

Central University of Himachal Pradesh

Sapt Sindhu Parisar, Dehra, District- Kangra, HP-177101

BOARD OF STUDIES

Department of History, Culture and Archaeology

Central University of Himachal Pradesh
Sapt Sindhu Parisar, Dehra-Gopipur



Syllabus for MA History

2020-2022

Semester	Name of the Course	Course	Course Code	Credits
I	Political and Economic History of India upto 8 th century CE	Core (C)	HIS201	4
I	Society, Culture and Dharma in India upto Early Medieval Period	Core (C)	HIS202	4
I	Art and Architecture of India upto Early Medieval Period	Core (C)	HIS203	4
I	Sources of Indian History and Tradition	Core Open	HIS211	4
I	Indian Archaeology: Epigraphy and Numismatics	Core Open	HIS212	4
Semester	Name of the Course	Course	Course Code	Credits
II	Political and Economic History of India – 8 th c. CE to 16 th c. CE	Core (C)	HIS301	4
II	Political and Economic History of India during 16 th -17 th Centuries	Core (C)	HIS302	4
II	Socio-cultural and Religious History of India from Medieval to Modern Times	Core (C)	HIS303	4
II	History of Indian Thought	Core Open	HIS311	4
II	Science and Technology in Indian History	Core Open	HIS312	4
Semester	Name of the Course	Course	Course Code	Credits
III	Emergence of Colonialism, Imperialism and Early Resistances	Core (C)	HIS401	4
III	Introduction to History, Historiography and Research Methodology	Core (C)	HIS402	4
III	Art, Architecture and Literature of India during the Medieval Period	Core Open	HIS411	4
III	Project Work	Core Open	HIS412	4
III	Introduction to the History of Himalayan Regions	Elective (S)	HIS421	4
III	History of Northeast India	Elective (S)	HIS422	4
III	Genealogy and History Writing in India	Elective (S)	HIS423	4
Semester	Name of the Course	Course	Course Code	Credits
IV	National Movement of India – I: 1757 to 1857	Core (C)	HIS501	4
IV	National Movement of India – II: 1858 to 1947	Core (C)	HIS502	4
IV	History of Revolutionary Nationalism in Modern India	Elective (S)	HIS521	4
IV	Modern World History: 1789-1945	Elective (S)	HIS522	4
IV	Contemporary India: Since 1947	Elective (S)	HIS523	4
IV	India's Relations with South and Southeast Asia	Elective (O)	HIS531	4
IV	Contemporary Issues in International Relations	Elective (O)	HIS532	4

Course Structure (MA History)

Core Compulsory Courses (40 Credits)

S. No.	Course Code	Course Name	Credits
1	HIS201	Political and Economic History of India upto 8 th century CE	4
2	HIS202	Society, Culture and Dharma in India upto Early Medieval Period	4
3	HIS203	Art and Architecture of India upto Early Medieval Period	4
4	HIS301	Political and Economic History of India – 8 th c. CE to 16 th c. CE	4
5	HIS302	Political and Economic History of India during 16 th -17 th Centuries	4
6	HIS303	Socio-cultural and Religious History of India from Medieval to Modern Times	4
7	HIS401	Emergence of Colonialism, Imperialism and Early Resistances	4
8	HIS402	Introduction to History, Historiography and Research Methodology	4
9	HIS501	National Movement of India – I: 1757 to 1857	4
10	HIS502	National Movement of India – II: 1858 to 1947	4

Core Open Courses (12 Credits)

S. No.	Course Code	Course Name	Credits
1	HIS211	Sources of Indian History and Tradition	4
2	HIS212	Indian Archaeology: Epigraphy and Numismatics	4
3	HIS311	History of Indian Thought	4
4	HIS312	Science and Technology in Indian History	4
5	HIS411	Art, Architecture and Literature of India during the Medieval Period	4
6	HIS412	Project Work	4

Elective Specialization (16 Credits)

S. No.	Course Code	Course Name	Credits
1	HIS421	Introduction to the History of Himalayan Regions	4
2	HIS422	History of Northeast India	4
3	HIS423	Genealogy and History Writing in India	4
4	HIS521	History of Revolutionary Nationalism in Modern India	4
5	HIS522	Modern World History: 1789-1945	4
6	HIS523	Contemporary India: Since 1947	4

Elective Open (4 Credits)

S. No.	Course Code	Course Name	Credits
1	HIS531	India's Relations with South and Southeast Asia	4
2	HIS532	Contemporary Issues in International Relations	4

Human Making and Skill Development- Courses offered to Other Departments (8 Credits)

S. No.	Course Code	Course Name	Credits
1	UIH500	Understanding Indian Heritage	4
2	IAM501	Introduction to Archives and Museums	4

Scheme of Examination

The breakup of marks shall be as under:

Component	2 credits course	4 credits course
Internal Assessment (25%)	25 Marks	50 Marks
Mid-term Examination (25%)	25 Marks	50 Marks
End-term Examination (50%)	50 Marks	100 Marks
Total	100 Marks	200 Marks

Marks for attendance may be given based on the attendance record. The teacher will clearly mention the criteria for allotment of marks for attendance in the course contents. For attendance below 75%, zero mark shall be given. However, when a student represents state/country in sports, cultural and academic activities and requests condoning of lecture, he/she may be given marks fixed for attendance level of 75% provided further that the components of Comprehensive Continuous Internal Assessment (CCA) may be set up as per the requirements of the course.

Except in exceptional cases, the question papers for the **Mid-Term Examinations** shall be of one hour duration for a 2 credit course with total of 25 marks and two hours duration for a 4 credit course with a total of 50 marks. The question paper shall consist of three sections as given below:

Section A: shall comprise of objective type questions such as MCQs, Fill in the Blanks, True/False, Match the Following, Assertion and Reason, One or two line answers, etc. All the questions shall be of 1 or 2 Marks only. All questions shall be compulsory and there will be no choice. The total weightage to be given for this section in the question paper shall be 20%.

Section B: shall comprise of Short Answer Questions (SAQs) which shall be of 5 marks each. The global choice shall be in such a way that the examinee has to attempt 66% of the total number of questions. The total weightage to be given for this section in the question paper shall be 40%.

Section C: shall comprise of Long Answer Questions (LAQs) which shall be of 10 Marks each. There shall be an internal choice for each question and all the questions shall be compulsory. The weightage to be given for this section in the question paper shall be 40%.

Except in exceptional cases, the question paper for the **End-Term Examination** shall be of one and half hour duration for a 2 Credit Course with a total of 50 marks and 3 hours duration for a 4 credit course with a total of 100 marks. The question paper shall consist of three sections as given below:

Section A: shall comprise of objective type questions such as MCQs, Fill in the Blanks, True/False, Match the Following, Assertion and Reason, One or two line answers, etc. All the questions shall be of 1 or 2 Marks only. All the questions shall be compulsory and there shall be no choice. The total weightage to be given for this section in the question paper shall be 20%.

Section B: shall comprise of Short Answer Questions (SAQs) which shall be of 5 marks each. The global choice shall be in such a way that the examinee has to attempt 66% of the total number of questions. The total weightage to be given for this section in the question paper shall be 40%.

Section C: shall comprise of Long Answer Questions (LAQs) which shall be of 10 Marks each. In this section, all the questions shall have internal choice and all the questions shall be compulsory. The weightage to be given for this section in the question paper shall be 40%.



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Syllabus for M.A. Ist Semester

Semester	Name of the Course	Course	Course Code	Credits
I	Political and Economic History of India upto 8 th century CE	Core	HIS201	4
I	Society, Culture and Dharma in India upto Early Medieval Period	Core	HIS202	4
I	Art and Architecture of India upto Early Medieval Period	Core	HIS203	4
I	Sources of Indian History and Tradition	Core Open	HIS211	4
I	Indian Archaeology: Epigraphy and Numismatics	Core Open	HIS212	4

Core: Compulsory Courses

Core Open: Any one of the two Courses

MA Semester: I

Political and Economic History of India upto 8th century CE

Course Code: HIS201

Paper: I (Core)

Objective: This course aims to introduce the student to the political and economic aspects of Indian history from the earliest times to the beginnings of the early medieval period. It also aims to make the students aware of the glorious traditions of India's ancient past.

Pedagogy: The course is based on class room lectures, online interactions, tutorial discussions, seminar presentations, written assignments and probable historical trips.

Scheme of Examination

The breakup of marks shall be as under:

Component	2 credits course	4 credits course
Internal Assessment (25%)	25 Marks	50 Marks
Mid-term Examination (25%)	25 Marks	50 Marks
End-term Examination (50%)	50 Marks	100 Marks
Total	100 Marks	200 Marks

The question papers for the Mid-term and End-term examinations shall consist of three sections as given below:

Section A: Objective type questions of 1 or 2 Marks each such as MCQs, Fill in the Blanks, True/False, Match the Following, Assertion and Reason, One or two line answers, etc.

Section B: Short Answer Questions (SAQs) which shall be of 5 Marks each.

Section C: Long Answer Questions (LAQs) which shall be of 10 Marks each.

Unit-1

Survey of Palaeolithic, Mesolithic and Neolithic economy; Harappan polity and economy; Rig-Vedic and Later Vedic Institutions- polity and economy, sabha and samiti; 'Iron Age'; megalithic economy; second urbanization; trade routes, traders and guilds

Unit-2

Emergence of *Mahajanapadas*, *rajyas* and *sanghas*- pre-Mauryan state formation; Magadha expansion and the Mauryan empire- state, administration, trade and economy

Unit-3

Post-Mauryan polity and economy- Sungas, Satavahana, Indo-Greeks and the Kushanas; Indo-Roman trade; Foreign rulers; The Sangam Age- polity and economy

Unit-4

The Guptas and Vakatakas- state and administration; Economy- land grants, agraharas and brahmadeyas; Harsha and his times; Emergence of Rajput states in north India- polity and economy

Unit-5

Towards the early medieval- Changes in polity and economy with special reference to Pallavas and Chalukyas; Regional kingdoms- evolution of political structures of the Rashtrakutas, Palas and Pratiharas; The Cholas- polity and economy; Overland and maritime trade

Suggested Readings

A.L. Basham, *The Wonder That Was India*, New Delhi, 1967.

ए.एल. वैषम, *अद्भुत भारत*, शिवलाल अग्रवाल एण्ड कम्पनी, आगरा, 2002.

रणबीर चक्रवर्ती, *भारतीय इतिहास: आदिकाल*, नई दिल्ली, ओरिएंट ब्लैकस्वान, 2012.

Ranabir Chakravarti, *Exploring Early India upto c. AD 1300*, New Delhi, 2010.

R.C. Majumdar et al, *History and Culture of the Indian People*, Bombay.

Upinder Singh, *A History of Ancient and Early Medieval India: From the Stone Age to the 12th Century*, New Delhi, 2013.

R.S. Tripathi, *History of Ancient India*, reprint, Allahabad, 1977 (also available in Hindi)

Noboru Karashima (ed.), *A Concise History of South India*, New Delhi, 2014.

H.C. Raychaudhuri, *Political History of Ancient India*, New Delhi, 1966.

K.A.N. Sastri, *A History of South India*, Delhi, 2000.

B.D. Chattopadhyaya, *The Making of Early Medieval India*, New Delhi, 1994.

Kesavan Veluthat, *The Political Structure of Early Medieval South India*, Delhi, 1993.

MA Semester: I

Society, Culture and Dharma in India upto Early Medieval Period

Course Code: HIS202

Paper: II (Core)

Objective: This course aims to introduce the student to the society, culture and dharma and other related aspects of Indian history from the earliest times upto the early medieval period. It also aims to make the students aware of the glorious cultural traditions of India's ancient past.

Pedagogy: The course is based on class room lectures, online interactions, tutorial discussions, seminar presentations, written assignments and probable historical trips.

Scheme of Examination

The breakup of marks shall be as under:

Component	2 credits course	4 credits course
Internal Assessment (25%)	25 Marks	50 Marks
Mid-term Examination (25%)	25 Marks	50 Marks
End-term Examination (50%)	50 Marks	100 Marks
Total	100 Marks	200 Marks

The question papers for the Mid-term and End-term examinations shall consist of three sections as given below:

Section A: Objective type questions of 1 or 2 Marks each such as MCQs, Fill in the Blanks, True/False, Match the Following, Assertion and Reason, One or two line answers, etc.

Section B: Short Answer Questions (SAQs) which shall be of 5 Marks each.

Section C: Long Answer Questions (LAQs) which shall be of 10 Marks each.

Unit-1

Earliest stone tools- Sequences and materials in the Northwest, Central, Eastern and peninsular India; Hunter-gatherers of the Mesolithic- Microliths and rock art; Neolithic cultures- Early agriculture and domestication; Food Production in Mehrgarh; Rice Cultivation in the Ganga Plains; Pre-historic and proto-historic religion; fertility cults; rock art representation

Unit-2

Early Harappan to Mature Harappan culture- distribution, extent, town planning and architecture, settlement patterns and regional variations; Economic and social- agriculture, animal husbandry, trade, arts & crafts, socio-political and religious organization; Funerary customs and religious practices- Harappan beliefs; Contemporary and successor cultures- Iron Age Cultures

Unit-3

Rig-vedic and Later Vedic society and culture as reflected in Vedic Literature; Religious ideas, practices and philosophy; Shruti and Smriti; growth of pantheon of gods and goddesses; Traditions and Institutions- varnashrama system and origin of *jati*; kula and gotra; marriage and status of women; social differentiation and gender relations; position of Shudras, Slavery system; Contemporary and successor cultures- OCP, PGW, Megalithic and Chalcolithic Cultures

Unit-4

Meaning of word 'Dharma' – Indian concept of religion; religious movements like Jainism and Buddhism; Tantricism; NBPW society and culture; proliferation of caste; Ashokan Edicts and the concept of *dhamma*; Puranic religion- Vaishnavism, Saivism, Shaktism; emergence of Mahayana and popular cults; new sects like Ajivikas; Sangam Age- society, culture and dharma

Unit-5

Society, religion, art and literature during the Guptas; revival of ritualistic Hinduism; Society, culture and religion- Pallavas, Chalukyas, Rashtrakutas, Palas, Pratiharas; The Harsha period; the Cholas- society and culture; Rajput states- society and culture

Suggested Readings

Allchin, F.R.A and B. Allchin. *The Origins of a civilization*. Delhi: Viking, 1995.

