

## MA Syllabus (2021-23)

Semester	Name of the Course	Course	Course Code	Credits
I	Foundation of Indian Culture	Major (IDP)	HIS469	2
I	Gandhian Thought		HIS470	
I	Issues in Contemporary India		HIS471	
I	Political and Economic History of India up to 8 <sup>th</sup> century CE	Major	HIS451	4
I	Political and Economic History of India – 8 <sup>th</sup> c. CE to 16 <sup>th</sup> c. CE	Major	HIS452	4
I	Society, Culture and Dharma in India up to Early Medieval Period	Minor	HIS453	4
	Art and Architecture of India up to Early Medieval Period		HIS454	
	Women in Indian History		HIS455	
I	Outline of Historical Tourism	Skill/Vocational	HIS456	4
I	Bhartiya Knowledge System	IKS	HIS457	2
Semester	Name of the Course	Course	Course Code	Credits
II	Political and Economic History of India during 16 <sup>th</sup> -17 <sup>th</sup> Centuries	Major	HIS461	4
II	National Movement of India – I: 1757 to 1857	Major	HIS462	4
II	National Movement of India – II: 1858 to 1947	Major	HIS463	4
II	Introduction to the History of Himalayan Regions	Minor	HIS464	2
	Socio-cultural and Religious History of India from Medieval to Modern Times		HIS465	
	Emergence of Colonialism, Imperialism and Early Resistances		HIS466	
II	Understanding Archaeology	Skill/Vocational	HIS467	2
II	Science and Technology in Ancient India	IKS	HIS468	2
II	Major Issues in the Contemporary World	IDP	HIS472	2
	Cultural Heritage of Bharat		HIS473	
	Environment in Bhartiya Thought		HIS474	
Semester	Name of the Course	Course	Course Code	Credits
III	History of Indian Thought and Thinkers	Major (Elective Specialization)	HIS582	4
	History of Revolutionary Nationalism in Modern India		HIS583	
	Contemporary India: Since 1947		HIS584	

III	Research Methodology in History (50% Theory and 50% Practical)	Minor	HIS585	4
III	Software Based Data Analysis	Vocational/ Skill	HIS586	4
III	Review of Literature, Research Proposal (50% Theory and 50% Practical)		HIS587	8
<b>Semester</b>	<b>Name of the Course</b>	<b>Course</b>	<b>Course Code</b>	<b>Credits</b>
IV	Modern World History: 1789-1945	Major (Elective Specialization)	HIS588	4
	Contemporary Issues in International Relations		HIS589	
	India's Relations with South and Southeast Asia		HIS590	
IV	Academic Writing (Theory)	Minor	HIS591	2
	Paper Publication/Seminar-Conference Presentation at National Level (Practical)			2
IV	Subject Based Data Analysis (50% Theory and 50% Practical)	Vocational/ Skill	HIS592	4
IV	Dissertation	Dissertation and Viva-Voce	HIS593	4
	Presentation and Viva-Voce			4

### Syllabus for Ph.D. Course Work

Semester	Name of the Paper	Course	Course Code	Credits
I	Research Methodology in History	Core	REM600	4
I	Research and Publication Ethics	Core	RPE601	2
I	Pedagogy of Teaching-Learning Process	University- wide Course (Core)	PTLP	2
I	Indian Traditional Knowledge and Practices	Core	ITKP651	2
I	Indian Historiography	Elective	IHI602	4
I	Sources of Ancient Indian History	Elective	AIH603	4
I	Historiography of Medieval India	Elective	MEI604	4
I	Historiography of Modern India	Elective	MOI605	4

# MA Course Content

## MA Semester: I

**Course Name: Foundation of Indian Culture**

**Course Code: HIS469**

**Teacher: Dr. Pravat Ranjan Sethi**

**Paper: Major (IDP)**

**Credits: 02**

**Credits Equivalent: 2 Credits** (One credit is equivalent to 10 hours of lectures/organized classroom activity/contact hours; 5 hours of laboratory work/practical/field work/Tutorial/teacher-led activity and 15 hours of other workload such as independent individual/group work; obligatory/optional work placement; literature survey/library work; data collection/field work; writing of papers/projects/dissertation/thesis; seminars, etc.)

**Course Objectives:** This course aims to introduce the student to the foundations of Indian culture and traditions, viz. Hindu dharma, varna system, epics and art.

### Course Outcomes:

- ❖ This course introduces the student to the various facets of the history of Indian culture from the earliest times to the present.
- ❖ It will acquaint the students with the vast plethora of texts related to Bhartiya religions and philosophy.
- ❖ The course out would also include the gaining of knowledge about the various strands of socio-religious reform movements.
- ❖ The course will generate curiosity among the learners about the great reformers who had made landmark contributions to the Indian culture.

**Attendance Requirements:** Students are expected to attend all lectures in order to be able to fully benefit from the course. A minimum of 75% attendance is a must failing which a student may not be permitted to appear in examination.

