colonial economy to national space, Chicago: University of Chicago. (Introduction, ch. 1, ch. 8 and Conclusion)

- Chatterjee, Partha. (1995).The Nation and its Fragments: Colonial and Postcolonial Histories, Delhi: Oxford University Press, (Chapters 1 – 5).
- Cahtterjee, Partha. (2011). “The Nation in Heterogeneous Time” IESHR, vol. 38. no.4, pp. 399 -- 418.
- Ray, Rajat Kanta. (2003).The Felt Community: Commonality and Mentality before the Emergence of Indian Nationalism, Delhi: Oxford University Press, Chapters 1-2.
- Sarkar, Sumit. (2008). “Nationalism and Poverty: Discourses of Development and Culture in 20th Century India”, Third World Quarterly, Vol. 29, No. 3, pp 429 – 445.

- Bayly, C.A.(2012). Recovering Liberties: Indian Thought in the Age of Liberalism and Empire, Cambridge: Cambridge University Press.
- Mantena, Karuna. (2010). Alibis of Empire: Henry Maine and the Ends of Liberal Imperialism, Princeton: Princeton University Press.
- Sinha, Mrinalini. (1995). Colonial Masculinity: The 'Manly Englishman' and the 'Effeminate Bengali' in the Late Nineteenth Century, Manchester: Manchester University

SEMESTER-I

Early Settlements, State and Governance in Ancient India

Course Code: HSMM104

Course Name: Early Settlements, State and Governance in Ancient India

Course Credit Hours: 4

Total Contact Hours: 60hrs

Course Objectives:

The course will seek to provide the students with an analytical overview of the developments in ancient India. It aims at developing a critical understanding of the development of the Indian society in the ancient times and how geographical conditions affected it. The enlightened student community would, hence, be able to contribute towards a better present and future.

Course Description:

The course intends to explore the geographical and political divisions of the Indian subcontinent in respect with learning history. It will analyse the various theories proposed by the historians regarding the origin of humankind and its evolution through studying stone ages, rise of agriculture and the first urbanization through Indus valley civilization. The course further explores the rise of technology and metals and how it changed the human behaviour and settlements. It also attempts to understand the Vedic and Later Vedic age and the changing social fabric in Indian subcontinent. The course concludes with exploring the rise of urban centres in India and spread of Buddhism and Jainism as a reaction to the evils in society. It also explores the rise of empires like Mauyas and Guptas in North India and Regional kingdoms in South India.

Course Contents:

Unit I Reconstructing Ancient Indian History

- Sources- Archaeology, Literature, Epigraphy and Numismatics
- Concepts of Prehistory, Proto-history and History.
- Stone Age – Hunter & Gatherers – Paleolithic and Mesothic Age
- Pastoralism and Early Farming Communities—Neolithic and Chalcolithic Village Cultures

Unit II Bronze Age and Iron Age Cultures: First Urbanization

- Harappan Civilization: Origin, distribution, Morphology of major sites (Mohenjodaro, Harappa, Kalibangan, Lothal, Dholavira),
- Craft production, trade and commerce, religious beliefs and practices
- Art, Architecture and Script
- Vedic Society –Polity, Economy, role of Vedas in indian history.
- Early Iron Age – Disposal of Dead, Megalithic Culture, Economic Development and Social Stratification- *Varnashram: Jati*

Unit III Janpads and HSMMajanpads, Second Urbanization and Early Empires

- Territorial States: Monarchical and Republican: Characteristics of Ancient Republics, their Constitution Ganrajya Republics in Buddhist Literature.
- Religious Movements: Jainism, Buddhism, Ajivikas and other Sects
- New Urban Centres and changing social relations.
- Nandas & Mauryas – Bindusara, ChandraGupta Maurya,Ashoka- Polity, nature and extent of Centralization, Foreign Relations, Social and Economic Conditions, Military Organization, Art and Architecture, Ashokan Edicts, Dhamma, Scripts,
- Decline of Mauryan Empire.

Unit IV **Post-Mauryan Developments, Gupta, Vardhans, Vakatakas , Chalukyas and Pallava**

- Sungas and Kanvas: Indo-Greeks and Saka-Pallavas-
- Satvahanas and Western Kshatrapas: Pushyamitra Shunga, Gautamiputra Satakarni, Conflict between the Satvaharas and the Western Kshatrapas, Foreign invasions Indo-Greeks. State Formation in Central India and Deccan - land grants, Trade and guilds, Indo-Roman Trade, Coins and Currency
- Kushanas – Kanishka- Kushana Administration, Society, religion, art and architecture – Gandhara and Mathura Schoo, of Art – Amravati, Trade and Cultural Interaction, Spread of HSMMayan Buddhism, Trade-routes including silk and spice routes, Coins and Currency.
- Sangam Age
- Guptas - Chandragupta I, Samundragupta, Ramgupta, Chandragupta II, Gupta Administration, The Invasion of Hunas. Political consolidation, land grants, expansion of agriculture, Art and architecture-sculpture, coins and currency
- Vardhanas- Age of Harshavardhana, Vakatakas and other dynasties of peninsular India: land Grants and administration and social conditions, Chalukyas and Pallavas: Extent of empire, administration and social conditions.

Text Books:

- A.S. Altekar State and Government in Ancient India (English and Hindi)
- R.S. Sharma, India's Ancient Past
- Ancient India - An Introductory Outline D.N. Jha
- History of India, Vol. I RomilaThapar
- Ancient India, R.C. Majumdar

Reference Books:

- K.P. Jayaswal Hindu Polity
- U.N. Ghosal A History of Indian Political Ideas.
- R.S.Sharma Aspects of Political Ideas and Institutions in Ancient India.
- D.R. Bhandarkar Some Aspects of Ancient Hindu Polity.
- N.C. Bandhopadhyay Development of Hindu Political Ideas Shanti Parva of HSMMabharat.

SEMESTER-I

Political History and State Formation in Medieval India (12th to Mid-16th CE)

Course Code: HSMM105 A

Course Name: Political History and State Formation in Medieval India (12th to Mid-16th CE)

Course Credit: 4

Total Contact Hours: 60hrs

Course Objectives:

This course seeks to familiarize the student with the major themes and debates in Indian History during 12th to Mid-16th century. By undertaking an in-depth study of the problems and the different answers proposed, it is hoped that the student will be equipped to solve similar issues in this and other period(s) of Indian history with logic and knowledge.

Course Description:

The course intends to explore the medieval Indian history from the time of Turkish invasions, to the Rajput dynasties in 10-11th century till the rise and decline of the Vijaynagar-Bahmani kingdoms in south India. The course is structured to give an overview of the political expansion and legitimisation of Delhi sultanate in India from 1206-1526. It also covers critically examine the "Iqta" system initiated by Iltutmish, theories of kingship by Balban and Allauddin Khilji while studying the market and economic reforms taken by them. The course concludes by exploring the south Indian kingdoms like Vijaynagar and Bahmani kingdoms, their contribution in art and culture and their relevance in consolidating south India as a supreme power.

Course Content:

Unit I Early Medieval Polities in the 11th Century

- The Rajput States in Western and Central India: An Overview
- Political condition of North India in 11th Century
- Tripartite Struggle
- The Regional States in Peninsular India: An Overview

Unit II **Delhi Sultanate (1206-1526) - Political Expansion and Consolidation**

- Sources of study of Delhi Sultanate
- Territorial Expansion and consolidation
- Theory of kingship of Slave rulers, Khaljis and Tughlaqs.
- Changing composition of Nobility under the Delhi sultans.
- Concessions and special Privilege to the nobility under Firoz Shah Tughlaq, Hereditary claims.

Unit III **Delhi Sultanate (1206-1526)- Political and Agrarian Policies**

- Central, Provincial and Local Administration of Delhi Sultanate
- Relationship of Ulema and Sufis with the state,
- Role of state for Benevolence and Development.
- Revenue administration of Slave rulers, Khiljis and Tughlaqs: Iqta System
- Economic measures of Alauddin Khalji, Muhammad Bin Tughlaq and Firoz Shah Tughlaq, Irdari.

Unit IV **The Regional Powers in South India**

- Sources of study of Medieval South Indian History
- Emergence and growth of Vijaynagar Empire (1336-1565)
- Vijaynagar and Bahmani Kingdoms – Relationship
- Disintegration of Vijaynagar Empire

Text Books:

- Medieval India - Volume I Satish Chandra ,Medival India - Volume II Satish Chandra
- The Agrarian System of Mughal India 1556-1707 IrfanHabib
- A History of South India - K. A. NilakantaShastri

Reference Books:

- Chandra, Satish, Essays in Medieval Indian Economic 1-listory, New Delhi. 1987.
- Chandra, Satish, Medieval India. Society. Jagirdari Crisis and Village. Translated in Hindi by Madhu Trivedi entitled Madhyakalin Bharat Sultanate se Mugal tak.
- Chandra, Satish, Medieval India: Society, the Jagirdari Crisis and the Village, Delhi, 1981.
- Chandra, Satish, Mughal Religious Policies, The Rajputs and The Deccan, New Delhi 1993.
- Das. K. R.. Raja Todarmal, Calcutta, 1925. 11
- Habib, Irfan, 'The Price Regulations of Aluddin Khalji-A Defence of Zia Barani', IESI-IR. 21,4, 1984.
- Habib, Irfan, Atlas of the Mughal Empire, New Delhi, 1982.
- Habib, Irfan. The Cambridge Economic History of India-Volume 1: 1200-I 750.
- Hahib. Muhammad. and K. A. Nizami. The conipre1ensive History of India. Vol. V. The Delhi Sultanate AD 1206-1526). Peoples Publishing House. I3omhav. 1970.
- Habib, HSMMammad, Politics and Society during the Early Medieval Period, edited by LA.Nizami. Delhi.
- Hasan. S. Nurnl. Thouglns on the Agrarian Relations in Mughal India. Delhi. 1973
- Khan. A.R., Chieftains in the Mughal Empire during the reign of Akbar. Simla. 1977.
- Khosla. R.P., Mughal Kinship and Nobility. Allahabad. 1934.
- Lal. K.S.. History of Khalijis. New Delhi. 1980.
- Moreland, W.H., From Akbar to Aurangzeb: A Study in Economy History, London 1923.
- Habib. Muhammad, Afsar Begum, Political Theory of Delhi Sultanate.
- Pandey, A.B., Society and Government in Medieval India, Central Book Depot. Allhabad, 1965.
- Prasad, Beni, History of jahangir, Allhabad. 1976.
- Qanungo, KR., Dara Shikoh, Calcutta, 1935.

- S.13.P. Nigam, Nobility under Sultans of Delhi (1206-1398), Delhi, 1968.

Online Links for Study and Reference Materials:

- www.historydiscussion.com
- www.byjus.com

SEMESTER-I

Modern Indian Political Thought and Prominent Thinkers

Course Code: HSMM 105 B

Course Name: Modern Indian Political Thought and Prominent Thinkers

Course Credit: 4

Total Contact Hours: 60hrs

Course Objectives:

Indian political thought constitutes one of the most significant components of undergraduate and postgraduate curriculum in political science and modern Indian history in almost all the universities in India. However, the majority of writings on the subject by Indian authors appear to suffer from a fundamental flaw in the sense that these writings are shorn of a context-driven conceptualisation of the major strands of the thoughts of the thinkers.