Singh, Upinder. *A History of Ancient and early medieval India from the Stone Age to the 12th Century*, Pearson Longman, Delhi, 2009.

Lal, B. B. 2000. *The Saraswati Flows on*. New Delhi: Aryan Books.

Wagle, Narendra. *Society at the Time of the Buddha*. Popular Prakashan, Bombay, 1995.

Sahu, B.P. *Iron and Social Change in Early India*. New Delhi: Oxford University Press, 2006.

Bhattacharya, N.N. *Indian Religious Historiography. Vol. I*. New Delhi: Munshiram Manoharlal Publishers, 1996.

Bhattacharya, N.N. *Ancient Indian Rituals and their Social Contents*. Manohar, New Delhi, 2005.

Ghurye, G.S. *Gods and Men*, Bombay: India Popular Book Depot, 1962.

Parmar Narender 2014. Origin, Development and Decline of the First Urbanization in the Upper Saraswati Basin. *Heritage: Journal of Multidisciplinary Studies in Archaeology*, 2: 862- 882

Yamazaki, Gen'ichi. *The Structure of Ancient Indian Society: Theory and Reality of the Varna System*. Tokyo, Toyo Bunko, 2005.

Olivelle, Patrick, ed., *Dharma: Studies in its Semantics, Cultural and Religious History*, First enlarged Indian edition, Motilal Banarsidas, Delhi, 2009.

U.N. Ghoshal. *Studies in Indian History and Culture*, 1975, Bombay.

जय शंकर मिश्र, प्राचीन भारत का सामाजिक इतिहास.

ओम प्रकाश, प्राचीन भारत का सामाजिक और आर्थिक इतिहास.

MA Semester: I

Art and Architecture of India upto Early Medieval Period

Course Code: HIS203

Paper: III (Core)

Objective: This course aims to introduce the student to the traditions of art and architecture in Indian history from the earliest times upto the early medieval period.

Pedagogy: The course is based on class room lectures, online interactions, tutorial discussions, seminar presentations, written assignments and probable historical trips.

Scheme of Examination

The breakup of marks shall be as under:

Component	2 credits course	4 credits course
Internal Assessment (25%)	25 Marks	50 Marks
Mid-term Examination (25%)	25 Marks	50 Marks
End-term Examination (50%)	50 Marks	100 Marks
Total	100 Marks	200 Marks

The question papers for the Mid-term and End-term examinations shall consist of three sections as given below:

Section A: Objective type questions of 1 or 2 Marks each such as MCQs, Fill in the Blanks, True/False, Match the Following, Assertion and Reason, One or two line answers, etc.

Section B: Short Answer Questions (SAQs) which shall be of 5 Marks each.

Section C: Long Answer Questions (LAQs) which shall be of 10 Marks each.

Unit-1

Art in prehistoric India – rock art, Bhimbetka; Art in proto-historic India – sculpture in diverse mediums, paintings & other works of art; Art tradition in pre Mauryan and Mauryan period: stone, terracotta, stucco, bone, ivory, metal, etc.; Imperial art and architecture; symbols of Jambudvipa; Symbols in Indian Art; Paintings: Ajanta and Bagh: context, content, technique, and form

Unit-2

Post-Mauryan Art Tradition: Sunga and Satavahana art tradition; Kushana Art: Schools of Mathura and Gandhara art; Gupta Art: Schools of Mathura and Sarnath art; Art traditions of Vakatakas, Pallavas, Chalukyas, and Rashtrakutas; Chola sculpture; Emergence and development of Iconography of Gods (Vishnu, Shiva, Brahma, etc.) and Goddesses (Durga,

Lakshmi, Saraswati, etc.); Buddhist and Jaina Iconography: different iconographic forms; Bodhisattva, Female Deities; Jaina Yaksha and Yakshi

Unit-3

Protohistoric architecture: Harappan town planning and techniques; Early Mauryan dynasty: wooden origins; Sources of Inspiration of Mauryan Architecture: Foreign and Indigenous; Ashokan Pillars and Persian Influence; Towards Structural architecture; Hindu structural temples- Gupta period

Unit-4

Origin of Stupa Architecture- Theoretical aspects; Stupa Architecture- Pre-Mauryan and Mauryan period; Study of important stupas: Sanchi, Bharhut, Amravati, Nagarjunkonda and Taxila; Structural monasteries and Chaityas

Unit-5

Study of important rock-cut caves: Barabar Hills, Udaygiri, Kanheri & Ajanta; chaitya & vihara; Hindu rock-cut caves at Elephanta and Udaygiri; Origin of Temple Architecture; archaeological remains of structural temples, Martand Temple of Kashmir; Style of Temple Architecture: Nagara, Dravida & Vesara; Temple Architecture- Pallava & Chola; Temples of Deccan, Orissa, Central India & Gujarat; religious & secular architecture- Vijayanagar

Suggested Readings

Huntington, Susana L. with John Huntington 1985. *The Art and Architecture of India*. New York: Weatherhill.

Brown, Percy. *Indian Architecture (Buddhist and Hindu)*

Saraswati, S.K. *History and Culture of The Indian People*, Bharatiya Vidya Bhawan, Vol. 2 & 3.

Agrawal, P. K. 1994. *Studies in Indian Iconography*. Jaipur: Publication Scheme.

Agrawal, V. S. 1972. *Indian Art*. Varanasi: Prithvi Prakashan.

Gupta, S. P. 1980. *Roots of Indian Art*. New Delhi: B.R. Publishing Corporation.

Christopher, Todgell. *The History of Architecture in India*.

Ray, Niharranjan 1965. *Maurya and Sunga Art*. Calcutta: Indian Studies Past and Present.

Singh, Upinder, 2009. *A History of Ancient and Early Medieval India: from the Stone Age to the 12th century*, Delhi: Pearson Longman.

Huntington, Susan L and John Cooper Huntington. *The Art of Ancient India: Buddhist, Hindu, Jain*. Motilal Banarsidass, Delhi, 2014.

MA Semester: I
Sources of Indian History and Tradition

Course Code: HIS211

Paper: IV (Core Open)

Objective: This course aims to introduce the student to the various sources of Indian history, viz. literary and archaeological, and early historical traditions.

Pedagogy: The course is based on class room lectures, online interactions, tutorial discussions, seminar presentations and written assignments.

Scheme of Examination

The breakup of marks shall be as under:

Component	2 credits course	4 credits course
Internal Assessment (25%)	25 Marks	50 Marks
Mid-term Examination (25%)	25 Marks	50 Marks
End-term Examination (50%)	50 Marks	100 Marks
Total	100 Marks	200 Marks

The question papers for the Mid-term and End-term examinations shall consist of three sections as given below:

Section A: Objective type questions of 1 or 2 Marks each such as MCQs, Fill in the Blanks, True/False, Match the Following, Assertion and Reason, One or two line answers, etc.

Section B: Short Answer Questions (SAQs) which shall be of 5 Marks each.

Section C: Long Answer Questions (LAQs) which shall be of 10 Marks each.

Unit-1

Jambudvipa and Bharatavarsha in the Epics; Buddhist and Jain Writings; History as Literature: Kalidasa, Vishakhadatta, Kahlana; History as Biography: Harshacharita; Perspectives from Sangam Texts; Foreign Accounts: Ancient to Modern

Unit-2

Epigraphy and historical reconstruction (scripts); Inscriptions as official history- types (hero stones, land grants); Mauryan, Post-Mauryan and Gupta Inscriptions; Early Medieval and Medieval Inscriptions

Unit-3

Ceramic assemblage: NBPW, BRW and others; Early Indian Coins: punch-marked; Kushana, Satavahana and Gupta Coins; Medieval Coins

Unit-4

Early Historical Traditions- Itihas in Veda; Gatha and Akhyana; Four Samhitas; Upanishads & Itihas Purana Tradition

Unit-5

Sutamagadha Traditions; Vamsanucharita; Prasastis and Dynastic Chronicle; Historical Traditions in Ancient South India

Suggested Readings

Ainslee T. Embree, *Sources of Indian Tradition: From the Beginning to 1800* (New York: Columbia University Press, 1988)

Stephen Hay, *Sources of Indian Tradition: Modern India and Pakistan* (New York: Columbia University Press, 1988)

Stanley Wolpert, *A New History of India* (New York: Oxford University Press)

Sircar, D.C. *Indian Epigraphy*. Delhi: Munshiram Manoharlal, 1965.

Mahadevan, Iravatham. *Early Tamil Epigraphy: From the Earliest Times to the Sixth Century AD*. Chennai: Cre-A, 2003.

Buhler, G. *Indian Palaeography*. New Delhi: Munshiram Manoharlal, 2004.

Chakraborty, S.K. *Study of Ancient Indian Numismatics*. Varanasi: Bharatiya Publishing House, 1973.

Dani, A.H. *Indian Epigraphy*. New Delhi: Munshiram Manoharlal, 1997.

John Casey, P. *Understanding Ancient Coins: An Introduction for Archaeologists and Historians*. London: B.T. Batsford, 1986.

Lal Gupta, Parmeshwari. *Coins: The Source of Indian History*. Ahmedabad: B J Institute of Learning and Research, 1981.

MA Semester: I

Indian Archaeology: Epigraphy & Numismatics

Course Code: HIS212

Paper: V (Core Open)

Objective: This course aims to introduce the student to epigraphic and numismatic sources of India's history, i.e. archaeology for reconstruction of Indian history.

Pedagogy: The course is based on class room lectures, online interactions, tutorial discussions, seminar presentations and written assignments.

Scheme of Examination

The breakup of marks shall be as under:

Component	2 credits course	4 credits course
Internal Assessment (25%)	25 Marks	50 Marks
Mid-term Examination (25%)	25 Marks	50 Marks
End-term Examination (50%)	50 Marks	100 Marks
Total	100 Marks	200 Marks

The question papers for the Mid-term and End-term examinations shall consist of three sections as given below:

Section A: Objective type questions of 1 or 2 Marks each such as MCQs, Fill in the Blanks, True/False, Match the Following, Assertion and Reason, One or two line answers, etc.

Section B: Short Answer Questions (SAQs) which shall be of 5 Marks each.

Section C: Long Answer Questions (LAQs) which shall be of 10 Marks each.

Unit-1

Archaeology: Definition and scope; Limitations of the source; Indian Archaeology; Field methods: exploration and excavation; different dating methods; Chronology: Relative and Absolute; relation between archaeology and other disciplines; Significance of excavated remains for historical reconstruction

Unit-2

Epigraphy- Meaning, aims, scope and limitations; Dating the historical events; Historical reconstruction; Origin and development of different scripts: Indus, Brahmi, Kharoshthi & Sharada scripts; Indian eras (Shaka, Vikrama, Gupta)

Unit-3

Numismatics- Meaning, aims, scope and limitations; Medium of exchange; Techniques of manufacturing; Classification and types of coins; Historical reconstruction

Unit-4

Ancient to Modern Coinage- Janapada, Indo-Greek, Western Ksatrapas (From 6th Century BCE to 3rd Century CE); Kushan, Satavahana, Gupta (From 1st Century BCE to 6th Century CE); Pallavas, Cholas, Islamic coinage (From 4th Century BCE to 17th Century CE)

Unit-5

Documentation: Preservation, Conservation and Cataloguing of coins

Suggested Readings

Binford, L.R. 1972. Introduction. *An Archaeological Perspective*, pp. 1–14. Seminar Press, New York.

Chakrabarti, D.K. 1988. *A History of Indian Archaeology: From the Beginning to 1947*. New Delhi: Munsiram Manoharlal.

McIntosh, Jane R. 2008. *Ancient Indus Valley: New Perspectives*. Abc Clio. California.

Agrawala, V.S. 1965. *Bharatiya Kala (Hindi)*, Varanasi.

Barker, P. 1982. *Techniques of Archaeological Excavation*. London: Batsford.

Paddayya, K. 2014. *Multiple Approaches to the Study of India's Early Past: Essays in Theoretical Archaeology*. Aryan Books International.

Ray, Himanshu Prabha. 2007. *Colonial Archaeology in South Asia: The Legacy of Sir Mortimer Wheeler*. Delhi: Oxford University Press.

Rajgor, Dilip 2001. *Punch-Marked Coins of Early Historic India*. California: Reesha Books International.

Ramesh, K.V. 1984. *Indian Epigraphy*. Delhi: Sundeep Prakashan.

Altekar, A.S. 1957. *Coinage of the Gupta Empire*. Varanasi: Numismatic Society of India.

Gupta, P.L. *Coins: Source of Indian History*. Ahmedabad.

Allan, J. 1935. *Catalogue of Coins of Ancient India*. London: British Museum.

Allchin, F.R. and K.R. Norman. 1985. "Guide to the Ashokan Inscriptions". *South Asian Studies*, 1: 43-50.

Bharadwaj, H.C. 1979. *Aspects of Ancient Indian Technology*. Delhi: Motilal Banarsidas.

Chattopadhyaya, Bhaskar. 1967. *The Age of the Kushanas - A Numismatic Study*. Calcutta: Punthi Pustak.

Chattopadhyaya, B.D. 1977. *Coins and Currency System in South India*. Delhi: Munshiram Manoharlal.

Epigraphia Indica Vols. I-X.

Gupta, P.L. 1979. *Coins*. New Delhi: National Book Trust (2nd Revised Edition)

Mangalam, S.J. 1990. *Kharoshthi Script*. Delhi: Eastern Book Linkers.

Sircar, D.C. 1965. *Indian Epigraphy*. Delhi: Motilal Banarasidas.