### Evaluation Criteria:

1. Mid Term Examination: 20%
2. End Term Examination: 60%
3. Continuous Internal Assessment: 20%, i.e. 20 marks out of 100

### Unit-1

Main features of Indian culture; Hindu dharma, Bauddha and Jain dharma; features of Puranic and Vedic dharma; Varna System; Ashram System.

## Unit-2

Samskaras; Purusharthas; Centres of ancient Indian education; Ramayana and Mahabharata; Kalidas, Tulsidas and Sant Parampara

## Unit-3

Mauryan Art; Gandhara and Mathura art; Gupta and Medieval Architecture; Bhakti Movement; Brahma Samaj and Arya Samaj; Swami Vivekananda, Rabindranath Tagore and Sri Aurobindo.

### Suggested Readings

R.C. Majumdar and Pusalker, *The History and Culture of Indian the Indian People*, Vol. I, II, III, IV, IX, pt. I & II (Chapter on Art, Religion and Literature only).

B.N. Luniya, *Evolution of Indian Culture*.

A.K. Coomaraswamy, *Indian Architecture*, Vol. I & II.

Percy Brown, *Indian Paintings*.

A.S. Altekar, *Education in Ancient India*.

R.K. Mookerjee, *Cultural Heritage of India*, Vol. IV.

A.L. Basham, *The Wonder That was India*.

S. Jaiswal, *History of Vaishnavism*.

Sushmita Pande, *Medieval Bhakti Movement*.

परमेश्वरी लाल गुप्ता, *भारतीय वास्तुकला*.

आर. जी. भण्डारकर, *वैष्णव, शैव और अन्य धार्मिक मत*.

कमलेश भारद्वाज, *भारतीय संस्कृति*.

शिव कुमार गुप्त, *भारतीय संस्कृति के मूलाधार*.

## MA Semester: I

**Course Name: Gandhian Thought**

**Course Code: HIS470**

**Teacher: Dr. Pravat Ranjan Sethi**

**Paper: Major (IDP)**

**Credits: 02**

**Credits Equivalent: 2 Credits** (One credit is equivalent to 10 hours of lectures/organized classroom activity/contact hours; 5 hours of laboratory work/practical/field work/Tutorial/teacher-led activity and 15 hours of other workload such as independent individual/group work; obligatory/optional work placement; literature survey/library work; data collection/field work; writing of papers/projects/dissertation/thesis; seminars, etc.)

**Course Objectives:** This course aims to introduce the student to the various aspects of Gandhian philosophy and thought, viz. *satya* and *ahimsa*, political philosophy and world order and his views on Hindu dharma, sarvodaya and swadeshi.

### Course Outcomes:

- ❖ This course introduces the student to Gandhian thoughts in a general sense.
- ❖ Its outcome will specifically lead a learner towards developing a finer understanding of Gandhian philosophy.
- ❖ The learners will understand the relevance of Gandhian thoughts today.
- ❖ The outcome will also include preparing the learner to do further research on the themes depicted in the course.

**Attendance Requirements:** Students are expected to attend all lectures in order to be able to fully benefit from the course. A minimum of 75% attendance is a must failing which a student may not be permitted to appear in examination.

### Evaluation Criteria:

1. Mid Term Examination: 20%
2. End Term Examination: 60%
3. Continuous Internal Assessment: 20%, i.e. 20 marks out of 100

### Unit-1

Gandhian social and political thought; views on human nature, peace, non-violence and power; Hind Swaraj; Ramrajya; views on religion and politics.

### Unit-2

Basic precept of Satyagraha; Swaraj through Swadeshi; views on nation, nationalism and national integration; views on status of women, Panchayati raj, decentralization and trusteeship.

### Unit-3

Sarvodaya; Gandhi's views on world order; views on parliamentary democracy and state; views on education, health and self-sufficiency; experiments with truth.

#### **Suggested Readings**

Chandran Devanesan, *The Making of the Mahatma*, Orient Longman, New Delhi, 1969.

M. P. Mathai, *Mahatma Gandhi's World View*, Gandhi Peace Foundation, New Delhi, 2000.

P. K. Jose, *The Foundation of Gandhian Thought*, Gandhi Peace Foundation Trust, Calicut, 1985.

Aacharya Kripalani, *Gandhi Vichar Vimarsh*, Shravan Trust, Ahmedabad.

Unto Tähtinen, *The Core of Gandhian Philosophy*, Abhinav, New Delhi, 1979.

K. M. Prasad, *Sarvodaya of Gandhi*, Raj Hans Publications, 1984.

M. K. Gandhi, *Hind Swaraj*, Navajivan Publishing House, Ahmedabad, 2008.

Bhikhu Parikh, *Gandhi's Political Philosophy*, London, Macmillan Press, 1989.

M. K. Gandhi, *Sarvodaya*, Ahmedabad, Navajivan Publishing House.

Naresh Dadhich, *Non-violence, Peace and Politics: Understanding Gandhi*, Avishkar Publishers, Jaipur, 2003.

Thomas Weber, *Gandhi, Gandhism and Gandhians*, Roli Books, New Delhi, 2006.