Course Description:

There are broadly two specific ways in which social and political thought in India can be conceptualised. On the one hand, there is a relatively easier way of articulating the thought in a chronological format. This is a format in which the ideas are explained in a sequence underplaying the importance of the context in defining the ideas in a particular mould. Those Supporting this type of conceptualisation tend to focus more on the ideas per se and less on what lay behind them.

Course Contents:

Unit I Traditional Indian Thought and the Encounter with the West.

- Emergence and impact of new social and religious ideas and movements:
- Raja Ram Mohan Roy, and the Brahmo Samaj: Swami Dayanand Saraswati and
- Arya Samaj: Swami Dayanand Saraswati and the Arya Samaj:

- Swami Vivekanand.

Unit II Ideas of National and Social Regeneration:

- Bankim Chandra Chatterji
- Jyotiba Phule
- Bal Gangadhar
- Tilak; Sri Aurobindo
- B.R. Ambedkar

Unit III Impact of Liberal and Socialist Thought:

- Rabindranath Tagore;
- Madan Mohan Malaviya;
- Jawaharlal Nehru; Subhash
- Chandra Bose.

Unit IV Particularistic Ideologies:

- V.D. Savarkar,
- K.B. Hegdewar,
- M.S. Golwalkar,
- Sir Syed Ahmad Khan,
- Mohammad Iqbal,
- Mohammad Ali Jinnah.

Text Books:

- Political Thought in Modern India, Thomas Pantham & Kenneth L. deutsch (Editors), Sage Publications, New Delhi, 1986.
- Indian Political Thinking in the Twentieth Century: From Naoroji to Nehru- An Introductory Survey, A Appadorai, Oxford University Press, 1971.

Reference Books:

- Modern Indian Political Thought , Sabjar Ghose, Allied Publishers, Delhi, 1973.
- Modern Indian Political Thought, V.P. Verma, Laxmi Narain Agrawal, Agra, 1974. (Also in Hindi Translation)
- Indian's Idea of Freedom: Political Thought of Swami Vivekananda, Aurobindo Ghose.
- HSMMatma Gandhi, Rabindra Bath Tagore, D.G. Dalton. Academic press, Delhi, 1982.

- Indian Politics from dadbhai Naoroji to Ghandhi: A Study of Political Ideas of Modern India, K.P. Karunakaran, Gitanjali, New Delhi, 1975.

- Makers of Modern India: Ramchandra Guha.

Online Links for Study and Reference Materials:

- www.historydiscussion.com
- www.jstor.com

SEMESTER-II

Ecology and Environment in History

Course Code:
HSMM201

Course Name: History of Early India: 400 BCE to 1200 CE

Course Credit: 4

Total Contact Hours: 60hrs

Course Objectives:

The objective of this paper is to apprise students about the importance and status of environment in Indian History. It aims to make students more vigilant about the sustainability and learn from the best practices and mistakes about environment in past.

Course Description:

The Course explores the concept of ecology and environment and how they depend on each other. It covers the concept of nature or prakriti in ancient India and discusses its importance as shown in ancient literature. It also covers the status of environment and resource exploitation during medieval age and surveys the various work done on environment and pollution check in British and Contemporary India.

Course Contents:

Unit I: Ecology and Environment

- Definition and Concept of Ecology, Scope of Ecology, Ecology-Science or Art and its relationship with other subjects.
- **Environment:** What is Environment, Component of Environment, Living and Non-living components, Management and conservation of living and non-living resources of environment for sustainable development, Environmental degradation and its impact on present and future generations.
- **Environmental care and sustainability:** Science and Ethics

Unit II: **Environmental Conservation**

- Meaning, Concept and Significance.
- The Concept of "Nature" in our Spiritual Traditions.
- Ethics of environmental awareness
- Sources of Biodiversity Conservation in Ancient Culture.
- Environmental Conservation and Preservation as mentioned in literature of India.

Unit III: **Environment consciousness in India: Ancient, Medieval and Modern Times**

- Indus valley civilization: Planned urbanization, drainage system,waste management, worship of different components of nature, prakriti and Purush.
- Vedic Period: Environmental Consciousness
- Maurya and Post-Maurya period: Forest and Wild Life Management in small scale industries based on natural resources in Ancient India.
- Medieval India: Exploration and use of natural resources for economic development in early Medieval India.
- Sultanate and Mughal period: Industries based on natural resourcesOver exploitation and ecological destabilization during later Mughal period. Over exploitation of natural resources.

Unit IV **Environmental issues in Colonial and Independent India.**

- **Colonial India:** Establishment of industries based on Indian natural resources Forestland wild life management.
- **Issues:** Carbon Footprints, De-Forestation, Ozone-Layer depletion, Over-Population, Urbanisation, Water Resource Management
- Steps taken by government and citizens for environmental protection.
- Future of Environmental protection and intervention of United Nations

Text Books:

- Environmental Issues in India HSMMesh Rangrajand (ed), Pearson Longman New Delhi,2007
- Environmentalism, Politics Ecology, & Development, Pravin N Seth, Rawat Publications, New Delhi, 1997

Reference Books:

- This Fissured Land Vadhav Gadgir, Ram Chandra Guha, Oxford, New Delhi, 2006
- Nature, Culture, Imperialism David Arnold & R. ruha (des) Oxford University Press.
- Ecology and Environment P.D. Sharma, Rastogi Publications, Meerut, 1990
- Exploration in Environmental History Samuel P. Hays, Pittsburg USA 1998.
- Paryavaran ki Rajniti (Hindi) Lata Joshi, Anamika Publishers & Distributors, 2001.
- Paryavaran Sanskriti, Pradushan Pt. Nityanand Mishra, Almora Book Depot.
- Evam Sanrakshan (Hindi)
- Indian Environmental Politics O.P. Dwivedi, Macmillan London 1997.
- Programming & Stewardship
- Environmental Policies in 3rd World, Dwivedi & Dhirendra K. Vajpey (eds), Greenwood Press

Online Links for Study and Reference Materials:

- www.historydiscussion.com
- www.byjus.com
- www.jagranjosh.com
- www.britannica.com

SEMESTER-II

Contemporary World Part-II (1945-2003)

Course Code: HSMM 202

Course Name: Contemporary World Part-II (1945-2003)

Course Credit :4

Total Contact Hours: 60hrs

Course Objectives:

World War second divided into two blocs. One with America and other is Russia. Asia also involved in world politics facing Korean War, Vietnam, non-aligned movement. To aware students to Indo-Pakistan relation and Middle East conflict.

Course Description:

This course covers Cold War, Post Second World War Europe, Marshall Plan, Cuba and USA's Role in Latin America, Korean War, Concept of Globalization, and US Aggression on Iraq and Third World's Perspective on Contemporary World.

Course Contents:

Unit-I **Economic Consequences of Second World War**

- Cold War- Salient Features and its Impact, cold War and Bipolarism in World Politics: Background competing Ideologies, Treaties, Tension and Rivalries.
- Post Second World War Europe: Marshall Plan
- Truman Doctrine, Marshall Plan: Formation of Eastern Bloc and Warsaw pact
- American Foreign Policy since 1945
- Cuba and USA's Role in Latin America.

Unit-II Asia in World Politics

- Korean War: Background, American Intervention and on of conflict
- Vietnam War: Causes and Impact
- Emergence of Third World: Historical Background and developments.
- Non Aligned Movement: Features, Conferences, Limitations
- Middle East: Birth of Israel, The issue of Palestine, Oil Diplomacy, Iranian Revolution of 1979, Iraq-Kuwait Conflict, The Gulf War
- Indo-Pakistan Relation: Kashmir Issue, Bangladesh War and Shimla Agreement.

Unit-III Age of Progress

- Economic and Social Aspects: Industry, Agriculture,
- Science and Technology,
- Communication and Information
- Civil Rights Movement: Apartheid, Feminism

Unit-IV **Disintegration of the Socialist Bloc and End of Cold War**,

- Genesis and Process of Disintegration: Glasnost and Perestroika,
- Impact of Disintegration on society and Politics: Emergence of Unipolar World.
- Concept of Globalization: Historical Context, Instruments.
- US Aggression on Iraq: Background, Nature and Impact
- International Terrorism: It's Impact on World Politics.
- Third World's Perspective on Contemporary World.

Text Books:

- Norman Lowe, Mastering Modern World History, Palgrave Macmillan, fifth edition, 2013.
- Erice Hobsbawm, The History of the World, 1996.

Reference Books:

- Keith Robbins, The World Since 1945, 1998.
- N Gracbner , Cold War Diplomacy, 1945-1960, Pricenton, 1962.
- W. La Feber, America, Russia and the Cold War, 1967.
- R. Mayne, The Recovery of Europe, 1945-1973, revised at, 1973.

Online Links for Study and Reference Materials:

- www.historydiscussion.com
- www.jstor.com

SEMESTER-II
Indian National Movement (1916-1947)

Course Code: HSMM 203

Course Name: Indian National Movement (1916-1947)

Course Credit: 4

Total Contact Hours: 60hrs

Course Objectives:

This course focuses on select themes in the study of Indian national movement from the early 20th century to Independence. The course lays emphasis both on reading primary sources, as well as understanding important secondary literature on these themes. In addition to scholarly material, students will be exposed to films, literature and visual material. Students will be required to engage with the thoughts and ideas of important nationalist figures as well as with the histories of nationalism "from below." How was Indian nationalism experienced, appropriated and articulated by non-elite groups in society? The course will also emphasize the use of non-official archives – particularly the oral and the visual- used by historians to study this period.

Course Description:

This course covers Character of Gandhian Nationalism, Jalliawala Bagh, Rowlatt Act. Khilafat Movement, Non-Cooperation Movement (1920-22), Swaraj Party, U.P. Kisan Sabha, Mopila Revolt, Bardoli Satyagraha, Peasant Politics and Indian National Congress. : Circumstances and Historical factors behind the partition of India, Role of Muslim League 1961 to 1947 and Congress, Communalism and Politics of Partition.

Course Contents:

Unit I Rise of Gandhi

- Character of Gandhian Nationalism,
- Jalliawala Bagh, Rowlatt Act. Khilafat Movement,
- Non-Cooperation Movement (1920-22), Swaraj Party,

- Civil Disobedience Movement - Two phase (1930-31, 1932-34),Gandhi Irwin Pact (1931),
- Individual Satyagrah (1940), Quit India Movement (1942).

Unit II

- **Govt. of India Act of 1935;** Election of 1937 and Election of 1946.
- **Second World War and India's March towards Freedom**: The August Offer (1940). The Cripps Mission (1942), The Wavell Plan (1945)
- The Cabinet Mission Plan (1947), Atlee's Announcement (1947), Mountbatten Plan (1947)
- The Indian Independence Act, (1947) Transfer of Power

Unit III Peasant and communists Movements

- U.P. Kisan Sabha, Mopila Revolt, Bardoli Satyagraha, Peasant Politics and Indian National Congress.
- The rise and growth of Leftist Movement: The activities of communists and Socialists; the Congress Socialist Party and other Left Parties
- Subhash Chandra Bose and Indian National Congress, Forward Block, Activities of Subhash Chandra Bose outside India
- Indian National Army

Unit IV Partition: accountability, violence and displacement

- Circumstances and Historical factors behind the partition of India,
- Role of Muslim League
- Congress, Communalism and Politics of Partition
- Women experiences

Text Books:

- Mushirul Hasan Communal and the pan-Islamic Trends in Colonial India, Delhi.
- Bipan Chandra , Indian National Movements A long Term Dynamics, New Delhi, 1986
- Bipan Chandra, Nationalism and Colonialism in Modern India.