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Syllabus for M.A. IInd Semester

Semester	Name of the Course	Course	Course Code	Credits
II	Political and Economic History of India – 8 th c. CE to 16 th c. CE	Core	HIS301	4
II	Political and Economic History of India during 16 th – 17 th Centuries	Core	HIS302	4
II	Socio-cultural and Religious History of India from Medieval to Modern Times	Core	HIS303	4
II	History of Indian Thought	Core Open	HIS311	4
II	Science and Technology in Indian History	Core Open	HIS312	4

Core: Compulsory Courses

Core Open: Any one of the two Courses

MA Semester: II

Political and Economic History of India – 8th c. CE to 16th c. CE

Course Code: HIS301

Paper: I (Core)

Objective: This course aims to introduce the student to the political and economic aspects of Indian history from the early medieval period upto the end of the Sultanate and the beginning of the Mughal period.

Pedagogy: The course is based on class room lectures, online interactions, tutorial discussions, seminar presentations and written assignments.

Scheme of Examination

The breakup of marks shall be as under:

Component	2 credits course	4 credits course
Internal Assessment (25%)	25 Marks	50 Marks
Mid-term Examination (25%)	25 Marks	50 Marks
End-term Examination (50%)	50 Marks	100 Marks
Total	100 Marks	200 Marks

The question papers for the Mid-term and End-term examinations shall consist of three sections as given below:

Section A: Objective type questions of 1 or 2 Marks each such as MCQs, Fill in the Blanks, True/False, Match the Following, Assertion and Reason, One or two line answers, etc.

Section B: Short Answer Questions (SAQs) which shall be of 5 Marks each.

Section C: Long Answer Questions (LAQs) which shall be of 10 Marks each.

Unit-1

Conceptions of Kingship; evolution of the structure of the polities across the regions; emergence of the South Indian Agrarian States – Chalukyas, Cheras, Pallavas, and Pandyas; Ideology of the State – Kingship and Statecraft – The Chola’s Experience; Foundation, expansion and consolidation of the Delhi Sultanate c. 13th to 15th century; iqta system; State Administration, Role of Ulemas; Regional States- Gujarat, Malwa and Jaunpur; invasion of Arabs and Turks

Unit-2

Conceptual Considerations: Nature of state; Central and Provincial administration in the Delhi Sultanate; Regional political formations- administrative structure in Vijayanagar and Bahmani Kingdoms; Nayaka/Nayankara system; the “successor states”

Unit-3

Agrarian Expansion and spread of settlements with reference to perspective from regions; Urbanization, Trade and Commerce, Money and Markets; guilds in North and South India; Changes in Technology, Revenue and Economy under Vijayanagar and Bahmani; Craft Production; Transformation of Temples

Unit-4

Proliferation of Land Grants; System of Brahmadeyas and Devadana - Ur, Nadu, and Nagaram; Maritime Trade; Trading and Commercial Activities under Delhi Sultanate; Land Revenue and Forms of Redistribution- Batai, Nasq, Kankut and Zabti System; Alauddin Khalji's economic measures

Unit-5

Vijayanagar Kingdom- Historiography; Sources; Consolidation of the Empire: The Sangama dynasty - the engagements with the Sultans; Saluvas, Tuluvas and Krishnadevaraya; Economy- Industries, agriculture, land and other sources of revenue; Rise and fall of the Bahmani Sultanate, Emergence of the Splinter Sultanates of Ahmednagar, Bijapur, Berar, Golconda, and Bidar; Socio-Economic Conditions; Sources of income

Suggested Readings

Chakrabarti, Ranabir. *Trade and Traders in Early India*. Manohar, Delhi, 2002.

Champakalakshmi, R. *Trade, Ideology and Urbanization*. Oxford University Press, Delhi, 1996.

Chattopadhyaya, B.D. *Aspects of Rural Settlements and Rural Society in Early Medieval India*. Oxford University Press, Delhi, 2005.

Chattopadhyaya, B.D. *The Making of Early Medieval India*. Oxford University Press, Delhi, 1994.

Kulke, Hermann. *The State in India, 1000-1700*. Oxford University Press, Delhi, 1995.

Sinopoli, Carla M. *The Political Economy of Craft Production: Crafting Empire in South India, ca. 1350- 1650*. Cambridge: Cambridge University Press, 2003.

Stein, Burton. *Peasant State and Society in Medieval South India*. Oxford: Oxford University Press, 1985.

Karashima, Noboru. Ed. *A Concise History of South India: Issues and Interpretations*. New Delhi: Oxford University Press, 2014.

Peter Jackson. *The Delhi Sultanate: A Political and Military History*. Cambridge, 2003.

Sunil Kumar. *The Emergence of the Delhi Sultanate*. Delhi, 2007.

MA Semester: II

Political and Economic History of India during 16th-17th Centuries

Course Code: HIS302

Paper: II (Core)

Objective: This course aims to introduce the student to the political and economic aspects of Indian history during the medieval period, particularly from the beginning of the Mughal period up till the rule of Aurangzeb.

Pedagogy: The course is based on class room lectures, online interactions, tutorial discussions, seminar presentations and written assignments.

Scheme of Examination

The breakup of marks shall be as under:

Component	2 credits course	4 credits course
Internal Assessment (25%)	25 Marks	50 Marks
Mid-term Examination (25%)	25 Marks	50 Marks
End-term Examination (50%)	50 Marks	100 Marks
Total	100 Marks	200 Marks

The question papers for the Mid-term and End-term examinations shall consist of three sections as given below:

Section A: Objective type questions of 1 or 2 Marks each such as MCQs, Fill in the Blanks, True/False, Match the Following, Assertion and Reason, One or two line answers, etc.

Section B: Short Answer Questions (SAQs) which shall be of 5 Marks each.

Section C: Long Answer Questions (LAQs) which shall be of 10 Marks each.

Unit-1

Theory of Kingship; Nature of State; The Beginning and Consolidation – Babar, Humayun and Akbar; Continuation of Political Prime – Jehangir, Shahjahan and Aurangzeb; Mughals and other Regional Power Centres – the Rajput and the Sikhs; Rajput policies of Akbar and Jehangir, Deccan and Central Asian policies of Mughal Emperors

Unit-2

Central, Provincial, Military and Local Administration; Mansabdari and Jagirdari System; Nature of Mughal economy; land revenue system- Kankut, Rai, Zabti; internal trade and artisanal production

Unit-3

External relations- Uzbeks and the Ottoman; Advent of European companies- the arrival of the Portuguese in India, its trade and commercial organizations, its settlements, its conflicts with Indian rulers; Dutch seaborne empire: its conflicts with the Portuguese, its trade and commercial organization, its settlements and administration

Unit-4

The English East India Company – its trade and commercial organizations, its settlements in India, conflicts with other European powers; The French in Indian Oceans, its trade and commercial organisations, its settlements

Unit-5

Regional States: Marathas- causes for the rise; Shivaji- His Early Days and the Swarajya; his coronation and its significance; Sambhaji and the later Marathas; Administration- Central, Judicial and Military; Economic affairs: Income & Expenditure of State Income – land revenue as a source, Chauth, Sardeshmukhi, other taxes

Suggested Readings

Irfan Habib, *Agrarian System of Mughal India (1556-1707)*, IInd revised edition, New Delhi: OUP, 1999.

Alam, Muzaffar and Sanjay Subrahmanyam (Eds.) *The Mughal State, 1526-1750*. New Delhi: Oxford University Press, 2002.

Shireen Moosvi, *The Economy of the Mughal Empire*, New Delhi: OUP, 1987.

Mukhia, Harbans. *The Mughals of India*. Malden: Blackwell Publishing, 2004.

John F. Richards (ed.), *Monetary System in Mughal India*.

Moreland, W.H. *Akbar to Aurangzeb - A Study of Indian Economic History*; London, 1923.

Dasgupta, Ashin and M.N. Pearson. *India and the Indian ocean, 1500-1800*. New Delhi: Oxford University Press, 1999.

Sarkar, J.N. *Shivaji and his times*, New Delhi, 1973.

Sardesai, G.S. *New History of Marathas, Vol. I*, Bombay, 1971.

Mooreland. *From Akbar to Aurangzeb*, New Delhi, (Reprint) 1992.

Freeman, Henry. *The East India Company: From Beginning to End*, Createspace Independent Publications, 2016.

Lawson, Philip. *The East India Company: A History*, Longman, 1993.

John, Ian St. *The Making of the Raj: India under the East India Company*, Praeger, 2012.

Ekelund Jr., Robert B. and Robert D. Tollison. *Politicized Economies: Monarchy, Monopoly, and Mercantilism*, Texas A&M University Press, 1997.

Roy, Tirthankar. *The East India Company: The World's Most Powerful Corporation*, Random House India, 2016.

Chaudhuri, K.N. *The Trading World of Asia and the English East India Company: 1660-1760*, Cambridge University Press, 2010.

Subramanian, Lakshmi. *French East India Company and the Trade of the Indian Ocean*, Munshiram Manoharlal Publishers, 1999.

Wellington, Donald C. *French East India Companies: A Historical Account and Record of Trade*, Hamilton Books, 2006.

MA Semester: II

Socio-cultural and Religious History of India from Medieval to Modern Times

Course Code: HIS303

Paper: III (Core)

Objective: This course aims to introduce the student to the society, culture, religion and other related aspects of Indian history from medieval period onwards. It also aims to make the students aware of the glorious religious and cultural traditions of India's recent past.

Pedagogy: The course is based on class room lectures, online interactions, tutorial discussions, seminar presentations, written assignments and probable historical trips.

Scheme of Examination

The breakup of marks shall be as under:

Component	2 credits course	4 credits course
Internal Assessment (25%)	25 Marks	50 Marks
Mid-term Examination (25%)	25 Marks	50 Marks
End-term Examination (50%)	50 Marks	100 Marks
Total	100 Marks	200 Marks

The question papers for the Mid-term and End-term examinations shall consist of three sections as given below:

Section A: Objective type questions of 1 or 2 Marks each such as MCQs, Fill in the Blanks, True/False, Match the Following, Assertion and Reason, One or two line answers, etc.

Section B: Short Answer Questions (SAQs) which shall be of 5 Marks each.

Section C: Long Answer Questions (LAQs) which shall be of 10 Marks each.

Unit-1

Evolution of Composite Indo-Islamic culture, Nobility and Ulemas; Growth of Marathi and other regional cultures; Society and culture under the Provincial rulers of South India; Religious Policies of Mughal Emperors; *din-i Ilahi*; major religious cults; Cultural Aspects of Society- Food, Dress, Festivals, Sports and Fairs; Position of Women, Harem and Transgender

Unit-2

Secular and Religious Literature (Epigraphy, Sthalapuranas, Bhakti Hagiography, Court Literature, Literature in Persian and other regional languages); Early Colonial attempts - Manuals and Gazetteers - the Mackenzie Manuscripts; Phenomenology of Religion; Religious and Political Symbolism; Gender Roles; The New Trends and Changing Social Base - The Evolution of the Vedanta Tradition – Sankara, Ramanuja and Madhava;

Unit-3

Impact of Islam in Indian subcontinent; Socio-religious movements: Bhakti and Sufi; Nathpanthis, Monotheism and Vaishnavism in north India; main Sufi *silsilahs* in India- Chishti and Suhrawardi; Jagannath cult; Vira Shaivism; The Later Bhakti Movement: Syncretic Tradition (Ramanand, Kabir and Nanak) – Sectarian Traditions (Chaitanya, Meera and Tulsidas); Introduction of Christianity in India

Unit-4

Reform Movements in 19th -20th centuries- Hindu Reform Movements- nature and significance; Brahmo Samaj, Prarthana Samaj, Arya Samaj, Ramakrishna movement and Theosophical movement; Muslim Reform Movements- nature and significance; Wahabi, Ahmadiya, Aligarh and Deoband School; Women and social reforms: prohibition of sati, infanticide, child marriage, widow remarriage, and woman education; Caste system: movements against caste system; Jyotiba Phule, Gandhi and Ambedkar

Unit-5

Rise and Growth of Caste Movements; Self Respect Movement, Justice Party; Dalit Movements- Factors, Nature, Impact; Mahar Movement 1924; Tribal Awakenings; Kol Uprising, Santhal Revolt; Reformers- Raja Ram Mohan Roy, Dayanand Saraswati, Vivekananda, Vidyasagar, Annie Besant, Saiyad Ahmed Khan, Periyar

Suggested Readings

एच.सी. वर्मा. *मध्यकालीन भारत (भाग 1 & 2)*. हिंदी माध्यम कार्यान्वय निदेशालय. दिल्ली विश्वविद्यालय. 2003.

A.R. Desai. *Social Background of Indian Nationalism*. Bombay, 1959.

Ishita-Banerjee Dube (Ed.). *Caste in History*. New Delhi, 2008.

Kenneth Jones. *Socio-Religious Reform Movement in Modern India*. Cambridge, 1995.

Bhattacharya, N.N. *Indian Religious Historiography*. New Delhi: Munshiram Manoharlal Publishers, 1996.

Hamid Hussain, *Sufism and Bhakti Movement: Eternal Relevance*, Manak, 2007.

K.A. Nizami, *Studies in Medieval Indian Society and Culture*, Kitab Mahal, 1966.

Rashid Ali, *Society and Culture in Medieval India*, Calcutta, 1969.

Bayly, Susan. *Caste, Society and Politics in India from the Eighteenth Century to the Modern Age*, Cambridge: Cambridge University Press, 1999.

M.N. Srinivas, *Social Change in Modern India*, Orient Longman, New Delhi, 2000.

MA Semester: II
History of Indian Thought

Course Code: HIS311

Paper: IV (Core Open)

Objective: This course aims to introduce the student to the various facets of the history of Indian thought from the earliest times to the modern period, viz. metaphysics and ethics, schools of Indian thought, thinkers, etc.

Pedagogy: The course is based on class room lectures, online interactions, tutorial discussions, seminar presentations and written assignments.

Scheme of Examination

The breakup of marks shall be as under:

Component	2 credits course	4 credits course
Internal Assessment (25%)	25 Marks	50 Marks
Mid-term Examination (25%)	25 Marks	50 Marks
End-term Examination (50%)	50 Marks	100 Marks
Total	100 Marks	200 Marks

The question papers for the Mid-term and End-term examinations shall consist of three sections as given below:

Section A: Objective type questions of 1 or 2 Marks each such as MCQs, Fill in the Blanks, True/False, Match the Following, Assertion and Reason, One or two line answers, etc.