M.K. Gandhi, *Key to Health*.

M. K. Singh, *Gandhi on Education*, New Delhi, Rajat Publications.

R.R. Diwakar, *Satyagraha: Its Technique and History*, Bombay, Hind Kitabs.

## MA Semester: I

**Course Name: Issues in Contemporary India**

**Course Code: HIS471**

**Teacher: Dr. Pravat Ranjan Sethi**

**Paper: Major (IDP)**

**Credits: 02**

**Credits Equivalent: 2 Credits** (One credit is equivalent to 10 hours of lectures/organized classroom activity/contact hours; 5 hours of laboratory work/practical/field work/Tutorial/teacher-led activity and 15 hours of other workload such as independent individual/group work; obligatory/optional work placement; literature survey/library work; data collection/field work; writing of papers/projects/dissertation/thesis; seminars, etc.)

**Course Objectives:** This course aims to introduce the student to the issues and prevailing condition in various spheres in contemporary India, viz. emergency, identity politics, international relations, abrogation of Article 370, Uniform Civil Code.

### Course Outcomes:

- ❖ Its outcome will lead a learner towards developing a detailed understanding of India after Independence.
- ❖ How various political and economic phenomena unfolded in decolonized India will be understood.
- ❖ The course will bring a learner to the present years when several landmark decisions took place.
- ❖ The course intends to develop a historical understanding of political processes.

**Attendance Requirements:** Students are expected to attend all lectures in order to be able to fully benefit from the course. A minimum of 75% attendance is a must failing which a student may not be permitted to appear in examination.

### Evaluation Criteria:

1. Mid Term Examination: 20%
2. End Term Examination: 60%
3. Continuous Internal Assessment: 20%, i.e. 20 marks out of 100

### Unit-1

Integration of Princely States; Emergency under Indira Gandhi; Emergence of coalition politics; Mandal Commission; Identity Politics; Abrogation of Article 370 and 35A; Ban on Triple Talaq; Uniform Civil Code.

### Unit-2

Foreign Policy: Continuity and Change; Soft power diplomacy; Act East Policy; Neighbourhood First Policy; Relations with the US, Russia, China and other major powers.

### Unit-3

Green Revolution; New Economic Policy 1991; Liberalization of Economy LPG; Contemporary Issues & Challenges: Environmental issues; Left Wing Extremism & Insurgency; Cross-border terrorism.

## **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.
- 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: I

**Course Name: Political and Economic History of India up to 8<sup>th</sup> century CE**

**Course Code: HIS451**

**Teacher: Dr. Rajeev Kumar**

**Paper: Major**

**Credits: 04**

**Credits Equivalent: 4 Credits** (One credit is equivalent to 10 hours of lectures/organized classroom activity/contact hours; 5 hours of laboratory work/practical/field work/Tutorial/teacher-led activity and 15 hours of other workload such as independent individual/group work; obligatory/optional work placement; literature survey/library work; data collection/field work; writing of papers/projects/dissertation/thesis; seminars, etc.)

**Course Objectives:** 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.

### Course Outcomes:

- ❖ The learner will be acquainted with the political aspects of the history of India from the earliest times to the 8<sup>th</sup> century.
- ❖ The Vedic and pre-Vedic history of India will be understood by the learners.
- ❖ The economic processes unleashed during the period will be understood.
- ❖ The broader contexts of politico-economic transactions will be made known.
- ❖ The students will understand the process of state formation since early times.
- ❖ Different dynastic rules under which the political concepts are concretized will be apprised to the learners.
- ❖ The learners will bring home the important facets of polity and economy of south India
- ❖ A major learning outcome will be that the learners will be made more sensitive toward the glorious heritage of India

**Attendance Requirements:** Students are expected to attend all lectures in order to be able to fully benefit from the course. A minimum of 75% attendance is a must failing which a student may not be permitted to appear in examination.

### Evaluation Criteria:

1. Mid Term Examination: 20%
2. End Term Examination: 60%
3. Continuous Internal Assessment: 20%, i.e. 20 marks out of 100

### 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.
- 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 12<sup>th</sup> 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

**Course Name: Political and Economic History of India – 8th c. CE to 16th c. CE**

**Course Code: HIS452**

**Paper: Major**

**Teacher: Dr. Narayan Singh Rao**

**Credits: 04**

**Credits Equivalent: 4 Credits** (One credit is equivalent to 10 hours of lectures/organized classroom activity/contact hours; 5 hours of laboratory work/practical/field work/Tutorial/teacher-led activity and 15 hours of other workload such as independent individual/group work; obligatory/optional work placement; literature survey/library work; data collection/field work; writing of papers/projects/dissertation/thesis; seminars, etc.)