Reference Books:

- Bipan Chandra, India's Struggle for Independence, New Delhi, 2016
- B.R. Nandu, Gandhi and his Crities Delhi, 1985
- Patabhi Sitaramaya, History of Indian National Congress (Vol. II).
- S.R. Choudhary, Leftist Movement in India
- R. C. Majumdar, History of the freedom Movement (Voll. III)
- Tara Chand, History of Freedom Movement in India (Vol. IV)
- Philips and Wain Wright, The Partition of India
- Rafiq Zakaria, The Rise of Muslims in Indian Polities.
- Bipan Chandra India's Struggle for Independence and Modern India.
- Amalesh Tripathi The Extremist Challenge.
- Sumit Sarkar Modern India
- B.L. Grover A Documentary study of British Policy towards Indian Nationalism.
- A.R. Desai Social Background of Indian Nationalism.
- A. R. Desai Peasant Struggle in India.
- M.K. Gandhi, Hind Swaraj and Other Writing, Edited by A.J. Parel, Cambridge University Press, Cambridge.

Online Links for Study and Reference Materials:

- www.historydiscussion.com
- www.jstor.com

SEMESTER-II

Political Ideas and Institutions in Ancient India

Course Code: HSMM204

Course Name: Political Ideas and Institutions in Ancient India

Course Credit: 4

Total Contact Hours: 60hrs

Course Objectives:

The course aims to cover the political ideas and institutions in ancient India which became Important places of assemblies and thought exchange. The course also aims at apprising students of various ways of income and expenditure and other forms legal aspects.

Course Description:

The course explores the various political institutions in ancient India like Sabha, Samiti and Vidhata. It also explores the Indian literature and other sources providing information on the same. The ceremonial history and administrative rights are also covered.

Course Contents:

Unit-I: Sources of Political history

- Sources: Indian Political thought represented in Indian literature
- Origin and Functions of State
- Various theories on Origin of State
- Significance of States and Political Orders

Unit-II: Political institutions

- *Sabha, Samiti and Vidatha.*
- *Saptanga* Theory of State
- Mandal Theory by Kautalya
- Judiciary, Court-Procedure and Punishment

Unit-III: Ceremonial history

- Ratnins in Ancient India
- Coronation Ceremony
- The kingship and Nature of Monarchy,
- *Dandaniti* and Checks on Royal Power

Unit-IV: Financial institutions

- Nature and Scope of Financial Institutions in Ancient India
- Income and Expenditure
- Tax and Revenue System
- Republican Polity

Text Books:

- R.S.Sharma Aspects of Political Ideas and Institutions in Ancient India.
- D.R. Bhandarkar Some Aspects of Ancient Hindu Polity.
- Altekar, A.S. State and Government in Ancient India, Delhi, 1958

Reference Books:

- Dikshitar, V.R.R. Hindu Administrative Institutions, Madras, 1929
- A History of Indian Political Ideas, London , 1959
- Jayaswal, K.P Hindu Polity, Banglore, 1967.
- Prasad, Beni Theory of State in Ancient India, Allahabad, 1968

Online Links for Study and Reference Materials:

- www.britannica.com
- www.byjus.com
- www.khanacademy.com

SEMESTER-II

Political History of Medieval India: Mid-16th to 18th CE

Course Code: HSMO 205A

Course Name: Political History of Medieval India: Mid-16th to 18th CE

Course Credit Hours: 4

Total Contact Hours: 60hrs

Course Objectives:

This course seeks to familiarize the student with the major themes and debates in Indian History during Mid-16th to 18th CE. By undertaking an in-depth study of the problems and the different answers proposed, it is hoped that the student will be equipped to solve similar issues in this and other period(s) of Indian history with logic and knowledge.

Course Description:

The course intends to explore the medieval Indian history from the Mid-16th to 18th CE. The course is structured to give an overview of the political expansion and legitimization of the Mughal Empire in India and its various administrative policies. It also covers critically examine the various revenue and land reforms carried by the Mughal emperors.

Course Content

Unit I The Mughal Empire

- Sources for the study of Mughal Empire
- Babur's conquest of Northern India
- Lodi Empire, Theory of Kingship, Afghan Despotism, First Battle of Panipat and Establishment of Mughal Empire, Humayun's Difficulties.
- Mughal Theory of Kingship

Unit II The Mughal Empire- Political Centralization and Legitimacy

- Emergence of Shershah and his administration.
- Nature of State – Administrative Centralization under Akbar- Provincial and Local Administration of Mughals

- Composition of Nobility under the Mughals, Central, Religious policies of Mughal emperors
- State Formation and role of Religion.
- Land Revenue Administration under Sher Shah and Akbar, Different aspects of Mansab and Jagir system
- War of Succession, Aurangzeb's Rajput and Deccan Policies,
- Disintegration of Mughal Empire and its various theories.

Unit III The Regional Powers

- Rise of Marathas- Administration, socio-cultural conditions
- Maratha State under Shivaji and Peshwas
- Nature of Rajput Polity under Mughals
- Matrimonial Alliance between Mughals and Rajputs

Unit IV Rebellions and Rise of Independent Kingdoms

- Establishment of Mughal *subas* as independent kingdoms: Awadh, Bengal and Hyderabad.
- Rise of Independent kingdoms: Rohillas, Jats, Marathas and Sikhs.
- The crisis in agrarian and jagir systems: Agrarian Revolts of the late 17^{th} and the early 18^{th} CE
- The Rajput Revolt of 1679

Text Books:

- Medieval India - Volume I Satish Chandra ,Medival India - Volume II Satish Chandra
- The Agrarian System of Mughal India 1556-1707 IrfanHabib
- A History of South India - K. A. NilakantaShastri

Reference Books:

- Ahdul, Aziz, The Manasabdari System and he Mughal Army. Delhi. 1972.
- AfzaI Hussain, Nobility under Akbar and Jahangir, A Stud)' of Family Group, New Delhi. 1999.
- Ali. M. Athar, Mughal Nobility under Aurangzeb, Bombay. 1966, reprint. 1970.
- Ali. M, Ather, The Appartus of Empire, Aligarh, 1985.
- C'handra, Satish, Essays in Medieval Indian Economic 1-listory, New Delhi. 1987.

- Chandra, Satish, Medieval India. Society. Jagirdari Crisis and Village. Translated in Hindi by Madhu Trivedi entitled Madhyakalin Bharat Sultanate se Mugal tak.
- Chandra, Satish, Medieval India: Society, the Jagirdari Crisis and the Village, Delhi, 1981.
- Chandra, Satish, Mughal Religious Policies, The Rajputs and The Deccan, New Delhi 1993.
- Chandra, Satish, Parties and Politics at the Mughal Court. 1707-1740, New Delhi 1979.
- Das. K. R.. Raja Todarmal, Calcutta, 1925. 11
- Habib, Irfan, Atlas of the Mughal Empire, New Delhi, 1982.
- Habib. Irfan. The Agrarian System of Mughal India 1556-1707. First published in 1963 by Asia Publishing House, Second, extensively revised, edition published in 1999 by Oxford University Press.
- Habib, Irfan. The Cambridge Economic History of India-Volume 1: 1200-I 750.
- Hahib. Muhammad. and K. A. Nizami. The conipre1ensive History of India. Vol. V. The Delhi Sultanate AD 1206-1526). Peoples Publishing House. I3omhav. 1970.
- Habib, HSMMammad, Politics and Society during the Early Medieval Period, edited by LA.Nizami. Delhi.
- Hasan. S. Nurnl. Thouglns on the Agrarian Relations in Mughal India. Delhi. 1973
- L.H. Qureshi. Administration of the Mughals.
- Khan. A.R., Chieftains in the Mughal Empire during the reign of Akbar. Simla. 1977.
- Khosla. R.P., Mughal Kinship and Nobility. Allahabad. 1934.
- Lal. K.S.. History of Khalijis. New Delhi. 1980.

- Moreland, W.H., From Akbar to Aurangzeb: A Study in Economy History, London 1923.
- Moreland. W.H., India at the Death of Akbar: An Economic Study, London, 1920.
- Pandey, A.B., Society and Government in Medieval India, Central Book Depot. Allhabad, 1965.
- Pant. Chandra, Nurjahan and Her Family, Allahabad, 1979
- Prasad, Beni, History of jahangir, Allhabad. 1976.
- Qanungo, KR., Dara Shikoh, Calcutta, 1935.
- Qureshi. I. II., The Administration of the Mughal Empire Karanchi. 1966.
- Saksena, B.P., History of Shanjahan of Delhi, Allhabad, 1962.
- Saran, Pramatma. The Provincial Government ofthe Mughals, 1526-1658, Bombay 1973.
- Sarkar. J,N., Fall of the Mughal Empire 4 vols. Calcutta, 1964 12
- Tarachand, Society and State in Medieval India. Faridabad, 1961.
- Tipathi, R.P., Rise and Fall of the Mughal Empire, Allhabad, 1974.
- Tipathi, R.P., Some Aspects of Muslim Administration, Allhabad, 1974.
- Usha Rani Bansal, Sultanate Kaleen Sarkar Tahta Prshashnik Vyavtha (Hindi)
- W. H. Moreland, Agrarian System of Moslem India.
- Yadav, B.N.S., Society and Culture in Northern Inida in the 12th Century, Allhabad. 1973.
- Sinha, SN., Subah of Allahabad under The Great Mughals JMI, 1974,
- Siddiqu, I. H., Some Aspects of Afghan Despotism in India, Aligarh. 1969.
- Shama, SR, Mughal Government and Administration, Bombay, 1951

Online Links for Study and Reference Materials:

- www.britannica.com
- www.byjus.com
- www.khanacademy.com

SEMESTER-II

India since Independence

Course Code: HSMO 205 B

Course Name: India Since Independence

Course Credit: 4

Total Contact Hours: 60hrs

Course Objectives:

India since Independence' gives a succinct analysis of the various obstacles and challenges India had to face and overcome in her past, and her proudest and most successful moments in the century until independence. The book narrates how the Constitution was drafted, and the development of economic and political agenda heavily influenced by Nehru. It also provides an insight into the fundamentals of foreign policies and an in-depth analysis of the different reforms in the Indian economy since 1991. The author scrutinizes various aspects like the problems in Punjab, the predominant practices of untouchability, and party politics in the Centre and states.

Course Description:

This course covers Consolidation of Independence. Integration of princely states. Secularism and national integration. General Elections, emergence of national and regional parties. Nature of Indian foreign policy Non alignment, movement. India's nuclear policy, India in South Asia, Indo- Pak, Indo- China relations and emergence of Bangladesh, SAARC.

Course Contents:

Unit-I **Partition & Independence**.

- Consolidation of Independence
- Integration of princely states

- Secularism and national integration
- Framing of the Constitution
- Debates on economic alternatives— planning Green Revolution. Industrial development
- New Economic policy 1991
- Globalization

Unit-II Debates on political alternative

- General Elections
- Emergence of national and regional parties
- Emergency of 1975 and consequences of coalition politics
- Independent India and ramifications

Unit-III Competing Ideologies of Independent India

- Nationalism Communalism, Socialism, Communism, Regionalism
- Dalit movement
- Feminist movements
- Civil Rights movements
- Liberalism

Unit-IV India and the World

- Nature of Indian foreign policy Non alignment movement
- India's nuclear policy
- India in South Asia

- Indo- Pak, Indo- China relations
- Emergence of Bangladesh,
- SAARC

Text Books:

- Mushirul Hasan Communal and the pan-Islamic Trends in Colonial India, Delhi.
- Bipan Chandra , Indian National Movements A long Term Dynamics, New Delhi, 1986
- Bipan Chandra Nationalism and Colonialism in Modern India.