Section B: Short Answer Questions (SAQs) which shall be of 5 Marks each.

Section C: Long Answer Questions (LAQs) which shall be of 10 Marks each.

Unit-1

Metaphysics- Substance: Monism, Dualism and Pluralism; Realism and Idealism; Theory of Causation; concept of time and space; Theories of Soul- Soul as substance (Jainism, Nyaya Vedanta), Soul as Reality (Samkhya Yoga), Anatamavada (Buddhism) and Dehatmavada (Charvaka's materialism and view of consciousness)

Unit-2

Nature of Indian Ethics (Niti); concept of 'Truth as God'; Concept of Dharma and various approaches to Dharma in Indian tradition; Theory of Karma, Analysis of Karma, Akarma, Vikarma and the Concept of Purusharthas; Nişkāma Karma and Lokasaᅅgraha from Bhagavad Gītā

Unit-3

Schools- Samkhya (Kapila), Yoga (Patanjali), Nyaya (Gautama), Vaisheshika (Kanada), Purva Mimamsa (Jaimini), Vedanta (Uttara Mimamsa); Dharmashastras, Arthashastra and Nitishastra traditions; Political ideas in Shantiparva (Mahabharata) and Ramayana; Teachings of the Upanishads (Schools of Vedanta)- Advaita (Adi Shankara), Visishtadvaita (Ramanuja), Dvaita (Madhvacharya), Dvaitadvaita (Nimbarka), Shuddhadvaita (Vallabhacharya), Achintya Bheda Abheda (Chaitanya Mahaprabhu)

Unit-4

Buddhist and Jain Philosophy- Law of Karma, Buddhist Theory of Action, Concept of soul, salvation and human destiny, concept of truth, meaning of ahimsa; Thinkers (Ancient to Medieval Period): Uddalaka, Yajnavalkya, Aryabhata, Chanakya, Guru Nanak, Manu, Vatsayayana, Bhartrihari, Abhinavagupta, Kalhana, Gargi, Maitreyi

Unit-5

Modern Thought and Thinkers- Swami Vivekananda (Indian Renaissance and Universal Religion); Sri Aurobindo (Ideal of Karmayogi, Ascent and descent of Reality); R.N. Tagore (Relation of the Individual to the Universe); V.D. Savarkar; Gandhian Thought- Truth as God, Ahimsa, Swaraj, Sarvodaya, and Swadeshi; Jyotiba Phule (social regeneration) and Pandita Ramabai (Women's rights and empowerment); B.R. Ambedkar- Critique of Varna and Caste system, Gandhi-Ambedkar debate about caste, and critique of Early Buddhism

Suggested Readings

Gandhi, M.K. (1997), *Hind Swaraj and Other Writings*. New Delhi: Cambridge University Press.

Gore, M.S. (1993), *The Social Context of Ideology: Ambedkar's Political and Social Thought*. Sage: New Delhi.

Parekh, Bhiku (1989). *Gandhi's Political Philosophy*. Notre Dame University Press: South Bend.

Nalini Bhushan and Jay L. Garfield (eds.), *Indian Philosophy in English: From Renaissance to Independence*, Oxford University Press, 2011.

B.K. Lal, *Contemporary Indian Philosophy*.

Kane P.V. (1941), *History of Dharmashastras*, Vol. II - Part I, Bhandarkar Oriental Research Institute, Poona.

Hiriyanna, M. (1975), *Indian Conception of Values*, Kavyalaya Publishers, Mysore.

Jogeswar Sarmah, *Philosophy of Education in the Upanishads*, New Delhi: Oriental Publishers & Distributors, 1978.

R.D. Ranade, *A Constructive Survey of Upanishadic Philosophy*, Bombay: Bharatiya Vidya Bhavan, 1968.

Nilima Sharma, *Twentieth Century Indian Philosophy*.

Sri Aurobindo, *Life Divine*.

V.S. Narawane, *Contemporary Indian Thought*.

A.B. Keith, *The Religion and Philosophy of the Vedas and the Upanishads*, Part-V, Sections 26 & 27, Motilal Banarsidass, Delhi, 1976.

K. K. Mittal, *Materialism in Indian Thought*, Munshiram Manoharlal, New Delhi, 1974.

MA Semester: II

Science and Technology in Indian History

Course Code: HIS312

Paper: V (Core Open)

Objective: This course aims to introduce the student to the various facets of science and technology in Indian history from the earliest times to the modern period, viz. development in agriculture, metallurgy, mathematics, astronomy, medicine, etc.

Pedagogy: The course is based on class room lectures, online interactions, tutorial discussions, seminar presentations and written assignments.

Scheme of Examination

The breakup of marks shall be as under:

Component	2 credits course	4 credits course
Internal Assessment (25%)	25 Marks	50 Marks
Mid-term Examination (25%)	25 Marks	50 Marks
End-term Examination (50%)	50 Marks	100 Marks
Total	100 Marks	200 Marks

The question papers for the Mid-term and End-term examinations shall consist of three sections as given below:

Section A: Objective type questions of 1 or 2 Marks each such as MCQs, Fill in the Blanks, True/False, Match the Following, Assertion and Reason, One or two line answers, etc.

Section B: Short Answer Questions (SAQs) which shall be of 5 Marks each.

Section C: Long Answer Questions (LAQs) which shall be of 10 Marks each.

Unit-1

Sources of history on science and technology in India; Origins and development of technology in pre-historic period; Agriculture and growth of science and technology; Science and Technology during Vedic and Later Vedic times; development in different branches of Science: Astronomy, Mathematics, Medicine and Engineering; Developments in metallurgy: Use of Copper, Bronze and Iron in Ancient India

Unit-2

Scientific and Technological Developments in Medieval India; Influence of the Islamic world and Europe; concept of rationality; Impact of Arabic world: Persian wheel, gun powder, textiles etc.; Developments in the fields of Mathematics, Chemistry, Astronomy and Medicine

(interaction between Unani and Ayurveda); Innovations in the field of agriculture - new crops introduced new techniques of irrigation etc.

Unit-3

State of Science and Technology on the eve of British conquest; Early European Scientists in Colonial India; Surveyors, Doctors, Botanists etc. under Company's service; Indian Response to new Scientific Knowledge- Establishment of engineering and medical colleges and institutes, establishment of scientific institutions; Geological Survey of India

Unit-4

Science and Technology in Modern India- Development of research organizations like CSIR and DRDO; Establishment of Atomic Energy Commission; Launching of the space satellites; Transition from Dependent to Independent science

Unit-5

Prominent Indian Scientists (Ancient to Modern)- Mathematics and Astronomy: Baudhayan, Aryabhata, Brahmagupta, Bhaskaracharya, Varahamihira, Nagarjuna; Medical Science of Ancient India (Ayurveda and Yoga): Susruta, Charak, Yoga and Patanjali; Scientists of Modern India: Srinivas Ramanujan, C.V. Raman, Jagdish Chandra Bose, Homi Jehangir Bhabha and Dr. Vikram Sarabhai; At the stroke of 21st century: Chandrayaan, Nuclear Bomb and Dr. A.P.J. Abdul Kalam

Suggested Readings

D.M. Bose, S.N. Sen and B.V. Subbarayappa (Eds.) 1971. *A Concise History of Science in India*. Indian National Science Academy: New Delhi.

Debiprasad Chattopadhyaya (Ed.) 1982. *Studies in the History of Science in India (2 Vols.)*. Editorial Enterprises: New Delhi.

D. Frawley. 1994. "Planets in the Vedic literature", *Indian Journal of History of Science*. 29, 495-506.

D.P. Agrawal. 2000. *Ancient Metal Technology and Archaeology of South Asia (A Pan-Asian Perspective)*, Aryan Books International: New Delhi.

H.C. Bhardwaj. 1979. *Aspects of Ancient Indian Technology*, Munshiram Manoharlal: New Delhi.

A. Kumar Biswas. 1996. *Minerals and Metals in Ancient India*, D.K. Printworld: New Delhi.

R. Shrivastava. 2006. *Mining and Metallurgy in Ancient India*, Munshiram Manoharlal: New Delhi.

O.P. Jaggi. 1977. *Science and Technology in Medieval India*. Atma Ram & Sons: Delhi.

- A.Y. Al-Hasan. 2001. *Science & Technology in Islam*. UNESCO.
- Ranabir Chakravarti. 2008. "Agricultural Technology in Medieval India", *The Medieval History Journal*, Vol. 11, No. 2, July-December.
- D. Kumar. "Patterns of colonial science in India". *Indian Journal of History of Science*, 15 (1), 105-113.
- Deepak Kumar. 1995. *Science & the Raj*, OUP: Delhi.
- S.B. Dikshit. 1931. *Bharatiya Jyotish Shastra*, Poona.
- A.F.R. Hoernle. 1907. *Studies in Medicine of Ancient India*, Oxford.
- Ian Inkstem. 1991. *Science & Technology in History*, London.
- V.V. Krishna and S.S. Bhatnagar. 1993. *Science, Technology and Development*, Delhi.
- A.K. Bisvas and K.L. Mukhopadhyaya. 1969. *Science in India*, Kolkata.
- Dhruv Raina. 2003. *Image and Context: Historiography of Science in India*, OUP: Delhi.
- दीपक कुमार. भारत में अंग्रेजी राज्य और विज्ञान. ग्रंथ शिल्पी.
- दीपक कुमार. प्रौद्योगिकी एवं भारत में अंग्रेजी राज्य.



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Syllabus for M.A. IIIrd Semester

Semester	Name of the Course	Course	Course Code	Credits
III	Emergence of Colonialism, Imperialism and Early Resistances	Core	HIS401	4
III	Introduction to History, Historiography and Research Methodology	Core	HIS402	4
III	Art, Architecture and Literature of India during the Medieval Period	Core Open	HIS411	4
III	Project Work	Core Open	HIS412	4
III	Introduction to the History of Himalayan Regions	Elective Specialization	HIS421	4
III	History of Northeast India	Elective Specialization	HIS422	4
III	Genealogy and History Writing in India	Elective Specialization	HIS423	4

Core: Compulsory Courses

Core Open: Any one of the two Courses

Elective Specialization: Any two of the three Courses

MA Semester: III

Emergence of Colonialism, Imperialism and Early Resistances

Course Code: HIS401

Paper: I (Core)

Objective: This course aims to introduce the student to the broad trends in the rise and growth of colonialism and imperialism in India and its specific form in India in modern times. It also aims to acquaint students with the nature and forms of early resistance movements and how these movements brought inklings of premature thoughts on Indian nationalism.

Pedagogy: The course is based on class room lectures, online interactions, tutorial discussions, seminar presentations, written assignments and probable historical trips.

Scheme of Examination

The breakup of marks shall be as under:

Component	2 credits course	4 credits course
Internal Assessment (25%)	25 Marks	50 Marks
Mid-term Examination (25%)	25 Marks	50 Marks
End-term Examination (50%)	50 Marks	100 Marks
Total	100 Marks	200 Marks

The question papers for the Mid-term and End-term examinations shall consist of three sections as given below:

Section A: Objective type questions of 1 or 2 Marks each such as MCQs, Fill in the Blanks, True/False, Match the Following, Assertion and Reason, One or two line answers, etc.

Section B: Short Answer Questions (SAQs) which shall be of 5 Marks each.

Section C: Long Answer Questions (LAQs) which shall be of 10 Marks each.

Unit-1

Introduction to Colonialism: Colonial Structure & State; Ideology, Politics and Economics of Colonialism; Stages of Colonialism.

Unit-2

Colonialism and Mercantilism: East-India Companies and Mercantilist Colonialism 1751-1813; 'Free Trade' 1813-1858; Impact on Agriculture, Trade, Industry and Labour.

Unit-3

Modern India and Imperialism: Theory of Imperialism: Different Facets; Finance Imperialism 1858-1947; Colonialism and Modernization in India; Debates on the Impact of Colonialism on India.

Unit-4

Early Resistances to Imperialism I: Nature, Composition, Provocations and Responses; Carnatic Wars; Resistances in the Coromandel and Malabar Regions; Mysore Wars.

Unit-5

Early Resistances to Imperialism II: Sanyasi Uprising and Other Resistances in Eastern India; Uprisings in Utkal Region; Resistances in Western India: Waghera Rising, Surat Salt Agitations, Kolhapur and Sawantwadi Agitations; Wahabi, Moplah and Kuka Uprisings; Rise of Nascent Nationalism from Sub-national Responses.

Suggested Readings

Alavi, Seema (ed.), *The Eighteenth Century in India*, New Delhi: Oxford University Press, Reprint 2007.

Bagchi, Amiya Kumar, *Colonialism and Indian Economy*, OUP, New Delhi, 2010.

Bayly, C.A., *Indian Society and the Making of the British Empire*, Cambridge, Cambridge University Press, Reprint, 2014.

Chandra, Bipan, *Essays on Colonialism*, Orient Longman, New Delhi, 2006.

Chandra, Bipan, *Nationalism and Colonialism in Modern India*, Orient Longman, Delhi, 2006.

Cohn, Bernard S., *Colonialism and its Forms of Knowledge: The British in India*, Princeton University, Princeton, 1996.

Fieldhouse, D.K., *Colonialism: An Introduction*, Weidenfeld and Nicolson, London, 1981.

Fische, Harald -Tiné, Michael Mann (ed.), *Colonialism as Civilizing Mission: Cultural Ideology in British India*, London: Anthem Press, 2004.

Khatri, Piyush. *Popular Resistance Movements against the British Rule*, New Delhi: Orange Books International, 2017.

Reddy, Venugopal K., "Dominance and Resistance: A Study of Narasimha Reddy's Revolt in Andhra (1846-47)", *Social Scientist*, Vol. 38, No. 1/2 (Jan. - Feb., 2010), pp. 23-36, DOI: 10.2307/25621954 <https://www.jstor.org/stable/25621954>

Said, Edward, *Orientalism: Western Conception of the Orient*, Penguin, New Delhi, 2001.