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

### Course Outcomes:

- ❖ The learner will be acquainted with the political aspects of the history of India from the earliest times to the 8th c. CE to 16th c. CE
- ❖ The course outcome will be that the student will develop deeper familiarity with the political and economic aspects of Indian history from the early medieval period up to the end of the Sultanate and the beginning of the Mughal period.
- ❖ The broader contexts of politico-economic transactions will be made known.
- ❖ The students will understand the process of state formation in medieval and pre-medieval times.
- ❖ Different dynastic rules under which the political concepts are concretized will be apprised to the learners.
- ❖ The learners will bring home the conceptual knowledge of the polity and economy of medieval India in its northern and southern regions.
- ❖ The development of major political and economic institutions will be learned.

**Attendance Requirements:** Students are expected to attend all lectures in order to be able to fully benefit from the course. A minimum of 75% attendance is a must failing which a student may not be permitted to appear in examination.

### Evaluation Criteria:

1. Mid Term Examination: 20%
2. End Term Examination: 60%
3. Continuous Internal Assessment: 20%, i.e. 20 marks out of 100

### Unit- 1

Tripartite Struggle for mastery over Northern India, Arab Invasion of Sindh; Turkish Invasions and foundation of Delhi Sultanate; Consolidation of Delhi Sultanate under slave, Khilji, Tughlaq and

Lodi Dynasties causes of the Fall of Hindu Kingdoms; Taimur's Invasion of India; North-western Frontier Policy of the Sultans of Delhi; Religions Policy of Delhi Sultanate.

## **Unit -2**

Conceptual considerations; Theory of sovereignty/ kingship nature of Islamic state, the structure of Central Provincial and Local administration; South India Administration of Vijayanagar and Bahmani kingdoms; Nayaka System.

## **Unit- 3**

Economy of Medieval India; Urbanization, Trade and commerce, money and market guilds, Agricultural Technology and non-agricultural production. Economy of Vijayanagar and Bahmani kingdom.

## **Unit- 4**

System of land Grants; Brahmedeya, Devadana- Ur, Nadu etc. Maritime Trade, Internal and External trade Land Revenue system in Delhi Sultanate; Economic reforms of Alauddin Khilji

## **Unit -5**

Vijayanagar kingdom- sources of study; consolidation of the Empire: The Sangama Saluva, Tuluva Dynasties; Krishnadeva Raya; Economy, Industries agrarian taxation rise and the fall of Bahmani kingdom; Socio-economic condition of the state: reforms of Mahmud Gawan

## **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.
- R. Sewell. *Forgotten Empire*, New Delhi, 1980.
- Peter Jackson. *The Delhi Sultanate: A Political and Military History*. Cambridge, 2003.
- Sunil Kumar. *The Emergence of the Delhi Sultanate*. Delhi, 2007.

## MA Semester: I

**Course Name: Society, Culture and Dharma in India up to Early Medieval Period**

**Course Code: HIS453**

**Paper: Minor**

**Teacher: Dr. Thuktan Negi**

**Credits: 04**

**Credits Equivalent: 4 Credits** (One credit is equivalent to 10 hours of lectures/organized classroom activity/contact hours; 5 hours of laboratory work/practical/field work/Tutorial/teacher-led activity and 15 hours of other workload such as independent individual/group work; obligatory/optional work placement; literature survey/library work; data collection/field work; writing of papers/projects/dissertation/thesis; seminars, etc.)

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

### Course Outcomes:

- ❖ The course will make the student learn about the society, culture and dharma and other related aspects of Indian history.
- ❖ The social and cultural dynamics from the earliest times up to the early medieval period will be understood.
- ❖ The evolution of society from pastoralism to the advanced economic stage will be known.
- ❖ How Vedas and allied literature shaped the cultural and religious life of India will be learned.
- ❖ The learners will learn the concept of Dharma and how it is different from religion.
- ❖ The development of culture and society in the Deccan and deep South will be understood.
- ❖ Knowledge will be acquired about the growth of art and literature during the period.

**Attendance Requirements:** Students are expected to attend all lectures in order to be able to fully benefit from the course. A minimum of 75% attendance is a must failing which a student may not be permitted to appear in examination.

### Evaluation Criteria:

1. Mid Term Examination: 20%
2. End Term Examination: 60%
3. Continuous Internal Assessment: 20%, i.e. 20 marks out of 100

### Unit-1

Earliest stone tools- Sequences and materials in the Northwest, Central, Eastern and peninsular India; Neolithic cultures- Early agriculture and domestication; Pre-historic and proto-historic religion

## Unit-2

Early to Mature Sindhu Saraswati culture- distribution, extent, town planning and architecture, settlement patterns and regional variations, socio-political and religious organization; Funerary customs and religious practices- 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; Slavery system; Contemporary and successor cultures- OCP (Ochre coloured pottery), PGW (Painted Grey Ware), Megalithic and Chalcolithic Cultures

## Unit-4

Meaning of word 'Dharma' – Indian concept of religion; religious movements like Jainism and Buddhism; Tantricism; 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; 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.
- Thapar, Romila. *Ashoka and the Decline of the Mauryas*. 3<sup>rd</sup> Ed. Edition, Oxford, 2012.