Reference Books:

- Bipan Chandra, India's Struggle for Independence, New Delhi, 2016
- B.R. Nandu, Gandhi and his Crities Delhi, 1985
- Patabhi Sitaramaya, History of Indian National Congress (Vol. II).
- S.R. Choudhary, Leftist Movement in India
- R. C. Majumdar, History of the freedom Movement (Voll. III)
- Philips and Wain Wright, The Partition of India
- Rafiq Zakaria, The Rise of Muslims in Indian Polities.
- Bipan Chandra India's Struggle for Independence and Modern India.
- Amalesh Tripathi The Extremist Challenge.
- Sumit Sarkar Modern India
- B.L. Grover A Documentary study of British Policy towards Indian Nationalism.
- A.R. Desai Social Background of Indian Nationalism.
- A. R. Desai Peasant Struggle in India.
- M.K. Gandhi, Hind Swaraj and Other Writing, Edited by A.J. Parel, Cambridge University Press, Cambridge.

Online Links for Study and Reference Materials:

- www.historydiscussion.com
- www.jstor.com

SEMESTER-III

Society, Culture and Religion in Ancient India

Course Code: HSMM301

Course Name: Society, Culture and Religion in Ancient India

Course Credit Hours: 5hrs

Total Contact Hours: 60hr

Course Objectives:

To enable students to understand the Social and Economic developments in the Ancient India and to know what cultural changes took place and how Indians faced the challenges. This will help student to understand the evolution of society and religion in India in a better way.

Course Description:

The Course intends to cover the socio-economic conditions during ancient India. This covers the topics like role of women in society and status of education. It also explores the various socio-cultural changes that came from harappan age to Vedic age and thereafter in the empire age. It also covers the art and architecture in ancient India.

Course Contents:

Unit I Sources for the study of Indian Society

- Structure of Society-Varna system,
- Origin and growth of caste, Ashram, Purusharthas, Sanskaras,
- Position of Shudras
- Slavery System

Unit II Position of Women in Ancient Society.

- Education system in Ancient India
- Centre of Education in Ancient India, Gurukulas and Agrahars
- Role of Women in Ancient Indian Society
- Famous Women in Ancient India

Unit III Religion and Values in Ancient India

- Vedic Religion – Origin and Values
- Rise of Jainism and Buddhism.
- Pauranic Religion – Origin and Concept
- Rise and growth of Vaishanavism, Shaivism, Shaktism.

Unit IV Ancient Art and Architecture

- Proto-historic Architecture- Vedic Architecture, Harappan Architecture and town planning
- Mauryan Architecture: Royal Architecture mentioned by Megasthenese, Mauryan Pillars and Caves
- Rock Cut Architecture: Buddhist Viharas and Chaityas, Jain and Brahmanical Rock-cut Architecture
- Stupa Architecture: Origin & Main Components of Stupa - Sanchi stupa, Bharhut, Amravati, Dhameka,(Sarnath), Dharmarajika(Taxila)

Text Books:

- A.L. Basham Cultural History of India. 1975. Bombay
- A.L. Basham ,The Wonder that was India, 1954, New York
- P.N. Prabhu Hindu Social Organization, 1972. Bombay
- D.R. Bhandarkar Ancient History of India 1977, Delhi

Reference Books:

- U.N. Ghoshal Studies in Indian History and Culture, 1975, Bombay
- L. Rai Kshatriya Samaj Ka Aithhasik Anushulam, 1993, Varanasi
- Agrawala, Vasudeva. S Indian Art, Varanasi, 1965.
- Brown, Percy Indian Architecture (Buddhist and Hindu Period), Bombay 1971.
- Dehejia, Vidya Early Buddhist Rock Temples: A Chronological Study, London, 1972.
- The Art of Ancient India (Buddhist, Hindu, Jain), Tokyo, 1985.
- Buddhist Monuments, Calcutta, 1980. Chapter: II

Online Links for Study and Reference Materials:

- www.britannica.com
- www.byjus.com
- www.khanacademy.com

SEMESTER-III

Society, Culture and Religion in Medieval India

Course Code: HSMM302

Course Name: Society, Culture and Religion in Medieval India

Course Credit : 4
Total Contact Hours: 60hrs

Course Objectives:

To enable students to understand the Social and Economic developments in the Medieval India and to know what cultural changes took place and how Indians faced the challenges. This will help student to understand the evolution of society and religion in India in a better way.

Course Description:

The Course intends to cover the socio-economic conditions during Medieval India. This covers the topics like role of slaves andwomen in society and status of education. It also explores the various socio-cultural changes that came from Sultanate to Mughal age and thereafter It also covers the art and architecture in medieval India.

Course Contents:

Unit I **Indian society in Early Thirteen Century.**

- Hindu-Muslim relations under the Delhi Sultanate and Mughals
- Position of Ulema
- Relations with Ulemas and Kingship
- Women and Slaves.

Unit II **Spiritual Movements and rise of various Sects**

- Bhakti Movement. Ramanand, Kabir, Nanak, Chaitanya, , Tulsidas Gyaneshwar and Tukaram.

- Sufism- definition and growth sufi-silsilas, Chisti; Suhrawadi, Qadri and Naqsbandi and Firdausia
- Relationship and differences between Bhaktism and Sufism
- Legacy of Bhaktism and Sufism

Unit III **Education and Literature in Medieval India**

- Impact of Hinduism and Islam on each Other
- Interaction between Bhakti and Sufi Saints and Yogic Traditions.
- Education and Literature, Persian, Hindu/Urdu, Sanskrit, Bengali, Marathi.
- Legacy of Medieval Literature

Unit IV **Art and Architecture in Medieval India**

- Main Features of Art & Architecture under Rajputs
- Art and Architecture under Delhi Sultanate
- Art and Architecture under Mughals.
- Mughals and Rajput Paintings.

Text Books:

- Basham, A.L., Cultural History of India, (ed.) OUP, New Delhi, 1975, Chapter XVII, 'The Muslim ruling Dynasties'.
- Basham, A.L., Thw Wonder that Was India.
- Brown, Percy, Indian painting under the Mughals, Oxford, 1924.

Reference Books:

- Ahmad, Aziz, Studies in Islamic Culute in the Indian Environment, Oxford, 1964.
- Ashraf. K.M. Life and Conditions of the People of Hindustan (1200-1350). 2nd Edition, Munshiram Manoharlal, New Delhi, 1970.
- Banerjee, Ani Chandra, The State and Society in Northern India, 1206-1526, K.P. Bagchi and company, Calcutta, 1982.
- Brown, Percy, Indian Architecture (Islamic Period), Bopmbay, 1981.
- Chandra, Satish, medieveal India: Society the Jagirdari Crisis and the Village, Delhi, 1981.
- Chandra, Satish, Mughal Religious Policies. The Rajputs and The Deccan, New Delhi,
- Chatterjee, S.K., Language and Literature of Modern India. Calcutta, 1963.
- Eaton, Richard M. The Rise of Islan and the Bengal Frontier, 1204-1760.
- comparative Studies on Muslim Societies, 17. Berkeley: University of California Press,

1993.

- Habib, Muhammad, and K.A. Nizami,
- Nizami, the Comprehensive History of India, vol. v., the Delhi
- Sultanate (AD 1206-1526), Peoples Publishing House, Bombay, 1970.
- Habib, Muhammad Polities and Society during the Early Medieval Period. edited
- by K.A. Nizami, Delhi.
- Hussain, Yusuf, Glimpses of Medieval Indian Culture. Asia Publishing House
- Bombay, 1970.
- Karim, A., Society and Cu;lture in Medieval India, Calcutta, 1969.
- Koch, Ebba, Mughal Architectures: An Outline of its History and
- Development 526-1858), Munich, 1991.
- Nath R., Some Aspects of Mughat Architecture, Delhi, 1976.
- Rashid, A., Society and Culture in Medieval India (1206-1556), Firma K.J.
- Mukhopadhyay, Calcutta. 1969.
- Rizvi. Saiyd Athar Abbas.
- A History of sufism in India, 2 vol., Delhi Munshiram Manoharlal
- Publishers Pvt. Ltd., 1978.
- Srivastava. A.L.,
- Medieval Indian Culture, shiva Lal Agarwal and Company. Agra
- 1940.
- Tarachand, Influence of Islam on Indian Culture. Allhabad, 1943.

Online Links for Study and Reference Materials:

- www.britannica.com
- www.byjus.com
- www.khanacademy.com

SEMESTER-III

RESEARCH METHODS AND TECHNIQUES

Course code: HSMM303

Course Name: RESEARCH METHODOLOGY

Credits: 4

Total Contact Hours: 60 hrs.

Course Objective:

- The course plan aims to provide exposure to the fundamentals of various research techniques and methods.
- It tries to build upon the basic assumptions in adopting different methodologies for different kinds of research themes.
- It introduces certain philosophical ideas underlying the emergence of different methodologies in social sciences.
- It also attempts to sensitize the students to develop a critical outlook at the existing perspectives and methods and to evolve conceptual clarity, which can help them in their future research

Course Description:

This course is designed to support postgraduate students in developing their research project and to assist them in defining their mode of enquiry. It will give students a general introduction to postgraduate research, its methodologies, its challenges and its organisation. Students will be introduced to a range of research tools and will be equipped to plan and organise their research design, as well as to communicate their findings. After giving basic introduction in under graduation, it gives advanced and in-depth knowledge about the applicability of research

technics to conduct real research.

Course Content:

Unit 1: Social Research

- Concept, types and importance of research
- Problems of Objectivity
- Relationship Between Theory and Research
- Ethical issues and Concerns

Unit 2: Basic Elements of Social Research

- Formulating a Research Problem-- assumptions & characteristics
- Hypotheses-- Meaning, Importance, Types and Formulation
- Sampling-- Meaning, & Factors influencing sampling
- Types of Sampling methods

Unit 3: Tools of Data

Collection

- Meaning and Nature of data—Primary & Secondary
- Methods of Data Collection- Experimental, Observational, Case study, Survey method—Interview & questionnaire
- Qualitative & Quantitative Data/research
- Research Design: Meaning and Types of Research Designs

Unit 4: Test Construction & Measurement

- Testing—standardization and objectivity
- Reliability, Validity & Norms
- Steps in test development

- Measures of Central Tendency: Mean, Median and Mode & Standard Deviation

Course Learning Outcomes (CLO's):

- CLO1. To sensitize the students towards the concept and pedagogy of social science research.
- CLO2. To facilitate their understanding of identifying and formulating research problem, hypothesis and sampling methods.
- CLO3. To orient them towards methods of data collection, research designs, basic statistics involved in quantitative analysis the method of writing a scientific research document.
- CLO4.To equip the students for formulating and conducting a relevant research

Suggested Readings:

- A.K. Singh (2005). Tests, Measurements and Research Methods in Behavioural Sciences. Bharati Bhawan: Patana.
- Ahuja, Ram (2001), Research Methods, Delhi: Rawat Publications.
- Bailey, Kenneth D. (1982), Method of Social Research, New York: The Free Press, Second Edition.
- Blalock, Hubert M. (1979), Social Statistics. New York:
- Tata Mc-Graw-Hill. Boss, P.K. (1995), Research Methodology, New Delhi, ICSSR.
- Champion, Dean. J. (1981), Basic Statistics for Social Research New Delhi: Macmillan Publishing New York.
- Goode, W.J. and P.K. Hatt, (1952), Methods in Social Research, New York: McGraw International Students Edition.
- Gupta, S.P. (2002). Statistical Methods, New Delhi:Sultan Chand and Sons Publication.
- Moser, S.C. and G. Kalton (1971), Survey Methods in Social Investigation, London:
- Heinmann.Seltiz, Claire et al (1959). Research Methods in Social Relation, New York: Henry Holt and Co. Srinivas, M.N. and A.M. Shah (1979). Fieldworker and The Field, New Delhi: Oxford University Press.
- Thakur, D. (2003). Research Methodology in Social Science, Deep and Deep

SEMESTER-III

Colonial Economy of Modern India

Course Code: HSMM 304

Course Name: Colonial Economy of Modern India

Course Credit: 4

Total Contact Hours: 60hrs

Course Objectives:

This course studies some of the most significant aspects of the Indian economy under British rule from the mid-18th to the mid-19th century. It introduces students to fundamental economic changes that were brought about by colonialism during this period in the world of agriculture, weaving, trade and finance, labour and law.