Subramaniam, Sanjay, *Europe's India: Words, People, Empires (1500-1800)*, Harvard University Press, London, 2017.

Tharoor, Shashi, *The Era of Darkness: The British Empire in India*, New Delhi: Aleph Book Company.

MA Semester: III

Introduction to History, Historiography and Research Methodology

Course Code: HIS402

Paper: II (Core)

Objective: This course aims to introduce the student to the discipline of History in social sciences and to acquaint students with the meanings and nature of history and historiography. It also aims to instill the required methodology for studying history and conducting historical research.

Pedagogy: The course is based on class room lectures, online interactions, tutorial discussions, seminar presentations and written assignments.

Scheme of Examination

The breakup of marks shall be as under:

Component	2 credits course	4 credits course
Internal Assessment (25%)	25 Marks	50 Marks
Mid-term Examination (25%)	25 Marks	50 Marks
End-term Examination (50%)	50 Marks	100 Marks
Total	100 Marks	200 Marks

The question papers for the Mid-term and End-term examinations shall consist of three sections as given below:

Section A: Objective type questions of 1 or 2 Marks each such as MCQs, Fill in the Blanks, True/False, Match the Following, Assertion and Reason, One or two line answers, etc.

Section B: Short Answer Questions (SAQs) which shall be of 5 Marks each.

Section C: Long Answer Questions (LAQs) which shall be of 10 Marks each.

Unit-1

Meaning and rationality; nature and scope; Aspects- social, political, economic, religious, cultural, ecological; Types- national, regional, local, oral, visual, textual, archival; History and social science disciplines- sociology, political science, geography, economics, anthropology, natural sciences; Objectivity and bias in history; causation; generalization; interpretation; idea of progress in history

Unit-2

Changing Contours of Indian Historiography; Historical perception during Enlightenment; Romanticism, Empiricism, Rankean Positivism; Historical Materialism; Croce, Collingwood, Durkheim, Foucault, Fukuyama; Ideological Shifts in 20th century- Annals school; post-colonial historiography; subaltern studies; Post-structuralism, Post-modernism and Historiography

Unit-3

Research methods- qualitative and quantitative; hypothesis; Data collection and selection; Historical criticism- deconstruction; Sources of information- types; internal and external

Unit-4

Elements and Techniques- Research process in history; Analysis of data; generalization and synthesis of facts

Unit-5

Formalization of research work- foot notes, tables, references, indexing; Report, Research Paper, Project and Thesis

Suggested Readings

E. Sreedharan (2004): *A Textbook of Historiography 500 BC to AD 2000* (Orient Longman, Delhi, 2000) (in Hindi also).

E.H. Carr (1961), *What is History?* (in Hindi also).

B. Sheikh Ali, *History: Its Theory and Method*, Macmillan, 1978.

Keith Jenkins, *Rethinking History*, London, 2002.

Edward Said, *Orientalism*, Pantheon Books, 1978.

Translated from French by Peter Putnam (in Hindi), Marc Bloch (2000): *इतिहासकार का शिल्प*

झारखंड चौबे (1999): *इतिहास दर्शन*

लाल बहादुर वर्मा (1984): *इतिहास के बारे में*

Sabyasachi Bhattacharya (Ed.), *Approaches to History: Essays in Indian Historiography*, ICHR, 2013.

Historiography. MHI-03, IGNOU Study Material.

G.P. Singh, *Ancient Indian Historiography: Sources and Interpretations*, D.K. Printworld, 2003.

G.P. Singh, *The Evolution of Historiographical Tradition in Ancient and Medieval India*, D.K. Printworld, 2011.

MA Semester: III

Art, Architecture and Literature of India during the Medieval Period

Course Code: HIS411

Paper: III (Core Open)

Objective: This course aims to introduce the student to the traditions of art, architecture and literature in Indian history during the medieval period, i.e. Sultanate and Mughal art and architecture, and the tradition of history writing in the medieval period.

Pedagogy: The course is based on class room lectures, online interactions, tutorial discussions, seminar presentations, written assignments and probable historical trips.

Scheme of Examination

The breakup of marks shall be as under:

Component	2 credits course	4 credits course
Internal Assessment (25%)	25 Marks	50 Marks
Mid-term Examination (25%)	25 Marks	50 Marks
End-term Examination (50%)	50 Marks	100 Marks
Total	100 Marks	200 Marks

The question papers for the Mid-term and End-term examinations shall consist of three sections as given below:

Section A: Objective type questions of 1 or 2 Marks each such as MCQs, Fill in the Blanks, True/False, Match the Following, Assertion and Reason, One or two line answers, etc.

Section B: Short Answer Questions (SAQs) which shall be of 5 Marks each.

Section C: Long Answer Questions (LAQs) which shall be of 10 Marks each.

Unit-1

Sultanate Period- Imperial Style of the Turks and Pathan; Monuments of Khilji, Tughlaq, Lodhi and Sayyid Dynasties; Qutb Minar Complex; Indo-Islamic Provincial Style of Architecture: Bengal, Jaunpur, Gujarat, Malwa, Kashmir, Punjab and Deccan; Bengal Architecture (Gaur and Pandua); Sharqi Architecture (Jaunpur); Bahmani and Bijapur Architecture

Unit-2

Early Mughal Monuments, Monuments of Sher Shah Suri; Beginning and Development of the Architectural Style during the reign of Akbar; Forts and Palaces, Mosques and Tombs, Architectural decoration; Fatehpur Sikri, Taj Mahal, Mughal Gardens, Rajput Palace Architecture- Man Singh's Palace at Gwalior

Unit-3

Medieval Indian Sculpture: Main Schools and characteristic features; Central India- Chandella, Paramar; Orissa- Ganga; Western India- Solanki; Deccan- Later Chalukyas, Hoysala, Vijayanagar; South India- Chola and Pandya; Eastern India- Pala

Unit-4

Mughal Paintings- Akbar, Jahangir and Shah Jahan; Miniature Paintings; Regional Styles- Pahari (Basohli and Guler-Kangra); Rajasthani (Mewar, Bundi, Kota, and Kishangarh)

Unit-5

Vernacular and Persian Literary Traditions; Mughal Historiography; Sources- Court Historians, Biographers, Autobiographies, Court Chronicles, Letters, Gazetteers and Others; Major Historians- Abul Fazal, Abdul Hamid Lahori, Bada'uni, Gulbadan Begum, Inayat Khan, Dara Shikoh; Poetry of Kabir, Tulsidas and Mirabai; Foreign Accounts and History; History Writings at Regional kingdoms- the Marathas; Local traditions- Vijayanagar (language and literature)

Suggested Readings

Brown, Percy. *Indian Architecture (Islamic Period)*

Harle, J.C. *Art and Architecture of the Indian Subcontinent*, London, 1986.

एम.आर. मेहता. *मध्यकालीन भारतीय संस्कृति*

Grover, Satish. *The Architecture of India (Islamic)*

Saraswati, S. K. *Indo Islamic Architecture (2 Vols.)*

Welch S.C. *The Art of Mughal India*, Asia Society, 1964.

History and Culture of the Indian People (Vidya Bhavan Series- Vols. – 6 & 7)

रामनाथ मिश्रा. *भारतीय मूर्तिकला का इतिहास*

Coomarswamy, A.K. *An Introduction to Indian Art*. Adyar Theosophical Publishing House, 1956.

MA Semester: III

Project Work

Course Code: HIS412

Paper: IV (Core Open)

Objective: Project work for the learners is intended to make them well versed with broader understanding of academic research simultaneously enhancing their writing skills. The basic elements of research writing will be inculcated among the learners by giving them independent research topics which also includes field work.

Pedagogy: The course is based on class room lectures, online interactions, tutorial discussions, seminar presentations, written assignments and probable historical trips.

Contents for the Project

- The students will be assigned projects on the broader as well as specific themes based on their semester syllabus.
- The teacher incharge for the project paper in consultation with the concerned student will decide and assign the topic. The project has to be completed within the time specified by the department.
- The subject matter for the project could be of fundamental nature, thematic as well as interpretative which may involve the usage of primary, secondary and tertiary sources. The project work must be based on at least two to three primary sources.
- The project report to be submitted must include the review of literature.
- No monetary help will be offered to the students for the project by the department. However, they are free to generate funds from external resources.
- On the successful completion of the project, the candidate has to submit a project report in the form of dissertation which will be evaluated by External Examiner and a viva-voce to this effect will also be conducted.
- The overall performance of the candidate, i.e. in completing and submitting project report and viva-voce will determine the final score in the paper.

MA Semester: III

Introduction to the History of Himalayan Regions

Course Code: HIS421

Paper: V (Elective Specialization)

Objective: This course aims to introduce the student to the history of the Himalayan regions along with other related aspects of landscape, people, social structure and dynamics of economy and polity. It also aims to acquaint students with the extent of the region encompassing J&K in the north to Arunachal Pradesh in the east and the neighbouring countries.

Pedagogy: The course is based on class room lectures, online interactions, tutorial discussions, seminar presentations, written assignments and probable historical trips.

Scheme of Examination

The breakup of marks shall be as under:

Component	2 credits course	4 credits course
Internal Assessment (25%)	25 Marks	50 Marks
Mid-term Examination (25%)	25 Marks	50 Marks
End-term Examination (50%)	50 Marks	100 Marks
Total	100 Marks	200 Marks

The question papers for the Mid-term and End-term examinations shall consist of three sections as given below:

Section A: Objective type questions of 1 or 2 Marks each such as MCQs, Fill in the Blanks, True/False, Match the Following, Assertion and Reason, One or two line answers, etc.

Section B: Short Answer Questions (SAQs) which shall be of 5 Marks each.

Section C: Long Answer Questions (LAQs) which shall be of 10 Marks each.

Unit-1

Physical Landscape of the Western, Central and Eastern Himalayas; Sources: literary and archaeological; Peoples of Western and Eastern Himalayas – races, tribes, castes and religious communities; Social Structure and dynamics; Tourism and Migration

Unit-2

Oral and Written Traditions in the Himalayas; J&K, Himachal Pradesh, Uttarakhand, Sikkim and Arunachal Pradesh; Nepal, Bhutan, Tibet- historical relations with India; trans-himalayan trade linkages; Strategic environment and geopolitics in the Himalayan Region

Unit-3

Traditional economy and occupation; livelihood patterns; Tribal and peasant society; nomadic societies- Gujjars; The politics of the Himalayan States

Unit-4

Culture, identity and politics: ethno-cultural characteristics; Caste, Class and ethnicity; Religion- Hinduism and Buddhism; Shrines and monasteries

Unit-5

Process of assimilation and integration- cultural syncretism in Himalayas; Linguistic Diversity; Art and Culture; indigenous and foreign elements

Suggested Readings

Todd T. Lewis and Theodore Riccardi Jr. 1995. *The Himalayas: A Syllabus of the Region's History, Anthropology and Religion*, Michigan.

Warikoo, K. (ed.) 1995. *Society and Culture in Himalayas*. New Delhi.

John Whelpton. 2005. *A History of Nepal*. Cambridge: Cambridge University Press.

Robert E. Fisher. 1997. *The Art of Tibet*. London: Thames and Hudson.

Ram Rahul. *The Himalayan Borderland*.

Deo, Arabinda. *Bhutan and India: A Study in Frontier Political Relations*.

Karan, P.P. *The Himalayan Kingdoms: Bhutan, Sikkim and Nepal*.

Subba, T.B. and Dutta, K. 1991. *Religion and Society in the Himalayas*, New Delhi.

Matthieu Ricard and Olivier Follmi. *Buddhist Himalayas: People, Faith and Nature*.

Charak, S.S. 1978. *History and Culture of Himalayan States*, Delhi.

Chube, S.K. 1985. *The Himalayas: Ethnology and Change*, Berkeley, University of California Press.

Lal, J.S. (ed.) 1981. *Himalaya: Aspects of Change*. Delhi, Oxford University Press.

Raha, M.K. 1987. *Himalayan Heritage*. New Delhi.

Warikoo, K. (ed.) 2009. *Himalayan Frontiers of India*. London, Routledge.

MA Semester: III
History of Northeast India

Course Code: HIS422

Paper: VI (Elective Specialization)

Objective: This course aims to introduce the student to the history of the northeastern states of India encompassing the society, polity and economic trends from the earliest times to the colonial period and beyond. It also aims to acquaint students with the contemporary trends, viz. region's significance in India-China relations and Act East Policy.

Pedagogy: The course is based on class room lectures, online interactions, tutorial discussions, seminar presentations, written assignments and probable historical trips.

Scheme of Examination

The breakup of marks shall be as under:

Component	2 credits course	4 credits course
Internal Assessment (25%)	25 Marks	50 Marks
Mid-term Examination (25%)	25 Marks	50 Marks
End-term Examination (50%)	50 Marks	100 Marks
Total	100 Marks	200 Marks

The question papers for the Mid-term and End-term examinations shall consist of three sections as given below:

Section A: Objective type questions of 1 or 2 Marks each such as MCQs, Fill in the Blanks, True/False, Match the Following, Assertion and Reason, One or two line answers, etc.

Section B: Short Answer Questions (SAQs) which shall be of 5 Marks each.

Section C: Long Answer Questions (LAQs) which shall be of 10 Marks each.

Unit-1

Conceptualizing Northeast India as a region from ancient to modern times; a geographical entity; Approaches to the History of Northeast India; Sources of the History of Northeast India; Early migration and patterns of human settlement

Unit-2

Early Medieval Period: Early State in Pragjyotisha – Kamrup – the Varmanas; Salastambhas; State under the Pala dynasty

Unit-3

Medieval Social and Polity Formations: The Ahom State; The Dimasa State; The Jaintia State; The State in Tripura; Society, Economy and Polity- Khasi-Jaintia, Mizos, Nagas (Pre-colonial period); Arunachal (Pre-independence period)

Unit-4

British in Northeast India- Treaty of Yandabo; Annexation of Assam – Cachar – Khasi and Jaintia Hills; Political control over Manipur and Tripura; Critique of the British Rule on major perspectives

Unit-5

Contemporary Trends: Northeast in India-China relations- implications for the region; Look/Act East policy and the region; Christian missionaries: agenda of conversions; Insurgency and secessionism- Naga movement

Suggested Readings

Mckenzie, Alexander. *History of North East India*.