## MA Semester: I

**Course Name: Art and Architecture of India up to Early Medieval Period**

**Course Code: HIS454**

**Teacher: Dr. Raghvendra Yadav**

**Paper: Minor**

**Credits: 04**

**Credits Equivalent: 4 Credits** (One credit is equivalent to 10 hours of lectures/organized classroom activity/contact hours; 5 hours of laboratory work/practical/field work/Tutorial/teacher-led activity and 15 hours of other workload such as independent individual/group work; obligatory/optional work placement; literature survey/library work; data collection/field work; writing of papers/projects/dissertation/thesis; seminars, etc.)

**Course Objectives:** This course aims to introduce the student to the traditions of art and architecture in Indian history from the earliest times up to the early medieval period.

### Course Outcomes:

- ❖ The course will make the student learn about Art and Architecture and other related aspects of Indian history.
- ❖ The traditions of art and architecture in Indian history from the earliest times up to the early medieval period will be learned.
- ❖ The evolutionary ideas behind art and architecture will be understood,
- ❖ The learners will learn about the different forms of art that evolved in different religions.
- ❖ The development of art in caves, temples, stupas and monasteries will be known.
- ❖ Various factors that shaped art will be discovered.
- ❖ Significant examples of art and architecture and the value they hold will be an outcome.
- ❖ New themes for research will be made available.

**Attendance Requirements:** Students are expected to attend all lectures in order to be able to fully benefit from the course. A minimum of 75% attendance is a must failing which a student may not be permitted to appear in examination.

### Evaluation Criteria:

1. Mid Term Examination: 20%
2. End Term Examination: 60%
3. Continuous Internal Assessment: 20%, i.e. 20 marks out of 100

### 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, Khandagiri, Kanheri and Ajanta; chaitya and 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 and Vesara; evolution of the Temple Architecture- Pallava and Chola; Temples of Deccan, Orissa, Central India and Gujarat; religious and 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. Chapter on Architecture (History and Culture of The Indian People, Bharatiya Vidya Bhawan, Volume 2 and 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

**Course Name: Women in Indian History**

**Course Code: HIS455**

**Teacher: Dr. Raghvendra Yadav**

**Paper: Minor**

**Credits: 04**

**Credits Equivalent: 4 Credits** (One credit is equivalent to 10 hours of lectures/organized classroom activity/contact hours; 5 hours of laboratory work/practical/field work/Tutorial/teacher-led activity and 15 hours of other workload such as independent individual/group work; obligatory/optional work placement; literature survey/library work; data collection/field work; writing of papers/projects/dissertation/thesis; seminars, etc.)

**Course Objectives:** This course aims to introduce the student about the women in Ancient, Medieval, Colonial, and tribal societies, and women's representations in literature and societies.

### **Course Outcomes:**

- ❖ The course will make the student learn about the women in Ancient, Medieval, Colonial, and tribal societies.
- ❖ Women's representations in literature and societies will be discovered.
- ❖ The evolutionary ideas behind art and architecture will be understood.
- ❖ The learners will learn about the different sources of study to understand women's history.
- ❖ The status of women in different religious and cultural systems will be known.
- ❖ Various factors that shaped the position of women will be discovered.
- ❖ Aspects of women in tribal systems will be learned.
- ❖ Understanding the role of women in the Indian freedom movement will be an outcome.

**Attendance Requirements:** Students are expected to attend all lectures in order to be able to fully benefit from the course. A minimum of 75% attendance is a must failing which a student may not be permitted to appear in examination.

### **Evaluation Criteria:**

1. Mid Term Examination: 20%
2. End Term Examination: 60%
3. Continuous Internal Assessment: 20%, i.e. 20 marks out of 100

### **Unit-I**

Sources of Study-Literary and Archaeological Sources, Archival and Non-Archival Sources, Govt. Files, Census Reports, Private papers, Autobiographies.

### **Unit-II**

Religion and Women-Brahmanical, Jainism, Buddhism, Christianity, Islam and Sikhism, Reform movement and Women-Bhakti Movement, Brahma samaj, Arya samaj.

### **Unit-III**

Customary and Legal status of Women-Ancient India, Medieval India, Colonial India, Post-Independent India and Tribal societies: Role of Women in Household, Agriculture Industry and their Right of property

### **Unit-IV**

Education and Women-Ancient India, Medieval India, Colonial India, Post-Independent India. Rise and growth of women's organizations in colonial and Post-Independent India. Political Participation of Women, Various Movements of Women in colonial and Post Independent India. The role women in Independence Movement.

### **Unit-V**

Women and Culture-Women representation and participation in Literature, Art, Sculpture, Music, Dance, Cinema, historical Writings and Media.