Course Description:

The economic system formulated by the British to draw upon the natural resources of the Indian Subcontinent. Learn more in: Exploring Landscapes in Regional Convergence: Environment and Sustainable Development in South Asia. This course covers Indian Economy in the middle of 18th Century, Permanent, HSMMalawari. Raiyatawri, Malguzari and Talukdri revenue settlements and their socio-economic consequences, agriculture policy, Irrigation system, famines and consequences and Famine commissions. Drain of Wealth during the first half of 19th Century.

Course Contents:

Unit I Economic history/Economic method

- Smith and Marx, Hayek and Polanyi
- The Industrial Revolution - The Indian sub-continent in The Great Divergence Debate
- The Long 18th Century: Trade and Conquest, Maritime laws and Maritime Trade

- History and the Nature of the East India Company – Oceanic Trade Across the Indian Ocean and Regional Formations

Unit II Sovereignty, Land Revenue and Property

- "Proprietary right" - The Permanent Settlement
- BaraHSMMal – Mirasidars
- Jagir - The Raiyatwari and Other Settlements
- The "Tribal" Question – Western and Central India - Jangal HSMMals – "NorthEast Frontier

Unit III Colonial Financial, Monetary and Economic Policy: Determinants.

- Commercialization of agriculture; Drain of Wealth during the first half of 19th Century.
- Changing Patterns of External Trade-Britain, India and the World Trade
- Indian Economy between the Great Wars: Tariff protection and The Great Depression
- Approaching the Study of Poverty and Famines; Currency, Banking and Finance

Unit IV Economic history and Caste

- Issue of Political Resistance
- Issue of addresses Caste
- Tribal issues
- Recent literature on the position of the Indian subcontinent in the global economy of the 18th century.

Course Learning Outcomes

- To familiarize student about the history Colonial Economy of Modern India.
- To develop an understanding of the various aspects and facts of colonial economy and its social impact.
- To acquaint students with the various incidents happened during the early 20th century in colonial India.
- To make students economic developments of British administration.

Text Books:

- Kumar, Dharma. Ed. (1983). Cambridge Economic History of India Vol. II, Cambridge, University Press.
- Habib, Irfan. (1985). "Studying a Colonial Economy without Perceiving Colonialism", MAS. Vol. 19, 3.
- Guha, Sumit. (2015). Beyond Caste, Identity and Power in South Asia, Leiden, Brill,

Reference Books:

- Hayek, Fredrick. (1994). Road to Serfdom, Chicago: University of Chicago Press [Chapters 3 – 7]
- Polanyi, Karl (1963) The Great Transformation, Boston: Beacon Press
- Parthasarathi, Prasannan. (2011). Why Europe Grew Rich and Asia Did Not, Cambridge: Cambridge University Press [Chapters 1-4]
- Perlin, Frank. (1983). "Proto-Industrialization and Pre-colonial South Asia'' Past and Present No. 98
- Gupta, A.D. (2001). The World of the Indian Ocean Merchant, New Delhi: Oxford University Press, [Part I]
- Prakash, Om. (2004). Bullion for Goods, New Delhi, Manohar [Selections]

- Chaudhuri, Sushil. (1996). From Prosperity to Decline, New Delhi: Manohar.
- Arasaratnam, S. (1980). “Weavers, Merchants and Company: The Handloom Industry in Southeastern India 1750-1790’’, IESHR, Vol. 17, 3.
- Wink, Andre. (1986). Land and Sovereignty in India, Cambridge, Cambridge University Press.
- Guha, Ranajit . (1963). A Rule of Property in Bengal: An Essay on the Idea of Permanent Settlement, Paris: Mouton.
- Stokes, Eric. (1959). English Utilitarians and India, Oxford: Clarendon Press
- Stein, Burton. (1990). Thomas Munro: The Origins of the Colonial State and his Vision of Empire, New York: Oxford University Press.
- Stein, Burton. (Ed.). (1992). The Making of agrarian policy in British India 1770-1900, Delhi: Oxford University Press.
- Siddiqi, Asiya. (1973). Agrarian change in a Northern Indian State: Uttar Pradesh, 1819-1833, Oxford: Clarendon Press.
- Misra, Sanghamitra. (2018). “The Sovereignty of Political-Economy”, IESHR, Vol. 55, 3
- Gadgil, Madhav and Ramachandra Guha. (1993). This Fissured Land, Delhi: Oxford University Press.
- Chaudhury, B.B. (1964). Growth of Commercial Agriculture in Bengal 1757-1900, Calcutta, Indian Studies Past and Present
- Amin, Shahid and Marcel van der Linden. (Eds.) (1997). “Peripheral Labour”, in Studies in the History of Partial Proleterianization, Cambridge: Cambridge University Press. Anderson, Clare. (2003) “The Execution of Rughobursing: The Political Economy of Convict Transportation and Penal Labour in Early Colonial Mauritius”. Studies in History, 19 (2), pp. 185-197.
- Richards, J. F. (1981) "The Indian Empire and Peasant Production of Opium in the Nineteenth Century." Modern Asian Studies, Vol. 15, no.1, pp: 59-82.
- Shahid Amin. (1982). “Small peasant commodity production and rural indebtedness: The culture of sugarcane in Eastern UP, c. 1880-1920” in Subaltern Studies, Vol.1, pp 39-87.

- Neeladri Bhattacharya,(2018) The Great Agrarian Conquest :Colonial Reshaping of a Rural World. Ranikhet, Permanent Black, Chapters 1, 9and 10.
- Roy, Tirthankar. (1993). Artisans and Industrialization: Indian Weaving in the Twentieth Century. Delhi: Oxford University Press. Introduction, Chapter 1, 3, 5 and 8.
- Guha, Sumit. (1989)."The Handloom Industry of Central India: 1825-1950." The Indian Economic & Social History Review. Vol. 26, No. 3: 297-318.
- Chakrabarty, Dipesh. (2000). Rethinking Working-class History: Bengal, 1890 to 1940. Princeton, NJ: Princeton University Press. Introduction.
- Bagchi, Amiya Kumar. (2000). Private Investment in India 1900-1939. London: Routledge, Chapter 1, 2, 7 and 14.
- Chatterji, Basudev. (1992). Trade, Tariffs, and Empire: Lancashire and British Policy in India, 1919-1939. Delhi: Oxford Univ. Press. Chapter 1, 2, 4, and 8.
- Balachandran , G , John ullion's Empire: ritain's Gold Pro lem and India et een the Wars ,London, Routledge, Chapters 1, 2, 4 and 7.
- Stokes, Eric. (1986). Peasant Armed, Oxford: Clarendon. Guha, Ranajit .(1983). Elementary Aspects of Peasant Insurgency, Delhi: Oxford University Press.
- Kaviraj, Narahari. (1972). A Peasant Uprising in Bengal, 1783, Delhi: Peoples Publishing House. Wilson, Jon (2005). "A Thousand Countries to go to'' Past and Present, 189, pp. 81-109
- Mukhopadhyay, Bhaskar. (1995). "Orientalism, Genealogy and the Writing of History: The Idea of Resistance to Silk Filature in Eighteenth Century Bengal" Studies in History Vol. 11, 2.
- Washbrook, David. (1993). "Land and Labour in Late 18th century South India" in Peter Robb (Ed.). Dalit Movements and Meanings of Labour in India Delhi: Oxford University Press.
- Irschick, Eugene. (1982). "Peasant Survival Strategies and Rehearsals for rebellion in Eighteenth Century South India" Peasant Studies, 9, no. 4., pp. 215-41
- Viswanathan, Rupa. (2015). The Pariah Problem, Delhi, Navayana Publishers, [Chapters 1,2]

- Chaudhuri, B.B. Ed. (2004) Tribes, Forests and Social Formation in Indian History, Manohar, Delhi [Selections]

Online Links for Study and Reference Materials:

- www.historydiscussion.com
- www.jstor.com

Medieval Indian Historiography and Sources

Course Code: HSMM 305A

Course Name: Medieval Indian Historiography and Sources

Course Credit: 4

Total Contact Hours: 60hrs

Course Objective:

To orient students with the development of the Medieval Indian Historiography and sources and various debates regarding it. This is also to highlight the importance of foreign accounts and court writers in medieval India.

Unit I Introduction to Historiography

- Different Schools of Historiography
- Problem of Medieval Indian Historiography
- Impact of Arab and Persian Traditions
- Development of Indo-Persian Historiography

Unit II Broad Trends in the Writings

- Ziauddin Baranasi (Tarikh-Firozshahi and Fatwa- i-Jahandari)
- Hasan Nizami (Taj-ul-Maasir)
- Minhaj-us-Siraj (Tabaqat-i-Akbari) and their approach to History.

Unit III

- Amir Khusrau (Qiran-us-Sadain, Tarikh-i-Alai and Khazain-ul-futuh)
- Yahya Bin Ahmad Sirhindi (Tarikh-i-Mubarak Shahi) as a Historian of Sultanate
- Sufi Literature as a Source of History Writing

Unit IV Autobiography as a Source of History

- Tuzuki-i-Babari and Tuzuki-i-Jahangiri
- Abul Fazl's Approach to History- Akbar nama and Abdul Qadir Badauni's
- Mantakhab-ut-Tawarikh as a Sorce of History
- Brief Survey of Historians of Shah Jahan and Aurangzeb's ReignKhan (Muntakhab-ub-Lubab), Abdul Hamid Lahori (Padshah Nama), Bhimsen (Nuskha-i-Dilkusha) and Shah Nawab Khan (Maasir-i-Alamgiri)
- Travellers accounts as Sources of History: Ibn-i-Batuta Manucci, Bernic Travenier.