Barpujari, H.K. *History of the Hill Tribes of North East India*

Kunba, Romesh T. 2016. *Culture and Society in North East India*, Pacific Books.

Saikia, Yasmin and Baishya Amit R. 2017. *Northeast India: A Place of Relations*, Cambridge University Press.

De, Amalendu. 2016. *North-East India: Society, Culture and Development*, The Asiatic Society.

Raatan, T. 2006. *History, Religion and Culture of North East India*, Delhi: Isha Books.

Nag, Sajal. 2002. *Contesting Marginality: Ethnicity, Insurgency and Subnational in North-East India*, Manohar, Delhi.

Downs, F.S. 1983. *Christianity in North East India: Historical Perspectives*.

Barua, Alokesh (ed.) 2005. *India's North-East: Developmental Issues in a Historical Perspective*, Manohar Publication, New Delhi.

Bareh, H. *History and culture of the Khasi people*.

Bose, M.L. *History of Arunachal Pradesh upto 1992*.

MA Semester: III
Genealogy and History Writing in India

Course Code: HIS423

Paper: VII (Elective Specialization)

Objective: This course aims to introduce the student to the history and historiography of genealogy in India. It aims to make the students aware of the various traditions, methods and trends related to the survey of genealogy as historical source.

Pedagogy: The course is based on class room lectures, online interactions, tutorial discussions, seminar presentations and written assignments.

Scheme of Examination

The breakup of marks shall be as under:

Component	2 credits course	4 credits course
Internal Assessment (25%)	25 Marks	50 Marks
Mid-term Examination (25%)	25 Marks	50 Marks
End-term Examination (50%)	50 Marks	100 Marks
Total	100 Marks	200 Marks

The question papers for the Mid-term and End-term examinations shall consist of three sections as given below:

Section A: Objective type questions of 1 or 2 Marks each such as MCQs, Fill in the Blanks, True/False, Match the Following, Assertion and Reason, One or two line answers, etc.

Section B: Short Answer Questions (SAQs) which shall be of 5 Marks each.

Section C: Long Answer Questions (LAQs) which shall be of 10 Marks each.

Unit-1

Genealogy in Historiography- nature; social and cultural relevance; role of genealogy in national integration and social harmony; relationship between genealogy and family history

Unit-2

Sources: Epics, Amarkosha of Amarasimha; Sarga (creation), Pratisarga (dissolution), Vamsa (genealogy of gods and sages), Manvantara (cycles of ages or periods of Manu), Vamsanucharita (accounts of glorious deeds of royal dynasties); Buddhist and Jaina texts; Foreign Accounts

Unit-3

Genealogy in Puranic Traditions- Dev, Rishi, Yaksha, Naga and other dynastic history; Solar and Lunar races; Martial races; ancestry in Bhagvata Purana, Shatapatha Brahmana; the lineage of the Guptas; Genealogy Writing in Princely States- Rajputs; 36 royal races in Rajasthan; Changes in Medieval India- Scythian descent!; Muslim genealogies in historical description

Unit-4

Genealogy Writing Methods: Tradition of Genealogy; Proof and Documentation; Scientific Methods in Genealogy; Genealogy Writing in the Modern times: Census of India, Gazetteers

Unit-5

Genealogies as historical sources; Survey of Eras and Time Division; Migratory Patterns and Genealogy Writing; Genealogy Tradition and Conservation Methods

Suggested Readings

Dutt, R.C. *A History of Civilization in Ancient India*. Vol. I, 2001.

देवीलाल पालीवाल. 2002. *वंशावली परंपरा: महत्व एवं प्रासंगिकता*, राजस्थानी ग्रंथागार: जोधपुर.

पं. रामशरण गौड़. 1998. *भारतीय संस्कृति में आधार श्रोत*. स्वराज प्रकाशन.

सूर्यमल्ल मिश्र. *वंश भास्कर*

ज्वाला प्रसाद मिश्र. 1993. *अष्टादश पुराण दर्पण*. वेंकटेश्वर प्रेस, बम्बई .

रमाशंकर भट्टाचार्य. 1963. *इतिहास-पुराण का अनुशीलन*. इंडोलॉजिकल बुक हाउस, वाराणसी.

M.S. Jain. 1997. *Rajasthan Through the Ages*. Vols. III, Rajasthan State Archives, Bikaner.

जी.एच. ओझा. *राजस्थान का इतिहास*, Vols. I and II.

आर.के. असोपा *मारवाड का मूल इतिहास*.

V.S. Pathak. *Ancient Historians of India: A Study in Historical Biographies*.

वेदव्यास प्रणीत. 2002. *मत्स्यपुराण*. गीता प्रेस, गोरखपुर.

F. Pargiter. 1975. *The Purana Text of the Dynasties of the Kali Age*, Deep Publications.

James Tod. 1920. *Annals and Antiquities of Rajasthan*, Vol. I, Oxford University Press.

श्रीधर शास्त्री. 2012. *सरयूपारीण ब्राह्मण वंशावली*. शास्त्री प्रकाशन, प्रयाग.

GenealogyLinks.net India Archives Gazetteers



Department of History, Culture and Archaeology
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Syllabus for M.A. IVth Semester

Semester	Name of the Course	Course	Course Code	Credits
IV	National Movement of India – I: 1757 to 1857	Core	HIS501	4
IV	National Movement of India – II: 1858 to 1947	Core	HIS502	4
IV	History of Revolutionary Nationalism in Modern India	Elective Specialization	HIS521	4
IV	Modern World History: 1789-1945	Elective Specialization	HIS522	4
IV	Contemporary India: Since 1947	Elective Specialization	HIS523	4
IV	India's Relations with South and Southeast Asia	Elective Open	HIS531	4
IV	Contemporary Issues in International Relations	Elective Open	HIS532	4

Core: Compulsory Courses

Elective Specialization: Any two of the three Courses

Elective Open: Any one of the two Courses

MA Semester: IV

National Movement of India – I: 1757 to 1857

Course Code: HIS501

Paper: I (Core)

Objective: This paper aims to bring forth to the students the broad as well as nuanced trends in the early phases of the British rule from its formal emergence and its subsequent spread. It also aims to acquaint the seekers with the nature and forms of imperialist tools of expansion, Indian responses, ultimately factoring in the culmination of first major push for Independence. Historiographical treatments of a century's phenomenon will also be delved upon.

Pedagogy: The course is based on class room lectures, online interactions, tutorial discussions, seminar presentations, written assignments and probable historical trips.

Scheme of Examination

The breakup of marks shall be as under:

Component	2 credits course	4 credits course
Internal Assessment (25%)	25 Marks	50 Marks
Mid-term Examination (25%)	25 Marks	50 Marks
End-term Examination (50%)	50 Marks	100 Marks
Total	100 Marks	200 Marks

The question papers for the Mid-term and End-term examinations shall consist of three sections as given below:

Section A: Objective type questions of 1 or 2 Marks each such as MCQs, Fill in the Blanks, True/False, Match the Following, Assertion and Reason, One or two line answers, etc.

Section B: Short Answer Questions (SAQs) which shall be of 5 Marks each.

Section C: Long Answer Questions (LAQs) which shall be of 10 Marks each.

Unit-1

Historiography of Indian Nationalism – the Imperialist, the Subaltern, the Nationalist and the Marxist; the Transition of East India Company; British Expansion in Bengal and Awadh

Unit-2

Anglo-Maratha Rivalry and the Establishment of British Paramountcy; From Marquis of Hastings to Dalhousie- Anglo-Sikh and Anglo-Afghan Relations

Unit-3

The Consolidation of British power in India; Land Revenue Policies and Industrial Policies: Socio- Economic Consequences; the Apparatus of the Colonial State: Army, Judiciary and Police

Unit-4

Evolution of Administrative Structure: From Warren Hastings to Dalhousie; Constitutional Progression; Colonial Ideology and Colonial Rule: Orientalism, Utilitarianism, Whiggism; Missionary activity and Evangelicalism; the Colonial Education and Press

Unit-5

Revolution of 1857- Factors, Nature and Debates; Aftermath

Suggested Readings

Alavi, Seema (ed.), *The Eighteenth Century in India*, New Delhi: Oxford University Press, Reprint 2007.

Bagchi, Amiya Kumar, *Colonialism and Indian Economy*, OUP, New Delhi, 2010.

Bayly, C.A., *Indian Society and the Making of the British Empire*, Cambridge, Cambridge University Press, Reprint, 2014.

Chandra, Bipan, *Essays on Colonialism*, Orient Longman, New Delhi, 2006.

_____, *Nationalism and Colonialism in Modern India*, Orient Longman, Delhi, 2006.

चन्द्र, बिपन. *आधुनिक भारत का इतिहास*, नई दिल्ली ,ओरिएंट ब्लैकस्वान :2009.

Cohn, Bernard S., *Colonialism and its Forms of Knowledge: The British in India*, Princeton University, Princeton, 1996.

Lawson P., *The East India Company: A History*, London: Longman, 1993.

Barnett, R., *Rethinking Early Modern India*, New Delhi: Manohar, 2002.

Bayly, C.A., *Imperial Meridian: The British Empire and the World 1780-1830*, London: Longman, 1989.

Kennedy, P., *The Rise and Fall of the Great Powers: Economic Change and Military Conflict from 1500 to 2000*, New York: Vintage Books, 1987.

Ward, J. M., *Colonial Self-Government: The British Experience 1759-1856*, Toronto: University of Toronto Press, 1976.

Peers, D., *India under Colonial Rule 1700-1885*, Harlow and London: Pearson Longmans, 2006.

Malcolm, J., *Political History of British India from 1784 to 1823*, New Delhi: Associated Pub. House, 1970

Metcalf, T.R., *Ideologies of the Raj: The New Cambridge History of India, III*. Cambridge: Cambridge University Press, 1995.

सावरकर, वी.डी. १८५७ का स्वातंत्र्य समर, नई दिल्ली: प्रभात प्रकाशन, 2020.

Malleson, G.B., *The Indian Mutiny of 1857*, New Delhi: Rupa, 2016.

Dalrymple, W. *The Anarchy: The East India Company, Corporate Violence, and the Pillage of an Empire*, New Delhi: Bloomsbury, 2019.

वर्मा, दीनानाथ. *आधुनिक भारत*, नई दिल्ली: ज्ञानदा प्रकाशन, 2018.

बंदोपाध्याय, सेखर. *प्लासी से विभाजन तक और उसके बाद*, नई दिल्ली: ओरिएंट ब्लैकस्वान, 2015.

Majumdar, R.C., *The History and Culture of Indian people: British Paramountcy and Indian Renaissance Part I*, New Delhi: Bhartiya Vidya Bhawan, 2002.

Majumdar, R.C., H.C. Raychaudhary, K. Datta, *An advanced History of India*, New Delhi: Laxmi Publications, 2006.

Mukherjee, Rudrangshu, *The Year of Blood: Essays on the Revolt of 1857*, New Delhi: Social Science Press, 2014.

MA Semester: IV

National Movement of India – II: 1858 to 1947

Course Code: HIS502

Paper: II (Core)

Objective: The Indian national movement took a different course after the events of 1857 with several outward changes came in appearance and character of the British rule and simultaneous growth of Indian political consciousness. Indian nationalism became more organized and vehement with intra-national and international interplay of factors. The Indian National Congress, the revolutionaries, Gandhi were the major players on the road towards independence and partition which had been marred by divisive communalism. Through this course it is intended that the learners would discern and comprehend diverse historical phenomenon and changes unleashing during the period of study.

Pedagogy: The course is based on class room lectures, online interactions, tutorial discussions, seminar presentations, written assignments and probable historical trips.

Scheme of Examination

The breakup of marks shall be as under:

Component	2 credits course	4 credits course
Internal Assessment (25%)	25 Marks	50 Marks
Mid-term Examination (25%)	25 Marks	50 Marks
End-term Examination (50%)	50 Marks	100 Marks
Total	100 Marks	200 Marks

The question papers for the Mid-term and End-term examinations shall consist of three sections as given below:

Section A: Objective type questions of 1 or 2 Marks each such as MCQs, Fill in the Blanks, True/False, Match the Following, Assertion and Reason, One or two line answers, etc.

Section B: Short Answer Questions (SAQs) which shall be of 5 Marks each.

Section C: Long Answer Questions (LAQs) which shall be of 10 Marks each.

Unit-1

Indian polity after 1858: Rise of Political Consciousness and Infant Nationalism, Associations and Indian National Congress; Era of Loyalist Politics and Moderation; Imperial Attitudes

Unit-2

Challenging the Empire: Assertive Nationalism, Partition of Bengal, Politico-Economic Ferment, Agrarian Disturbances and Colonial Reactions; Politics of the First World War

Unit-3

Emergence of Gandhi: His Ideas, Philosophy and Politics from Champaran to Quit India; Emergence of Communalism and Sectarian Politics- Muslim League and Others

Unit-4

Alternative Road to Independence: Rise of Revolutionary Nationalism; Influences, Strategies and Actions; Diasporic Revolutionary Currents: Early Efforts and Ghadar; Interwar Revolutionary Praxis; Subhash Chandra Bose and Azad Hind Fauj

Unit-5

The Second World War, Colonial State and Anti-colonial Responses; Political Bargain- August Offer, Cripps Mission, Wavell Plan, Cabinet Mission Plan and Mountbatten Plan; Partition and Independence; Integration of Princely States; Rehabilitation of Refugees

Suggested Readings

Ambedkar, B.R., *Pakistan or the Partition of India*, New Delhi: Kalpz Publication, 2017.

Aziz, K.K, *History of Partition of India*, Atlantic Publishers, 2007.

बंदोपाध्याय, सेखर. *प्लासी से विभाजन तक और उसके बाद*, नई दिल्ली: ओरिएंट ब्लैकस्वान, 2015.