### **Suggest Readings**

- A.S. Altekar: The Position of Women in Hindu Civilization, Delhi, 1978.
- A. Basu & B. Ray: Women's Struggle: A History of the All-India Women conference, 1927, 1990, Delhi.
- B.S. Upadhaya: Women in Rigveda
- Neera Desai: Women in Modern India, Mumbai, 1957.
- J. Krishnamurty (ed.): Women in Colonial India, Essays on Survival Work and State, OUP, Delhi, 1989.
- M.C. Parekh: The Brahma Samaj.
- Vina Mazumdar: Symbols of Power: Studies on the Political Status of Women in India, Allied, Delhi, 1979.
- Rekha Mishra: Women in Mughal India, 1526-1748, M. M. Pub., Delhi, 1967.
- B.R. Nanda: Indian Women from Purdah to Modernity, Vikas, Delhi, 1976.
- Gail Minault: The Extended Family Women and Political Participation in India and Pakistan, South Asia Books, Columbia, 1981.
- Towards Equality: Report of Committee on the Status of Women in India, Govt. of India, Delhi, 1975
- 12. Ashraf: Social and Economic Life in Medieval India.
- Sashi Arora: Rajasthan Main Nari Ki Sthiti.

## MA Semester: I

**Course Name: Outline of Historical Tourism**

**Course Code: HIS456**

**Teacher: Dr. Kanwar Chanderdeep Singh**

**Paper: Skill/Vocational**

**Credits: 04**

**Credits Equivalent: 4 Credits** (One credit is equivalent to 10 hours of lectures/organized classroom activity/contact hours; 5 hours of laboratory work/practical/field work/Tutorial/teacher-led activity and 15 hours of other workload such as independent individual/group work; obligatory/optional work placement; literature survey/library work; data collection/field work; writing of papers/projects/dissertation/thesis; seminars, etc.)

**Course Objectives:** To introduce the concept of Historical tourism, its, growth and development, motivations for historical understanding, it helps build image to preserve the cultural and historical heritage; with culture as an instrument, it facilitates harmony and understanding among students.

### **Course Outcomes:**

- ❖ The course will delve into the concept of historical tourism, its growth and development and motivations for historical understanding.
- ❖ It will make learners help build an image to preserve the cultural and historical heritage of the country.
- ❖ How history and culture are an important part of realizing the tourism potential will be discovered.
- ❖ The course will develop an interdisciplinary acumen in the learners.
- ❖ The importance of world heritage sites in India will be learned.
- ❖ The course would prompt the students to visit the historical places and sites which are also great tourist destinations.
- ❖ The learner will be acquainted with different forms of tourism including tribal tourism.
- ❖ Understanding the role of historical places in generating income from touring will be an outcome.

**Attendance Requirements:** Students are expected to attend all lectures in order to be able to fully benefit from the course. A minimum of 75% attendance is a must failing which a student may not be permitted to appear in examination.

### **Evaluation Criteria:**

1. Mid Term Examination: 20%
2. End Term Examination: 60%
3. Continuous Internal Assessment: 20%, i.e. 20 marks out of 100

### **Unit-I**

Meaning of Tourism: History of Tourism, Types and Forms of Tourism, Components of Tourism, Art and Architecture in India: An Outline

## **Unit-II**

Understanding Built Heritage, Temple Architecture, Kandariya Mahadeva Temple Khajuraho, Konark Temple, Stupa Architecture: Sanchi, Indo-Persian Architecture: Taj Mahal, Agra, Red Fort, Humayun Tomb, Delhi.

## **Unit-III**

Temple Architecture in various parts of India as Historical Attraction: A study of Historical Sites, Historical Events.

## **Unit-IV**

Historical Tourism, Social and Cultural Heritage, Literary and Art Heritage, Overview of Tribal Tourism in India.

## **Unit-V**

Buddhist (monastery) and Jain Sculpture, Indian Handicrafts, Textiles and Colonial Architecture, Importance of Hill Station etc.

## **Suggested Readings**

- Brown, Percy, Indian Architecture, Bombay, 1940.
- Ghosh, B., Tourism and Travel Management, New Delhi, 1998.
- Harle, J., The Art and Architecture of the Indian Subcontinent, London, 1994.
- Layton, R., P. Stone and J. Thomas (eds.), Destruction and Conservation of cultural property, London, 2001.
- Biswas, S.S., Protecting the Cultural Heritage, New Delhi, INTACH, 1999.
- Thakur, Laxman S., Buddhism in the Western Himalaya: A Study of the Tabo Monastery, Delhi, 2001.

## MA Semester: I

**Course Name: Bhartiya Knowledge System**

**Course Code: HIS457**

**Teacher: Dr. Pravat Ranjan Sethi**

**Paper: IKS**

**Credits: 02**

**Credits Equivalent: 2 Credits** (One credit is equivalent to 10 hours of lectures/organized classroom activity/contact hours; 5 hours of laboratory work/practical/field work/Tutorial/teacher-led activity and 15 hours of other workload such as independent individual/group work; obligatory/optional work placement; literature survey/library work; data collection/field work; writing of papers/projects/dissertation/thesis; seminars, etc.)

**Course Objectives:** To introduce the students to the Bhartiya knowledge system which encapsulates the ancient/traditional education system and various schools of philosophy and to acquaint them with various technological and scientific endeavours in the Bhartiya *parampara*.