Reading List

- Banerjee, Shefali, Madhdhyugin Itihaskar Awam Itihas Lekhan, Varanasi.
- Barani, Ziauddin, Fatwa-i-Jahandari, translated by Muhammd Habit and affar
- Umar Salem Khan under the title: The political theory of the Delhi sultanate, Kitab
- HSMMal, Allahabad.
- Barani, Ziauddin Tarikh-i-Firoz Shahi, Calcutta, 1860-62.
- Bhardwaj, Pravesh, Barat ke Itihaskar, Varanasi, 2005.
- Bhimsen, Nuskha-i-Dilkusha, Eng. Tr. By J.N. Sarkar, Archives Dept. HSMMarastra.
- C.H. Philips,..... Historians of India. Pakistan and Ceylon, OUP, London 1961.
- E.Sreedhraran..... A Text book of Historiography 500 B.C. to 2000 A.d. Orient Longman, 2005.
- Elliot and Dawson (ed.) History of India as told by its own historians, VIII vols, London, 1866-1877, Reprint by low price edition, New Delhi. Khusaru, Amir Qiran-us-Sadain, Ed. Muhammad Ismail, Aligarh, 1918.
- Khusaru, Amir, Tarikh-i-Alai or Khajan-ul-Futuh, Madras 1931.
- Khusaru, Amir, tughlaqnama, ed, Syed Hashim Faridabadi, Aurangabad, 1033HA.
- Lahori, Abdul Hamid, PadshahnaHSMM, Ed. By M Kabiruddin and M.A. Rahman, 2 vols., Calcutta, 1862-72.
- Lunia. B.N., some historians of Medieval India, Agra, 1969.

- Mukhia, Harbans, Historian and Historiography during the Reign of Akbar, Delhi, 1976.
- Nizami, Hasan, Taj-ul-Maasi, Tr. S.H. Askari, Patna.
- Nizami, K.A.,On history and historians of Medieval India, Delhi, 1983.
- Rizvi,S.A.A., Religion and intellectual history of the Muslims in Akbar's reign with special reference to Abul Fazl (1555-1606), New Delhi, 1975.
- Rizvi, Saiyd Athar Abbas. A history of Sufism in India. 2 vols., Delhi: Munshiram
- manoharlal Publishers Pvt. Ltd. 1978.
- Sarkar, Jahgdish Narain, history of history writing in medieval india: contemporary historians, Calcutta, 1977.
- Schimmel, Annemarie Islam in the Indian subcontinent, handbuchder Orientalistik
- IV.3. Leden: E.J. Brill, 1980.
- Sharma, Tej Ram, The Concept of History, Varanasi, 1987.
- Sharma, Tej Ram, Historigraphy: A history of historical writings, New Delhi, 2005.
- Singh, Pradymma, Muslim rule in India: Assessment of some modern historians,
- Varanasi, 1987.
- Siraj, Minhaj-us-Siraj, Tabaqat-i-Nasiri, ed. William Lees and m. Raverty, 1873-81.
- Sirhindi, Yahya Bin Ahmad, Tarikh-i- Mubarak Shahi, Ed.M. Hidayat Husain,
- Calcutta, 1931.
- Srivastava, S.K., Sir Jadunath Sarkar: the historian at work new delhi, 1989.
- Tarachand, influence of Islam on Indian culture, Allahabad, 1943.
- Tarachand, Society and society and state in medieval India, Faridabad, 1961.
- Taverinier, J.B., Travels India Translated from the original French edition of 1676

SEMESTER-III

Historiography of Modern India

Course Code: HSMM 305B

Course Name: Historiography of Modern India

Course Credit Hours: 4hrs

Total Contact Hours: 60hr

Course Objectives:

A conceptual investigation into the nature of historiography and historical practice, this course takes as its point of departure a debate that has emerged within modern Indian historiography on the nature of the historical enterprise and its relationship with modernity. The two key threads to be pursued are (1) historical practice via the questions around epistemology and narrative; differences and continuities between the pre-modern and the modern, and (2) Historical practice and its relationship to collective and personal agency, and the constitution of 'political' consciousness. Arguments from different historical traditions will be analysed to address these problems. To orient students with the development of the Modern Indian Historiography and sources and various debates regarding it. This is also to highlight the importance of different views of historians in establishing the historical facts and be able to analyse the origin of current political scenario in India.

Course Description:

The historiography of India refers to the studies, sources, critical methods and interpretations used by scholars to develop a history of India. In recent decades there have been four main schools of historiography in how historians study India: Cambridge, Nationalist, Marxist, and subaltern**.** Modern historiography raises the question of race and gender. Women representation in the contemporary historiography.

Course Contents:

Unit I Introduction to Historiography

- Positivist Tradition, Auguste Comte and the Positivist Philosophy, Empiricist Tradition ,Rankean Tradition Positivist / Empiricist View of History
- Marx's Developing Ideas, Marx and Contemporary History, Classical Marxism and its Tradition
- The Annales School of historiography, Social and Intellectual Context, Foundation of the Annales
- New Trends in Historiography

Unit II Different schools of Historiography

- Colonial Historiography
- Nationalist Approach
- Communalist Trends
- Marxist Approach
- The Cambridge School
- Post modernism

Unit III Approaches and Themes in Indian Historiography

- Economic History
- Peasantry and Working Classes
- Caste and Tribe
- Religion and Culture

Unit IV Gender and Race in Historiography

- Narration of Power
- Women in modern historiography
- Concept of Race
- Indian ideas of Race

Text Books:

- R.C. Majumdar (1970). Historiography in Modern India: 18th and 19th Centuries, Heras institute of history and culture. Mumbai.
- Eric stokes. (1959). The English Utilitarian and India, Oxford.
- S.P. Sen (ed.) (1973). Historians and Historiography in Modern India. Calcutta.

Reference Books:

- Koselleck, Reinhart. (2002). The Practice of Conceptual History, Stanford: Stanford University Press, [Chapters 4,10,13]

Future, New York: Penguin.

- Les Back and John Solomon (eds.), (2000). Theories of Race and Racism: A Reader (London and New York, Routledge.
- Franz Boas, (1874). The Mind of Primitive Man, (New York, The Macmillan C Charles Darwin, The Descent of Man (London, John Murray, 1890, second edition.
- A.H. Keane. (1908) The World's Peoples: A Popular Account of Their Bodily and Mental Characters, Beliefs, Traditions, Political and Social Institutions, London, Hutchinson and Co.,.
- Kenan Malik. (1996) The Meaning of Race: Race, History and Culture in Western Society London, Macmillan.
- Meena Radhakrishna, 'Colonialism, Evolutionism and Anthropology – A Critique of the History of Ideas 1850-1930', Research in progress papers, History and Society, Third series Number XIX, NMML, New Delhi, June, 1997.
- Nancy Stepan. (1989) The Idea of Race in Science, London, Macmillan.
- Deshpande, G.P. Ed. (2012). Selected Writings of Jyotitao Pule New York: Leftword Books.
- Ambedkar, B. R. (1989). Who Were the Shudras. V. Moon, (Ed.). Dr Babasaheb Ambedkar: Writings and Speeches, Vol VII, Bombay: Education Dept, Govt. of HSMMarashtra.
- Ambedkar, B.R. (1989). "Buddhist Revolution and Counter Revolution" V. Moon, (Ed.). Dr Babasaheb Ambedkar: Writings and Speeches Vol. III, Bombay: Education Dept, Govt of HSMMarashtra.
- Savarkar, V. D. (1969). Essentials of Hindutva Veer Savarkar Prakashan Nehru, Jawaharlal. (2004). Discovery of India, Delhi: Penguin [Selections]
- Benjamin, Walter. (1969). "Theses on the Philosophy of History" in Walter Benjamin, Illuminations New York: Schocken.

SEMESTER IV

Maritime History of India: Overseas Trade from pre-Christian era to the end of 13th century

Course Code: HSMM401

Course Name: Maritime History of India: Overseas Trade from pre-Christian era to the end of 13th century

Course Credit Hours: 4hrs

Total Contact Hours: 60hrs

Course Objectives:
To orient students with the development of maritime trade and overseas trade activities of Ancient Indian History. This is also to enable students to understand the importance of this trade and the developments related to it.

Course Description:

The course explores to understand the development of maritime trade and overseas trade activities of Ancient Indian History. The trading activities of Maritime trade between Rome and India-Scrabtrade between East Asia China and Trading. It further explores the trade activities of Satvahas and Cholas which is still considered as one of the mightiest in the world. It concludes with discussing the spice trade and how it changed the history of the world.

Course Content:

Unit I Maritime Trade between Rome and India

- Sea trade between East Asia China
- Trading emporia kavariputtanama- hinam-Arikar kovalum-Cragnanor
- Trade under the early Pandyas-Roman Coins found in Coastal.

Unit II Indian trade under the Satvahanas

- The Kalingas-the pallavas and the port of HSMMabalipuram

- The kakatiyas and the port of Motupall. Common Composition of trade. Trade in Luxuries.
- Early medieval trading of Ayyavols and Nanadehi.
- Rise of the islam and medieval trade of the Arabs. Horse trade under the Pandyas at Kay.
- Arab trade with China.

Unit III Rise of the Cholas and Sea Trade

- Cholas and the development of the port of Negapattinam
- Chola Ambassador missions to China
- International trade and diplomacy—Rise of Kozhikode, Kollam and Kochi.
- Legacy of Chola Sea Trade

Unit IV Trade in spices

- Trade in Cottons and silk Textiles
- Import of porcelain and silk, merchant communities- the Chettis, the Marakkayan
- The Arab, the Chinese in the Arabian Sea and the Bay of Bengal
- Navigation and Shipbuilding, Comparison between Ancient trade and medieval trade.

Course Outcomes:

- An understanding of the development of maritime trade and overseas trade activities of Ancient Indian History.
- An in depth knowledge of the trading activities of Maritime trade between Rome and India-Arab trade between East Asia China and Trading.

- Understanding the trade activities of Satvahas and Cholas which is still considered as one of the mightiest in the world.
- Knowledge of the spice trade and how it changed the history of the world.

Text Books:

- The Ancient Sea Trade: Rome & India Vimala Begley. Wisconsin. I 991
- Studies in Maritime History . K.S. Mathur. 1983.
- Trade and trade Routes in Ancient. M. Chandra. New Delhi, 1977.

Reference Books:

- Trade. Ideology and Urbanization. South India: 300BC-AI) 1000. Champak Lakshmi. Delhi. 1999
- Socio—Economic History of Northern India. B.P. Majumdar. 1960
- Contributions to the Economic History of Northern India, Puspa Niyogi. 1962.
- Trade and Urban Centres in Earl Medieval India, Chattopadhyaya. 1947.
- Trade and Traders in Early Medieval India. Ranbir Chakarbarti43

Online Links for Study and Reference Materials:

- www.britannica.com
- www.byjus.com
- www.khanacademy.com

SEMESTER IV

Maritime History of India (1500-1800): Overseas Trade and European Trading Companies

Course Code: HSMM402

Course Name: Maritime History of India (1500-1800): Overseas Trade and European Trading Companies

Course Credit : 4

Total Contact Hours: 60hrs

Course Objectives:
To orient students with the development of maritime trade and overseas trade activities of medieval and colonial Indian History. This is also to enable students to understand the importance of this trade and the developments related to it and how it changed the world altogether.

Course Description:

The course explores to understand the development of maritime trade and overseas trade activities of medieval and colonial India. The trading activities of Maritime trade by various European trading companies and how it changed the whole world order. It concludes with mentioning of the various trade wars and the Battle of Plassey and Buxar.

Course Contents:

Unit I **Indian Ocean trade in 16th century:** Coming of European Powers in India: An of the Portuguese. Dutch. English. French and the Dunes. Ascendancy of the Dutch and Decline of Portuguese.

Unit II **Growth of Dutch and English Commerce in India**: Establishment of Factories at Coromondal Coast— Gujrat. Bengal and Malabar, Communities of Trade.