Brown, Judith, *Gandhi's Rise to Power*, Cambridge: Cambridge University Press, 1971.

Chandra, Bipan *et al.*, *India's Struggle for Independence, 1857-1947*, Delhi: Viking/Penguin Books, Reprint 2016.

Carl Bridge, *Holding India to the Empire: The British Conservative Party and the 1935 Constitution*, Sterling Publishers, 1986.

Dube, Ishita Banerjee, *A History of Modern India*, Cambridge University Press, New Delhi, 2015.

Hardy, Peter, *The Muslims of British India*, London: Cambridge University Press, 1972.

Low, D.A., (ed.), *Congress and the Raj*, New Delhi: Oxford University Press, 2004.

Majumdar, R.C., H.C. Raychaudhary, K. Datta, *An advanced History of India*, New Delhi: Laxmi Publications, 2006.

Majumdar, R.C., *The History and Culture of Indian people: British Paramountcy and Indian Renaissance Part I*, New Delhi: Bhartiya Vidya Bhawan, 2002.

Menon, V.P. *Transfer of Power in India*, New Delhi: Orient Blackswan, 1957.

Nanda, B.R., *Making of a nation: India's Road to Independence*, Delhi: Harper-Collins, 1998.

Pandey, Gyanendra (ed.), *The Indian Nation in 1942*, Calcutta: CSSS, K. P. Bagchi and Company, 1988.

Ray, Rajat. *Social Conflict and Political Unrest in Bengal, 1875-1927*, New Delhi: Oxford University Press, 1984.

सरकार, सुमित. *आधुनिक भारत*, नई दिल्ली: राजकमल प्रकाशन, 2019.

Sarkar, Sumit, *The Swadeshi Movement in Bengal*, New Delhi: Permanent Black, 1973.

Seal, Anil, *The Emergence of Indian Nationalism*, London: Cambridge University Press, 1971.

Singh, Dharmjit, *Lord Linlithgow in India: 1936-1943*, Jalandhar: ABS Publications, 2005.

Spinner- Barney, White, *Partition: The Story of Indian Independence and the Creation of Pakistan*, New York: Simon and Schuster, 2018.

चन्द, तारा. *भारतीय स्वतंत्रता आन्दोलन का इतिहास* (४ volume), प्रकाशन विभाग: भारत सरकार, 2011.

Tharoor, Shashi, *The Era of Darkness: The British Empire in India*, New Delhi: Aleph Book Company.

वर्मा, दीनानाथ. *आधुनिक भारत*, नई दिल्ली: ज्ञानदा प्रकाशन, 2018.

Zamindar, Vazira. *The Long Partition and the Making of Modern South Asia*, New Delhi: Viking, 2007.

MA Semester: IV

History of Revolutionary Nationalism in Modern India

Course Code: HIS521

Paper: III (Elective Specialization)

Objective: This course aims to introduce the student to the history of revolutionary nationalism in modern India, i.e. the role of various revolutionary movements and revolutionaries in the road towards independence. Through this course it is intended that the learners would discern and comprehend diverse historical phenomenon and changes unleashing during the period of study.

Pedagogy: The course is based on class room lectures, online interactions, tutorial discussions, seminar presentations and written assignments.

Scheme of Examination

The breakup of marks shall be as under:

Component	2 credits course	4 credits course
Internal Assessment (25%)	25 Marks	50 Marks
Mid-term Examination (25%)	25 Marks	50 Marks
End-term Examination (50%)	50 Marks	100 Marks
Total	100 Marks	200 Marks

The question papers for the Mid-term and End-term examinations shall consist of three sections as given below:

Section A: Objective type questions of 1 or 2 Marks each such as MCQs, Fill in the Blanks, True/False, Match the Following, Assertion and Reason, One or two line answers, etc.

Section B: Short Answer Questions (SAQs) which shall be of 5 Marks each.

Section C: Long Answer Questions (LAQs) which shall be of 10 Marks each.

Unit-1

Revolutionary nationalism as alternative to moderate (constitutional) nationalism - Theorising a revolution, its motivation (external and internal) and philosophy; Revolutionary past before 1857- Nascent ideas, methods and major events, popular resistances and uprisings

Unit-2

Post-1857 Revolutionary scenario- Rise of revolutionary centres and secret societies; Regional variants in Bengal, Maharashtra and other parts of India; Revolutionary Philosophies and British imperatives- Cases of Anushilan Samitis, Jugantar Party, Abhinav Bharat Society; Revolutionary societies abroad- India House, Ghadar Party and Berlin Committee

Unit-3

Shifting spaces and paradigms of revolution- Revolutionary nationalism in the aftermath of Rowlatt Act and Jallianwallah Bagh; The Naujawan Bharat Sabha, Hindustan Socialist Association and Hindustan Socialist Republican Army

Unit-4

Revolutionary lull 1930s to 1941- Causes; The rise of Indian National Army, Revolt of Indian naval ratings and INA trials; Consequential aftermath

Unit-5

Dichotomy of nationalisms- Revolutionary contestation versus constitutional loyalism; Debates and prominent ideologues – B.G. Tilak, Aurobindo Ghosh, V.D. Savarkar, Bhagat Singh and Subhash Chandra Bose

Suggested Readings

Peter Heehs (2004), *The Bomb in Bengal: The Rise of Revolutionary Terrorism in India, 1900-1910*, Oxford University Press.

Peter Heehs (1998), *Nationalism, Terrorism, Communalism: Essays in Modern Indian History*, Oxford University Press.

James Campbell Ker (1917), *Political Trouble in India: 1907-1917*, Superintendent Government Printing, Calcutta.

James Campbell Ker, *British Records of Revolutionary Movement in India*, Vol. I, Unistar Books.

H.W. Hale, *British Records of Revolutionary Movement in India: Revolutionary Activities in India 1917-1936*, Vol. III, Unistar Books.

Manmath Nath Gupta (1972), *History of the Indian Revolutionary Movement*, Somaiya Publications.

मनमथ नाथ गुप्त (1980), *क्रांतिकारी आन्दोलन का वैचारिक इतिहास*, निधि प्रकाशन.

T.R. Sareen (1979), *Indian Revolutionary Movement Abroad 1905-20*, Orient Book Distributors.

Prabhu Babu (2013), *Hindu Mahasabha in Colonial North India, 1915-1930: Constructing Nation and History*, Routledge.

वी.डी. सावरकर (2020), *मेरा आजीवन कारावास*, प्रभात प्रकाशन.

Vikram Sampath (2019), *Savarkar: Echoes from a Forgotten Past 1883-1924*, Penguin Viking.

MA Semester: IV
Modern World History: 1789-1945

Course Code: HIS522

Paper: IV (Elective Specialization)

Objective: This course aims to introduce the student to the modern history of world events which were instrumental in shaping and reshaping of relations and world order. Major issues and trends would delve into the various aspects of modern world history.

Pedagogy: The course is based on class room lectures, online interactions, tutorial discussions, seminar presentations and written assignments.

Scheme of Examination

The breakup of marks shall be as under:

Component	2 credits course	4 credits course
Internal Assessment (25%)	25 Marks	50 Marks
Mid-term Examination (25%)	25 Marks	50 Marks
End-term Examination (50%)	50 Marks	100 Marks
Total	100 Marks	200 Marks

The question papers for the Mid-term and End-term examinations shall consist of three sections as given below:

Section A: Objective type questions of 1 or 2 Marks each such as MCQs, Fill in the Blanks, True/False, Match the Following, Assertion and Reason, One or two line answers, etc.

Section B: Short Answer Questions (SAQs) which shall be of 5 Marks each.

Section C: Long Answer Questions (LAQs) which shall be of 10 Marks each.

Unit-1

The French Revolution 1789- Causes and Course of the Revolution; The Constituent Assembly and the National Convention; Effects of the Revolution; Legacy

Unit-2

American Civil War- Politics of Sectionalism; Lincoln, the War and the Emancipation Proclamation; Issues, historiography, interpretations

Unit-3

History of USSR- Revolutions of 1905; Towards Bolshevik Revolution; Russian Revolution of 1917 and socio-economic foundations of a socialist state; Lenin and Stalin

Unit-4

Imperialism; First World War: Causes, Course and Effects; Collective Security and League of Nations; The Great Depression; The New Deal

Unit-5

Fascism and Nazism; Militarism in Japan; Second World War: Causes, Course and Effects; The New World Order; UNO; Decolonization

Suggesting Readings

Fitzpatrick, Sheila. *The Russian Revolution 1917-1932*. New York, USA: Oxford University Press, 2001

Kemp, T. *Theories of Imperialism*. London: Dobson Books, 1967.

Kershaw, Ian. *The Nazi Dictatorship: Problems and Perspectives of Interpretation*. London: Hodder Arnold, 2000.

देवेश विजय. *आधुनिक यूरोप का इतिहास: आयाम एवं दिशाएं*. दिल्ली विश्वविद्यालय: हिन्दी माध्यम कायान्वय निदेशालय, 2010.

देशपांडे, ए., एम. झा, पी. चावला eds. *बीसवीं शताब्दी में विश्व इतिहास के प्रमुख मुद्दे*. दिल्ली विश्वविद्यालय: हिन्दी माध्यम कायान्वय निदेशालय, 2013.

Henig, Ruth. *The Origins of the First World War*. London: Routledge, 1989.

Eley, G. *From Unification to Nazism: reinterpreting Germany's Past*. London: Allen and Unwin, 1986.

कौशिक, करुणा. *साम्यवादी*, दिल्ली विश्वविद्यालय: हिन्दी माध्यम कायान्वय निदेशालय, 1999.

Foner, E. *Politics and Ideology in the Age of the Civil War*. New York: Oxford University Press, 1981.

अर्जुन देव और इंदिरा अर्जुन देव 2013. *समकालीन विश्व का इतिहास (1890-2008)*, ओरिएंट ब्लैकस्वान.

स्नेह महाजन 2014. *बीसवीं शताब्दी का विश्व इतिहास: एक झलक*. दिल्ली विश्वविद्यालय: हिन्दी माध्यम कायान्वय निदेशालय.

Lowe, Norman. *Mastering Modern World History*. Palgrave Macmillan, 2018.

Hobsbawm, Eric. *The Age of Extremes: 1914-1991*. Abacus, 1995.

MA Semester: IV
Contemporary India: Since 1947

Course Code: HIS523

Paper: V (Elective Specialization)

Objective: This course aims to introduce the student to India's contemporary history encompassing the making of modern India which includes major events, issues, challenges, changes and responses in post-independence era.

Pedagogy: The course is based on class room lectures, online interactions, tutorial discussions, seminar presentations and written assignments.

Scheme of Examination

The breakup of marks shall be as under:

Component	2 credits course	4 credits course
Internal Assessment (25%)	25 Marks	50 Marks
Mid-term Examination (25%)	25 Marks	50 Marks
End-term Examination (50%)	50 Marks	100 Marks
Total	100 Marks	200 Marks

The question papers for the Mid-term and End-term examinations shall consist of three sections as given below:

Section A: Objective type questions of 1 or 2 Marks each such as MCQs, Fill in the Blanks, True/False, Match the Following, Assertion and Reason, One or two line answers, etc.

Section B: Short Answer Questions (SAQs) which shall be of 5 Marks each.

Section C: Long Answer Questions (LAQs) which shall be of 10 Marks each.

Unit-1

Freedom & Partition; Integration of Princely States; Framing of the Constitution; Indian Republic and the Parliamentary Democracy; Linguistic Reorganization of States, 1956; Emergency under Indira; emergence of coalition politics; Mandal Commission; Panchayati Raj, Niti Ayoga; Ram Mandir in Ayodhya; Abrogation of Article 370 and 35A; Ban on Triple Talaq

Unit-2

Foreign Policy I: Continuity and Change- Nehruvian Era 1947-64: Foundation of Indian Foreign Policy; Panchsheel; Chinese Aggression; Non-Alignment; Post-Nehru Era: India-Pakistan War of 1971; Shimla Agreement; Pokharan I; *realpolitik*

Unit-3

Foreign Policy II: At the turn of Century: India and SAARC; Look East Policy; Pokharan II, Soft power projections; Indo-US Nuclear Deal; Modi's Era: Assertive and Cultural Diplomacy; Act East Policy; Neighbourhood First Policy; Relations with the US, Russia, China and other major powers

Unit-4

Beginnings of Planned Economy- Five Year Plans; Land Question; Industrial Policy; Green Revolution; New Economic Policy 1991; Progress in Science and Technology in the Nehruvian and post-Nehruvian Era; Liberalization of Economy – LPG; Economic transformation

Unit-5

Contemporary Issues and Challenges: Ecology and Environmental issues- Bhoodan, Chipko and Narmada Bachao Movements; Identity Politics in India; coalition politics; Left Wing Extremism and Insurgency; Cross-border terrorism; Population Explosion; Uniform Civil Code; Affirmative Action Debate

Suggested Readings

V.P. Menon, *The Story of Integration of the Indian States*, New Delhi, 1961.

Granville Austin, *The Indian Constitution*, New Delhi, 1966.

Jawaharlal Nehru, *India's Foreign Policy*, New Delhi, 1960.

K.V. Rao, *Parliamentary Democracy of India*, New Delhi, 1970.

D.R. Gadgil, *Policy-making in India*, New Delhi, 1985.

A.S. Narang, *Indian Government and Politics*, New Delhi, 1981.

Ranvir Vohra, *The Making of India: A History Survey*, New Delhi, 1981.

A. Appadorai, *Domestic Roots of India's Foreign Policy*, New Delhi, 1981.

Rajni Kothari, *Politics in India*, 1970.

F.R. Frankel, *India's Political Economy 1947-2004*, Second Edition, Oxford University Press, 2006.

Rudolph and Rudolph, *In Pursuit of Lakshmi: The Political Economy of the Indian State*, University of Chicago Press, 1987.

Paul R. Brass, *The Politics of India since Independence*, Second Edition, Cambridge University Press, 2003.

W.H. Morris-Jones, *Independent India: The First 50 Years*, 1998.

H. Karlekar, *The Wages of Freedom: 50 years of Indian Nation State*, Oxford University Press, 1999.

Partha Chatterjee (ed.) *Essays on Contemporary India*, 1999.