### Course Outcomes:

- ❖ The course will delve into the antiquity of the Bhartiya civilization.
- ❖ It will make learners help build a deeper appreciation of knowledge attainments of India since earliest times.
- ❖ How the Bhartiya Knowledge System encompassed varied dimensions of human life will be learned.
- ❖ The course will develop an interdisciplinary acumen in the learners as it will deal with Bhartiya sciences, art and architecture.
- ❖ The course will develop the feeling of pride vis a vis the nation as the knowledge provider of the world.

**Attendance Requirements:** Students are expected to attend all lectures in order to be able to fully benefit from the course. A minimum of 75% attendance is a must failing which a student may not be permitted to appear in examination.

### Evaluation Criteria:

1. Mid Term Examination: 20%
2. End Term Examination: 60%
3. Continuous Internal Assessment: 20%, i.e. 20 marks out of 100

### Unit I: Bharatiya Civilization and Development of Knowledge System (4 hours)

Antiquity of Civilization; Discovery of the Saraswati River; the Saraswati-Sindhu Civilization; Traditional Knowledge System; The Vedas; School of Philosophy (6+3); Ancient Education System; the Takshila University; the Nalanda University

**Unit II: Arts, Literature and Scholars in Ancient Bharat (4 hours)**

Art, Music and Dance; Nataraja- A masterpiece of Bharatiya Art; Literature; Life and works of Agastya, Lopamudra, Ghosha, Valmiki, Patanjali, Vedavyasa, Yajnavalkya, Gargi, Caraka, Sushruta, Kanada, Kautilya, Panini, Thiruvalluvar, Aryabhata, Bhaskaracharya, Madhavacharya.

**Unit III: Ancient Bhartiya Contribution towards Science & Mathematics (4 hours)**

Sage Agastya's Model of Battery; Vedic Cosmology and Modern Concepts; Concept of Zero and Pi; Number System; Pythagoras Theorem and Vedic Mathematics; Kerala School for Mathematics and History of Culture of Astronomy; Astronomical \_ of day, year and Yuga.

**Unit IV: Ancient Bhartiya Engineering, Technology & Architecture (4 hours)**

Pre-Harappan and Sindhu Valley Civilization; Juices, Dyes, Paints and Cements, Glass and Pottery, Metallurgy; Iron Pillar of Delhi, Rakhigarhi, Mehrgarh; Sindhu Valley Civilization; Marine Technology; and Bet-Dwarka.

**Unit V: Ancient Bhartiya Contribution in Environment & Health (4 hours)**

Ethnic Studies; Life Science in Plants; Agriculture; Ecology and Environment; Ayurveda; Integrated Approach to Healthcare; Surgery and Yoga, etc.

## MA Semester: II

**Course Name: Political and Economic History of India during 16<sup>th</sup>-17<sup>th</sup> Centuries**

**Course Code: HIS461**

**Teacher: Dr. Narayan Singh Rao**

**Paper: Major**

**Credits: 04**

**Credits Equivalent: 4 Credits** (One credit is equivalent to 10 hours of lectures/organized classroom activity/contact hours; 5 hours of laboratory work/practical/field work/Tutorial/teacher-led activity and 15 hours of other workload such as independent individual/group work; obligatory/optional work placement; literature survey/library work; data collection/field work; writing of papers/projects/dissertation/thesis; seminars, etc.)

**Course Objectives:** 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.

### **Course Outcomes:**

- ❖ The learner will be acquainted with the political aspects of the history of India during 16<sup>th</sup>-17<sup>th</sup> Centuries.
- ❖ The learners will understand the theory of kingship as practiced by the Mughals and the Rajputs.
- ❖ The economic processes unleashed during the period will be understood.
- ❖ The broader contexts of politico-economic transactions will be made known to the learners.
- ❖ The students will understand the process of state formation during the 16<sup>th</sup> and 17<sup>th</sup> centuries.
- ❖ Different dynasties under which the political concepts concretized will be apprised to the learners.
- ❖ The learners will bring home the important facets of the economy of the larger part of India as prevalent during these times.
- ❖ A major learning outcome will be that the learners will understand the dynamics behind the rise of Maratha power under Shivaji as well about the entry of European merchant companies into India.

**Attendance Requirements:** Students are expected to attend all lectures in order to be able to fully benefit from the course. A minimum of 75% attendance is a must failing which a student may not be permitted to appear in examination.

### **Evaluation Criteria:**

1. Mid Term Examination: 20%
2. End Term Examination: 60%
3. Continuous Internal Assessment: 20%, i.e. 20 marks out of 100



## **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; Rajputs, Sikhs and Jat Resistance Movements.

## **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; Rajput policies of Akbar and Jehangir, Deccan and Central Asian policies of Mughal Emperors

## **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;

## **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.

## MA Semester: II

**Course Name: National Movement of India – I: 1757 to 1857**

**Course Code: HIS462**

**Teacher: Dr. Raghvendra Yadav**

**Paper: Major  
Credits: 04**

**Credits Equivalent: 4 Credits** (One credit is equivalent to 10 hours of lectures/organized classroom activity/contact hours; 5 hours of laboratory work/practical/field work/Tutorial/teacher-led activity and 15 hours of other workload such as independent individual/group work; obligatory/optional work placement; literature survey/library work; data collection/field work; writing of papers/projects/dissertation/thesis; seminars, etc.)