Unit III Relation between Indian States and European Companies. Mughals. Bijapur. Golkunda. Mathura Das and the Malabar State. Indian Merchants of the Coast: Gujarat. Bijapur. Kanara. Malahar Coroniandal and Benual.

Ports on the Indian Coastline-Rise of Port Town of Madras, Pond Cherri, Calcutta. Bombay, Goa. Cochin and Surat.

Unit IV Various Wars and the Impact on Trade: Anglo French rivalry: Nawabs of Carnatic, Hyderabad and their Relations with the European Companies; BATTLE OF PLASSEY AND BUXAR.

Course Outcomes:

- Deep understanding of the development of maritime trade and overseas trade activities of medieval and colonial India.
- An in-depth knowledge about the trading activities of Maritime trade by various European trading companies and how it changed the whole world order.
- Critical understanding of the various trade wars and the Battle of Plassey and Buxar.

Text Books:

- Chaudhari K N The trading world of Asia and the English East India Company (1660—1760), Cambridge university Press. 1978
- Dasgupta A India and Indian ocean (1500-1800). Delhi Oxford University Press. 1987 M N Pearson (Eds)
- Dasgupta A India And Indian Ocean World: Trade Politics. New Delhi: oxford University Press. 2004

Reference Books:

- Books Arasaratnam‘s Merchants. Companies and commerce on the Coromondal Coast (1650-1740). Delhi 1986

- Furber. Holdern. Maritimes India New Delhi Oxford. 2004 Arasaratnam Sinappan & Kenneth Pearson (Eds) Person M N Merchants and Rulers in Gujrat, Los Angles. 197644
- Prakash M.N, The Dutch East India Company and the Economy of Bengal (1630-1720), New Delhi, Oxford University press, 1988
- Ocean Trade (1500-1800). New Delhi: Manohar Publications, 2004

Online Links for Study and Reference Materials:

- www.britannica.com
- www.byjus.com
- www.khanacademy.com

SEMESTER IV
Course Code: HSMM 403
Course Name: History of Indian Diaspora

Course Credit : 4
Total Contact Hours: 60hr

Course Objectives:

Indians living overseas constitute one of the world's largest, most dynamic and oldest Diaspora communities. They constitute a series of migrations spanning several decades and centuries. With each wave, a new class of Indian has moved abroad in pursuit of academic, trade and professional opportunities. The history of the Indian Diaspora is closely linked to India's trade links and can be traced back nearly four millennia, when the Indus Valley Civilization traded with ancient Mesopotamia and Egypt. Small merchant communities in these regions were the precursors of the modern Indian Diaspora.

Course Description:

The historiography of India refers to the studies, sources, critical methods and interpretations used by scholars to develop a history of Indian Diaspora. The Causes of Indian emigration during colonial period. Indian emigration. In plantation colonies of Mauritius, West Indies, Malaysia, Africa and Fiji holds impactful presence.

Course Contents:

Unit I

- The concept, origin, evolution and its contemporary relevance
- diaspora and their nature
- Kangani System
- Indenture system

Unit III

- Indians abroad in the days of remote antiquity
- Early Indian migration: Ceylo Southeast Asia West Asia and Central Asia
- Indian Ocean trading system migration of Indian merchants, laborers and craftsmen to Southeast Asia, Africa and West Asia.
- The Causes of Indian emigration during colonial period. Indian emigration plantation colonies: Mauritius, West Indies. Malaysia, Africa and Fiji.
- Indian migration to Cananda and U.S.A. in late 19th and early 20th
- Migration of Indian Professionals to U.S.A. U.K., Canada. Australia and other countries: migration to the Gulf countries

Unit IV

- Indian diaspora in host society with specific reference to their social status: gender
- Race and ethnicity; economic, business and professional vis—àvis other ethnic Communities. Political participation. religious, cultural and economic activities
- Intergenerational divide. Indian diaspora and homeland: cultural, intellectual, Religious, economic and political connections; influence on domestic and foreign Policy
- India's policy towards her diaspora: brain drain vs. brain gain

Text Books:

• Jayaram. N. (ed). The Indian Diaspora: Dynamics of Migration. Sage Publications. New Delhi. 2004.

• Parekh. Bhikhu. Gurharpal Singh and Steven Vertovec (eds). Culture and economy in the Indian dispony London. Routledge. 2003.

• Cohen. Robin. Global Diaspora: An Introduction. UCL Press. London. 1997

Reference Books:

• Arora. G.S. Indian Emigration. Puja Publishers, New Delhi. 1991.

• Ballantyne. Tony. Between Colonialism and Diaspora: Shikh Cultural formation in an imperial World, Permanent Black. Delhi. 2007.

• Bhikhu Parekh, Gurharpal Singh and Steven Vertovec (eds). Culture and economy in the Indian Diaspora. London. routledge. 2003.46

• Birbalsingh, Frank. From pillar to post: the Indo-Caribbean diaspora. TSAR. Toronto 1997.

• Bisnauth. Dale. settlement of Indians I Guyana 1890-1930. Peepal Tree. Leeds. 2000.

• Brinsley Samaroo and Ann Marie Bissessar (eds). The Construction of an Indo-Caribbean Diaspora. The University of the West Indies School of Continuing Studies. St. Augustine. Trinidad and Tobago. 2004.

• Lal, Brij V., On the other side of Midnight: A Fijian Journey. National Book Trust, New Delhi, 2005.

• HSMMapatra. prabhu P.. 'The Politics of Representation in the Indian Labour Diaspora: West Indies. 1880-1920',. VA' Gin National Labour Institute Research Series Studies.no. 48. 2003.

• Mangar. Tora C., 'The Arrival of Indian Guyana'. Horizons. 2006/2007.

• Mangru. Basdeo. Benevolent Neutrality'. Indian Government Policy and Labour Migration to British Guiana 1854.1884. Hansib Publishing Ltd. Herfordshire. 1987.

• Mohan. Pegg. Jahajin. Harper Collins. New Delhi. 2007.

• Vertovec. Steven. Hindu Trinidad Religion. ethnicity and Socio-Economic Change. Macmillan Carbbean, London. 199

SEMESTER IV

Gender and Women Studies in Ancient India

Course Code: HSMO 404 A

Course Name: Gender and Women Studies in Ancient India

Course Credit: 4

Total Contact Hours: 60hrs

Course Objective:

The course objective is to apprise students with the role of gender in ancient India**.** The course is also intended to convey to what extent the concept of gender has enriched our understanding of history. It would help students in understanding the concepts like *Stridhana* and other issues related to legal rights on women in ancient India.

Course Description:

This course covers a chronological span up to circa 1300 and seeks to introduce students to the diverse issues and perspectives in women's history, drawing upon textual, epigraphic, and where possible, archaeological evidence. It covers all concepts of gender from the point of views of Brahmanical, Buddhist, Jain, Tantric and Bhakti traditions. It also explains the various contributions and interactions of women in public sphere in ancient times.

Course Contents:

Unit-I: Historiography

- Women's issue as analysed in different historiographical discourses
- Colonial, Nationalist, Marxist and recent trends
- The intersection of gender with class, caste, generation spatial and cultural context.
- Legacy of Gender discussions in Ancient India

Unit-II: The structures of patriarchy and the spaces

- The concept and working of matriliny – Anthropological and Sociological perspectives in historical reconstructions.
- The female principle, Women in different religious traditions
- Brahmanical, Buddhist, Jain, Tantric and Bhakti Aspects in Gender

- Women ascetics, Socio-religious movements and women in Virashaiva and Srivaishnava Communities.

Unit-III: The socio-sexual constructions of womanhood

- Different forms of marriage
- Family and households
- Women and property--the concept of *stridhana*
- Extent to which women are themselves perceived as property.

Unit-IV: Status and Voice of Gender

- Is there a 'female voice'? This question will be examined in the contexts of both literary and inscriptional sources.
- Women in the Public sphere— rulers, patrons and livelihood earners.

Course Learning Outcomes:

- The course would familiarize students with the role of gender in ancient India**.**
- The students should be able to understand and relate the concept of gender and its role in understanding of history.
- The course should make students understand the concepts like *Stridhana* and other issues related to legal rights on women in ancient India.
- They should be familiar now with the various contributions and interactions of women in public sphere in ancient times.

Text Books:

- Agarwal, Bina, *A Field of One's Own: Gender and Land Rights in South Asia*, CUP, 1994.
- Altekar, A.S., *The Position of Women in Hindu Civilisation*, second revised edition, chs. 8, 9.
- Bhattacharji, Sukumari, *Women and Society in Ancient India*, 1994
- Jaiswal, Suvira, "Women in early India: Problems and Perspectives", *Proceedings of the Indian History Congress*, 1981, pp. 54-60.
- Tharu, Susie and K. Lalita (eds), *Women Writing in India: 600 B.C. to the present*, Delhi, 1993.
- Tyagi, A.K., *Women Workers in Ancient India*, New Delhi, 1994.

Reference Books:

- Aparna Basu and A .Taneja [eds] *Breaking out of Invisibility; Women in Indian History*,2002
- Atre, Shubhangana, *The Archetypal Mother*, 1987.
- Barai, Kumudini, *Role of women in the History of Orissa; From the earliest times to1568A.D*.,1994
- Bhattacharyya,N.N. *The Indian Mother Goddess*. 3Revised edition.1999
- Blackstone, Katharine R., *Women in the Footsteps of the Buddha: Struggle for Liberation in the Theri*
- *Gathas*, 1998.
- Carroll, B.A. (ed), *Liberating Women's History: Theoretical and Critical Essays*, 1976.
- *Centuries*, Manohar, 2009.
- Chakravarty, Uma and Kumkum Roy, "In search of our past: A review of the limitations and possibilities
- of the historiography of women in early India", *EPW*, 23(18), April 30, 1988.
- Chakravarty, Uma, "Beyond the Altekarian paradigm: Towards the new understanding of gender
- relations in early Indian history", *Social Scientist*, 16(8), August 1988.
- Chakravarty, Uma, *Everyday Lives, Everyday Histories; Beyond the Kings and Brahmanas of Ancient*
- *India*, 2006
- Chakravarty,U 'Whatever happened to the Vedic Dasi?: Orientalism,Nationalism and Script from the
- Past' in Sangari and Vaid [eds] *Recasting Women*,1989
- Chitgopekar Nilima (ed), Invoking Goddesses: Gender Politics in Indian Religion, 2002
- Dehejia, Vidya [ed], *Representing The Body: Gender Issues in Indian Art*
- Ehrenfels,O.R, *The Mother Right in India*.1941
- Elamkulam P.N. Kunjan Pillai , 'Matriliny in Kerala' in *Studies in Kerela History*, 1969 *Gender Studies*, 15(1), Jan-Apr 2008.
- Godelier, Maurice, "The Origin of Male Domination", *New Left Review*, 127, May-June 1981.*Godesses*, OUP, 2002.
- Hiltebeitel, A. and K. Erndl (eds), *Is the Goddess a Feminist: The Politics of South Asian*

- Hirschon, Renee, *Women and Property: Women as Property*, 1984.
- Jaini, Padmanabh, *Gender and Salvation*, 1992.
- Joan Wallach Scott, *Gender and Politics of History*, 1986, Ch,1.2
- Kapadia, K.M., *Marriage and Family in India*, third revised edition, 1967.
- Karve, Irawati, *Kinship Organization in India*, second revised edition, 1965.
- Kosambi, D.D., *Myth and Reality*, 1962.
- Moore, Henrietta, *Feminism and Anthropology*, 1988.
- Nath, Vijay, *The Puranic World: Environment, Gender, Ritual and Myth*, 2008
- Orr, Leslie, *Donors Devotees and Daughters of the God*, 2000
- Pintchman, Tracy, *The Rise of the Goddess in the Hindu Tradition*, Delhi, 1997.
- Ramaswamy, Vijaya, *Divinity and Deviance: Women in Virashaivism*, OUP, Delhi, 1996.
- Ramaswamy, Vijaya, *Walking Naked: Women, Society, and Spirituality in South India*, 1997.