Partha Chatterjee (ed.) *State and Politics in India*, Oxford University Press, 1998.

Bipan Chandra, Mridula Mukherjee and Aditya Mukherjee, *India after Independence: 1947-2000*, Penguin, 2000.

Bimal Jalan (ed.), *The Indian Economy: Problems and Prospects*, Penguin India, 2004.

Daniel Thorner, *The Shaping of Modern India*, Allied Publishers, 1980.

David M. Malone, *Does the Elephant Dance? Contemporary Indian Foreign Policy*, Oxford, 2014.

हेमंत शर्मा. *युद्ध में अयोध्या*, प्रभात प्रकाशन, 2018.

हेमंत शर्मा. *अयोध्या का चश्मदीद*, प्रभात प्रकाशन, 2018.

MA Semester: IV

India's Relations with South and Southeast Asia

Course Code: HIS531

Paper: VI (Elective Open)

Objective: This course aims to introduce the student to India's contemporaneous relations with the two significant regions, namely South Asia and Southeast Asia. It will acquaint the students with India's influence in both the regions in terms of historical, cultural, economic and strategic engagement.

Pedagogy: The course is based on class room lectures, online interactions, tutorial discussions, seminar presentations and written assignments.

Scheme of Examination

The breakup of marks shall be as under:

Component	2 credits course	4 credits course
Internal Assessment (25%)	25 Marks	50 Marks
Mid-term Examination (25%)	25 Marks	50 Marks
End-term Examination (50%)	50 Marks	100 Marks
Total	100 Marks	200 Marks

The question papers for the Mid-term and End-term examinations shall consist of three sections as given below:

Section A: Objective type questions of 1 or 2 Marks each such as MCQs, Fill in the Blanks, True/False, Match the Following, Assertion and Reason, One or two line answers, etc.

Section B: Short Answer Questions (SAQs) which shall be of 5 Marks each.

Section C: Long Answer Questions (LAQs) which shall be of 10 Marks each.

Unit-1

South Asia as a region; India's centrality; demographic asymmetry; China in South Asia; Geopolitical realities and historical background of South Asia; geographic and historical engagement; India's political and economic relations with South Asian countries; Economic Linkages, asymmetry and the centrality of India; SAFTA; FTA with Sri Lanka; Cultural Interactions- Religious affinity; Arts and Material Culture of South Asia – Sculpture, Performing Arts, Painting, Architecture, Folklore

Unit-2

The genesis of SAARC: Historical Evolution, Members, bilateral cooperation, Zia-ur-Rehman Proposal of 1980, Colombo Meeting 1981 and the First SAARC Summit, Dacca 1985; Rationale, Principles and Objectives; South Asian search for collective self-reliance – Economic compulsions, political imperatives, geographical contiguity, geostrategic factors, socio-cultural commonalities, patterns and complementarily in development; India's role in SAARC

Unit-3

Challenges and opportunities of SAARC- Factors responsible for its non-emergence as an effective regional block; problems of integration; Issues in South Asia: History of Refugees in South Asia; Terrorism in South Asia; Regional imbalance; Political Instability, Corruption and lack of Intra-party Democracy

Unit-4

Southeast Asia as a region, members; India's influence in the region; Historical and cultural engagement; India's relations with member countries; India's economic dynamism in the regional context; Regional Cooperation: Areas of Complementarities and Conflicts; regional trade/economic arrangements/agreements in the region

Unit-5

India-ASEAN Free Trade Agreement, India-Singapore CECA; Delhi Dialogue; India's Look East/Act East Policy; 3-Cs (Commerce, Connectivity, Culture); India's Role in ASEAN; Strategic Partnership; Tourism & Connectivity; Challenges and Responses: Balancing China

Suggested Readings

Nicholas Tarling, ed. 1992. *The Cambridge History of Southeast Asia*, Vol. I, Cambridge: CUP.

Ray, H.P. 2000. *The Winds of Change: Buddhism and the Maritime Links of early South Asia*. Oxford University Press, New Delhi.

Cedes, G. 1968. *The Indianized states of South East Asia*. Hawaii.

Wales, H.G. 1951. *The Making of Greater India*. London.

Lipi Ghosh and Rila Mukherjee (Ed). 2016. *Rethinking Connectivity: Region, Place and Space in Asia*, Primus: New Delhi.

R.C Majumdar. 1979. *India and South East Asia*, B.R Publishing: Delhi.

L.J Bahadur Singh (ed). 1982. *Indians in South East Asia*, New Delhi.

Jayanta Kumar Ray. 2011. *Indian foreign Relations 1947-2007*, New Delhi: Routledge.

Bimal Prasad. 1989. *Regional Cooperation in South Asia: Problems and Perspectives*, New Delhi: Vikas.

Sisir Gupta. 1964. *India and Regional Integration in Asia*, Asia Publishing House: Bombay.

Meyer, Milton W. 1976. *South Asia: A Short History of the Subcontinent*, Ottawa: Littlefield.

Devin T. Hagerty (ed.) 2005. *South Asia in World Politics*, Rowman & Littlefield: New York.

Graham Chapman. 2003. *The Geopolitics of South Asia: From Early Empires to the Nuclear Age*, Ashgate Publishing.

Sugata Bose and Ayesha Jalal. 2011. *Modern South Asia: History, Culture, Political Economy*. London: Routledge.

MA Semester: IV

Contemporary Issues in International Relations

Course Code: HIS532

Paper: VII (Elective Open)

Objective: This course serves as an introduction to the study of important issues in contemporary international relations so as to acquaint the students with the emerging trends in the global order. It aims to teach students nuances and complexities of the contemporary debates and challenges in international relations and to study current events and the recent history that has shaped how states and other actors interact with each other across national borders.

Pedagogy: The course is based on class room lectures, online interactions, tutorial discussions, seminar presentations and written assignments.

Scheme of Examination

The breakup of marks shall be as under:

Component	2 credits course	4 credits course
Internal Assessment (25%)	25 Marks	50 Marks
Mid-term Examination (25%)	25 Marks	50 Marks
End-term Examination (50%)	50 Marks	100 Marks
Total	100 Marks	200 Marks

The question papers for the Mid-term and End-term examinations shall consist of three sections as given below:

Section A: Objective type questions of 1 or 2 Marks each such as MCQs, Fill in the Blanks, True/False, Match the Following, Assertion and Reason, One or two line answers, etc.

Section B: Short Answer Questions (SAQs) which shall be of 5 Marks each.

Section C: Long Answer Questions (LAQs) which shall be of 10 Marks each.

Unit-1

The United Nations: Millennium Development Goals, Expansion versus Deepening, Security Council Reforms, Debating the relevance of the UN

Unit-2

Decline of USSR and the end of Cold War; Independence of the Baltic States; Creation of the CIS; Debate of Bi-polarity versus Uni-polarity; Middle East Crisis; Arab Spring

Unit-3

Nature, Definition and Impact of Globalization; Role of the State and Non-State Actors; Regional Groupings; Regionalism versus Global Integration; Environment and Sustainable Development; Climate Change – Kyoto, Copenhagen; Disaster Management

Unit-4

Social Movements in North and South: Ecological; Feminist; Human Rights Issue

Unit-5

Definitions and Concepts: Non-alignment; NPT and CTBT; Conflict and Conflict Resolution; Refugees and Migration; Global Health; Rise of Fundamentalism; International Terrorism; International Security Discourse post-9/11; Cyber World and Social Media; Role of Civil Society

Suggested Readings

Mehmet Emin Erendor and Mehmet Fatih Öztarsu. 2020. Eds. *Contemporary Issues in International Relations: Problems of the International Community*. Cambridge Scholars Publishing.

John Baylis and Steven Smith. 2014. Eds. *The Globalization of World Politics: An Introduction to International Relations*. London: OUP.

Trevor Samson. 2000. *Issues in International Relations*. London: Routledge.

Walter Carlsnaes, Thomas Risse and Beth A. Simmons. 2002. Eds. *Handbook of International Relations*. London: Sage.

Adam Watson. 1992. *The Evolution of International Society: A Comparative Historical Analysis*. London: Routledge.

Amitav Acharya. 2009. *Whose Ideas Matter? Agency and Power in Asian Regionalism*. Ithaca: Cornell University Press.

Stephen Cohen. 2010. Ed. *The Routledge Handbook of South Asian Politics*. Routledge.

Sugata Bose. 2009. *The Indian Ocean: A Hundred Horizons in the Age of Global Empire*. Cambridge: Harvard University Press.

Kanti Bajpai and Siddharth Mallavarapu. 2005. Eds. *International Relations in India: Bringing Theory Back Home*. New Delhi: Orient Longman.

Christian Reus-Smit and Duncan Snidal. 2008. Eds. *The Oxford Handbook of International Relations*. Oxford: Oxford University Press.

Robert Jackson and Georg Sorenson. 2013. Eds. *Introduction to International Relations: Theories and Approaches*. United Kingdom: Oxford University Press.

R. J. Vincent. 1995. *Human Rights and International Relations*. Cambridge: CUP.

तपन बिस्वाल. 2010. *अंतर्राष्ट्रीय संबंध*. मैकमिलन.

एम.एल. शर्मा. 1968. *अंतर्राष्ट्रीय संबंध 1945-1968*. जयपुर.

पुष्पेश पंत. 2014. *21 वीं शताब्दी में अंतर्राष्ट्रीय संबंध*. मैकग्रा हिल.

फडिया एंड फडिया. 2018. *अंतर्राष्ट्रीय संबंध*. साहित्य भवन.

**Human Making and Skill Development Courses under Foundation Courses Category
offered to other Departments by the
Department of History, Culture and Archaeology**

Human Making Course

Course Code- UIH500

Credits- 4

Course Title- Understanding Indian Heritage

Course Contents

The course is meant to acculturate the students in the ethos of Indian heritage by the way of exposing them to its multiple facets. The basic knowledge about the historical and cultural heritage will lead to a better interface between human, society and the nation. The course will consist of five units giving the fundamental understanding of the different dimensional aspects of Indian heritage. The course desires to have at least one trip to any of the heritage sites of the country.

Scheme of Examination

The breakup of marks shall be as under:

Component	2 credits course	4 credits course
Internal Assessment (25%)	25 Marks	50 Marks
Mid-term Examination (25%)	25 Marks	50 Marks
End-term Examination (50%)	50 Marks	100 Marks
Total	100 Marks	200 Marks

The question papers for the Mid-term and End-term examinations shall consist of three sections as given below:

Section A: Objective type questions of 1 or 2 Marks each such as MCQs, Fill in the Blanks, True/False, Match the Following, Assertion and Reason, One or two line answers, etc.

Section B: Short Answer Questions (SAQs) which shall be of 5 Marks each.

Section C: Long Answer Questions (LAQs) which shall be of 10 Marks each.

Unit I

Heritage- Meaning and Nature; Types- Living Heritage, Tangible Heritage and Intangible Heritage

Unit II

Heritage in Indian context; its various components – Historical, Cultural and Natural

Unit III

World Heritage Sites in India- A Brief Introduction

Unit IV

Indian Historical and Cultural Transcendence – Major Examples from the Outside World

Unit V

Major Challenges to Indian Heritage- Economic, Social and Political

Suggested Readings

Basham, A.L. 2004. *The Wonder That Was India*. Picador Indian Edition.

Singhania, Nitin. 2017. *Indian Art and Culture*. Tata McGraw Hill: New Delhi.

www.heritageintach.org

Biswas, S.S. 1999. *Protecting the Cultural Heritage (National Legislations and International Conventions)*. New Delhi: INTACH.

Lahiri, N. 2012. *Marshaling the Past - Ancient India and its Modern Histories*. Ranikhet: Permanent Black. (Chapters 4 and 5)

Mathur, Anurag. 2017. *Indian Culture and Heritage*. Vol. I. Create Space Independent Publishers.

Vatsayayana, Kapila. 2006. *The Cultural Heritage of India*. Vedanta Publishers

www.asi.nic.in

www.unesco.org

Skill Development Course

Course Code- IAM501

Credits- 4

Course Title- Introduction to Archives and Museums

Course Contents

The primary aim of this course is to acquaint the students with the basics, the need and functioning of the archives and museums which house the important remains of the distant and near past. It will enable the students to understand the methods of their working, their primary responsibilities and their significance as the repositories of past knowledge. In the process of learning this course will also acquire the basic skills of using and studying museums and archives. The course is divided into five units of total two credits.

Scheme of Examination

The breakup of marks shall be as under:

Component	2 credits course	4 credits course
Internal Assessment (25%)	25 Marks	50 Marks
Mid-term Examination (25%)	25 Marks	50 Marks
End-term Examination (50%)	50 Marks	100 Marks
Total	100 Marks	200 Marks

The question papers for the Mid-term and End-term examinations shall consist of three sections as given below:

Section A: Objective type questions of 1 or 2 Marks each such as MCQs, Fill in the Blanks, True/False, Match the Following, Assertion and Reason, One or two line answers, etc.

Section B: Short Answer Questions (SAQs) which shall be of 5 Marks each.

Section C: Long Answer Questions (LAQs) which shall be of 10 Marks each.

Unit I

Definition of archive and museum; Difference between the two

Unit II

History of archives and museums in India- An overview

Unit III

Basics of archives management- Acquisition, arrangement, upkeep and retrieval of records

Unit IV

Basics of Museology; Emerging trends

Unit V

Archives, museums and societal relevance

Suggested Readings

Sengupta, S. 2004. *Experiencing History through Archives*. Munshiram Manoharlal: Delhi.

Kathpalia, Y.P. 1973. *Conservation and Restoration of Archive Materials*. UNESCO.

Choudhary, R.D. 1988. *Museums of India and their Maladies*. Agam Kala: Calcutta.

Agrawal, O.P. 2006. *Essentials of Conservation and Museology*. Sandeep Prakashan: Delhi.

Chakrabarti, Mahua. 2016. *Museums of India*. National Book Trust: New Delhi.

nationalarchives.nic.in

archive.org

nehruememorial.nic.in