SEMESTER IV

Gender and Women Studies in Medieval India

Course Code: HSMO 403 B

Course Name: Gender and Women Studies in Medieval India

Course Credit Hours: 4hrs

Total Contact Hours: 60hr

Course Objective:

The course objective is to familiarize the students to the status and role of women in medieval India. It also intends to discuss the various imperial women during the Mughal times that were instrumental in managing the polity and economy of the medieval times. It would also intend to discuss the concepts of Harem, purdah and matrimonial alliances in medieval India.

The course objective also intends to study the various literary works done on gender by medieval thought leaders and poets.

Course Description:

The course considers the Sultanate period and Mughal court within a gendered framework, and studies the norms of masculinity and manliness during medieval times. It encourages the student to explore the agency of imperial women, and their participation in Mughal sovereignty. Mughal women are studied as authentic political agents, whose involvement was crucial to the rule structure. The course also makes an effort to examine the lives of ordinary women, and their relations with the state and the society

Course Content:

Unit-I Sovereignty and the 'domestic' Domain:

- Women's Agency in Turko-Mongol Tradition
- Imperial women and the establishment of Mughal rule
- Harem and Sovereignty
- Strcuture of Harems in Mughal Times

Unit-II Imperial women

- Mughal marriages with Rajput women
- Nur Jahan's involvement in court politics
- Jahanara's participation in trade and politics.
- Manliness in Mughal court culture: body and emotions; norms of masculinity; love, eros and devotion in mystical thought.

Unit –III Women and Gender in everyday life:

- Gender relations in the household
- Women and the Laws
- Women in Economic activities
- Crimes against women
- Marginalized women: prostitutes and entertainers.

Unit-IV Gender Relations in the 18th Century

- Family and Gender in Biographical Writings;
- Sexuality in Medical Treatises
- Women's desires in *rekhti* and *riiti* texts
- Gender Relations in Quli Khan's work.

Course Learning Outcomes:

- The course would familiarize the students with the status and role of women in medieval India.
- It would also familiarize students with the concept of Harem, purdah and matrimonial alliances in medieval India.
- It would help them understand the various imperial women during the Mughal times that were instrumental in managing the polity and economy of the medieval times.
- The course enlightens students on various literary works done on gender by medieval thought leaders and poets.

- The course would also familiarize students with the understanding of gender, sexuality and manliness in medieval India

Text Books:

- Ruby Lal, *Domesticity and Power in the Early Mughal World* (Cambridge, 2005)
- Harbans Mukhia, *The Mughals* (Delhi: 2009)
- Farhat Hasan, *State and Locality in Mughal India: Power Relations in Western India, c.*
- *1572-1730* (Cambridge, 2005), chapter V.
- Leila Ahmed, *Women and Gender in Islam: Historical Roots of a Modern Debate* (Yale
- University Press, 1992)
- Ruby Lal, 'Historicizing the *harem*: The Challenge of a Princess's Memoir', *Feminist*
- *Studies,* 30, 3 (Fall/winter 2004)
- Leslie P. Pierce, *The Imperial Harem: Women and Sovereignty in the Ottoman Empire*(New York: 1993)

Reference Books:

- Gavin Hambly (ed.), *Women, Patronage and Self-representation in Islamic Societies*
- (Albany: 2000)
- Afsaneh Najmabadi, *Women with Moustaches and Men without Beards: Gender and*
- *Sexual Anxieties of Iranian Modernity* (Berkeley, 2005)
- Rosalind O'Hanlon, 'Manliness and Imperial Service in Mughal North India', *JESHO,*
- 42 (February 1999), 47-93
- Rosalind O'Hanlon, 'Kingdom, Household and Body: History, Gender and Imperial
- Service under Akbar', *MAS,* 41, 5 (2007), 887-922
- Farhat Hasan, 'Norms and Emotions in the *Ardhakathanaka*', in Vijaya Ramaswamy
    - (ed.), *Biography as History* (Delhi, 2009

SEMESTER IV

Gender and Women Studies in Colonial India

Course Code: HSMO 404 C

Course Name: Gender and Women Studies in Colonial India

Course Credit: 4

Total Contact Hours: 60hrs

Course Objectives:

This course focuses on gender questions in modern India, spanning from the colonial period to the present. The course is thematic in nature and moves back and forth chronologically. It examines a wide range of questions and debates on social reforms, women's education, their participation in national movements, their role in the economy, their relationship to popular cultures, questions of sexualities and masculinities, the development of women's organisations and movements, and the problematic dichotomies pre-supposed between the private and the public.

Course Description:

Gender and Women Studies in Colonial India cover deep aspect of women issues. Origin of feminism which empower women to raise their issues in every aspect of life. Along with deals Caste and Gender. Dalit Feminism. Law and Women's Rights: Dowry, Female Infanticide, Rape, Personal Law and Land Rights.

Course Contents:

Unit-I

- Women and Social Reform Movements in Colonial India.
- Women, Nationalism (including Gandhi)
- Communalism (including Partition and Hindu Right)

Unit-II

- Women in Private/Public Sphere: Domesticity and Middle Class
- Popular and Print Culture and Women.
- Patriarchy
- Imagining Masculinities and Sexualities

Unit-III

- Caste and Gender
- Dalit Feminism
- Law and Women's Rights
- Dowry, Female Infanticide
- Rape, Personal Laws
- Land Rights

Unit-IV

- Agency and Activism: Women's Movements and Voices
- Women movement after Independence
- Women in post modern world

Course Learning Outcomes

- To familiarize student about wide range of questions and debates on social reforms, women's education etc.
- To develop an understanding of questions of sexualities and masculinities, the development of women's organizations and movements, and the problematic dichotomies pre-supposed between the private and the public.
- To acquaint students with Popular Culture and Women.
- To make students aware of Law and Women's Rights: Dowry, Female Infanticide, Rape, Personal Laws, Land Rights.

Text Books:

- Gupta, Charu, *Sexuality, Obscenity, Community: Women, Muslims and the Hindu Public in Colonial India* (Permanent Black, Delhi, 2001).
- Chowdhry, Prem, *The Veiled Women: Shifting Gender Equations in Rural Haryana* (Oxford University Press, Delhi, 1994)
- Minault, Gail, *Secluded Scholars: Women's Education and Muslim Social Reform in Colonial India* (OUP, Delhi, 1998).

Reference Books:

- Forbes, Geraldine, *Women in Modern India* (Cambridge University Press, Cambridge, 1996).
- Kumar, Radha, *The History of Doing: An Illustrated Account of Movements for Women's Rights and Feminism in India 1800-1990* (Delhi,1993)
- Malhotra, Anshu, *Gender, Caste and Religious Identities: Restructuring Class in Colonial Punjab* (Oxford University Press, Delhi, 2002).
- Rao, Anupama (ed.), *Gender and Caste* (Kali for Women, Delhi, 2003)
- Sangari, Kumkum and Sudesh Vaid (eds), *Recasting Women: Essays in*
- *Colonial History* (Kali for Women, Delhi, 1989)
- Sarkar, Tanika & Urvashi Butalia (eds), *Women and the Hindu Right: A Collection of Essays* (Kali for Women, Delhi, 1995)
- Sarkar, Tanika, *Hindu Wife Hindu Nation* (Permanent Black, Delhi, 2001)

Online Links for Study and Reference Materials:

- www.historydiscussion.com
- www.jstor.com

SEMESTER IV

Dissertation and Viva voce

Course Code: HSMM 405

Course Name: Dissertation and Viva voce

Course Credit: 4

Total Contact Hours: 60hrs

Course Objective:

This course provide practical Application of learner's theoretical and methodological understanding and skills into devising researchable ideas and specific research questions and hypotheses, by Conducting a focused review of the relevant literature and creating appropriate conceptual framework, developing a realistic research design with specific research strategies. This enables students to think through and articulate a research in their interested areas.

Dissertations normally report on a research project or study, or an extended analysis of a topic. The structure of the thesis or dissertation explains the purpose, the previous research literature which impinges on the topic of the study, the methods used and the findings of the project.

The Dissertation should include the following –

1. Title of Dissertation
2. Introduction
3. Problems of Research
4. Objectives of Research
5. Tentative Chapter Division
6. Suggested readings

Source Material and References

Presenting your own ideas in a Dissertation is acceptable and even encouraged. However, the paper must be based on facts and opinions from authoritative sources and these sources must be given proper credit. A minimum of three published sources is required, and ten or more is typical. Direct quotes must be placed inside quotation marks or in indented sections and should be used sparingly. Paraphrasing is better in most cases.

There are two popular ways to cite references. One is to place superscripted numbers in the text with corresponding footnotes at the bottom of the page or endnotes at the end of the paper. More typical of scientific papers is to place the author and year in parentheses (Heaton, 1984). In either case you need a bibliography of all cited sources at the end of the paper with author(s), year, title, publication or publisher, volume, and pages. These should be in alphabetical order by name of the primary author. Preference however should be given to MLA Style Sheet.

Be sure to find source materials that are specific to your topic, either books or journal articles. Textbooks are usually too general and should be avoided. The libraries have published and computerized indexes that can be used to find relevant sources. See the Supervisor or a reference librarian if you are unfamiliar with these resources.

Plagiarism is the presenting of someone else's wording or ideas as one's own and is a violation of university policy. If you use someone else's words or ideas, you must give them proper credit. You must also obtain permission from the Supervisor before using your Project for more than one course.

Length and Format

Length is not important; 40 to 60 pages of 1.5 spaced text is a good target. The title, author, course, and date should be typed onto a cover sheet.. Illustrations are not required but are often useful in explaining graphical concepts and in giving the paper character. The bibliography should be the last section of the paper. The entire report has to be submitted in two spiral bound copies.

Marks/Grading

Students are required to make two submissions: a first draft and a final draft prior to final submission. The first draft is not to be a "rough" draft; it should be a completed, typed paper like you would ordinarily submit. I will read it carefully, offer suggestions for improvement, give it a grade, and return it to you promptly. The final draft, which is worth a larger share of the points, is your chance to respond to the suggestions and submit an improved paper. This, I hope, will make the writing of a Project more of a learning experience. We strongly suggest using a word processor so that the final draft can be created by editing rather than complete retyping.

Grading is based on both research content and presentation. Your paper should demonstrate that you have a gained a level of expertise in the subject by studying the relevant literature. Your presentation should be clean and convincing with proper use of paragraphs, complete sentences, and correct grammar, spelling, and punctuation. Make your dissertation look and sound professional.

Evaluation of dissertation

Evaluation Criteria:

1. Institution
    - Quality
    - Depth & Breadth of analysis,
    - Coverage,
    - Scope and content
    - Project fulfillment
    - Data collection ability in the field (if any)

- Scope of Implementation.

2. Board of Examiners

   Viva-voce Examination