**Course Objectives:** 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.

### **Course Outcomes:**

- ❖ The learner will be acquainted with the dynamics of the history of India in the 18<sup>th</sup> century.
- ❖ The learners will understand the broad as well as nuanced trends in the early phases of British rule from its formal emergence and its subsequent spread.
- ❖ The course will acquaint the seekers with the nature and forms of imperialist tools of expansion.
- ❖ Indian responses, ultimately factoring in the culmination of the first major push for Independence will be learned.
- ❖ The economic processes of exploitation unleashed during the period will be understood.
- ❖ The broader contexts of politico-economic transactions will be made known to the learners.
- ❖ The students will understand the Historiographical treatments of a century's phenomenon of colonial domination.
- ❖ New areas of scholarly research will be opened for learners who wish to pursue in that direction.

**Attendance Requirements:** Students are expected to attend all lectures in order to be able to fully benefit from the course. A minimum of 75% attendance is a must failing which a student may not be permitted to appear in examination.

### **Evaluation Criteria:**

1. Mid Term Examination: 20%
2. End Term Examination: 60%
3. Continuous Internal Assessment: 20%, i.e. 20 marks out of 100

### **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.2009 ,ब्लैकस्वान ओरिएंट :
- 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: II

**Course Name: National Movement of India – II: 1858 to 1947**

**Course Code: HIS463**

**Teacher: Dr. Kanwar Chanderdeep Singh**

**Paper: Major**

**Credits: 04**

**Credits Equivalent: 4 Credits** (One credit is equivalent to 10 hours of lectures/organized classroom activity/contact hours; 5 hours of laboratory work/practical/field work/Tutorial/teacher-led activity and 15 hours of other workload such as independent individual/group work; obligatory/optional work placement; literature survey/library work; data collection/field work; writing of papers/projects/dissertation/thesis; seminars, etc.)

**Course Objectives:** 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.

### **Course Outcomes:**

- ❖ The learner will be acquainted with the dynamics of the history of India in the latter half of the 19<sup>th</sup> century and the first half of the 20<sup>th</sup> century.
- ❖ The learners will understand the broad as well as nuanced trends in the matured phases of British rule from its concretization.
- ❖ The Indian national movement took a different course after the events of 1857 with several outward changes came in the appearance and character of the British rule will be discovered.
- ❖ How the growth of Indian political consciousness led to the different forms of resistance against the colonial rule will be learned.
- ❖ The course will acquaint the seekers with the nature and forms of imperialist tools of suppression and domination.
- ❖ Indian responses, ultimately factoring in the culmination of major pushes for swaraj will be learned.
- ❖ The Indian National Congress, the revolutionaries, and Gandhi were the major players on the road towards independence and partition which had been marred by divisive communalism. These dynamics will be understood.
- ❖ Through this course, it is intended that the learners would discern and comprehend diverse historical phenomena and changes unleashed during the period of study.
- ❖ New areas of scholarly research will be opened for learners who wish to pursue in that direction.

**Attendance Requirements:** Students are expected to attend all lectures in order to be able to fully benefit from the course. A minimum of 75% attendance is a must failing which a student may not be permitted to appear in examination.

**Evaluation Criteria:**

1. Mid Term Examination: 20%
2. End Term Examination: 60%
3. Continuous Internal Assessment: 20%, i.e. 20 marks out of 100

**Unit-1**

Indian polity after 1858: Rise of Political Consciousness, 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 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, Partition and Independence; Integration of Princely States

**Suggested Readings**

- Ambedkar, B.R., *Pakistan or the Partition of India*, New Delhi: Kalpz Publication, 2017.
- 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.
- 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, Dharamjit, *Lord Linlithgo in India: 1936-1943*, Jalandhar, 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



## MA Semester: II

**Course Name: Introduction to the History of Himalayan Regions**

**Course Code: HIS464**

**Teacher: Dr. Thuktan Negi**

**Paper: Minor**

**Credits: 02**

**Credits Equivalent: 2 Credits** (One credit is equivalent to 10 hours of lectures/organized classroom activity/contact hours; 5 hours of laboratory work/practical/field work/Tutorial/teacher-led activity and 15 hours of other workload such as independent individual/group work; obligatory/optional work placement; literature survey/library work; data collection/field work; writing of papers/projects/dissertation/thesis; seminars, etc.)

**Course Objectives:** 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.

### **Course Outcomes:**

- ❖ This course will make students learn about 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.
- ❖ The learners will understand the social and cultural aspects of different communities.
- ❖ Traditional economic and occupational patterns of Himalayan communities will also be understood.
- ❖ The dynamics of religious communities residing in the Himalayas will be learned.
- ❖ The course will acquaint the seekers with the nature and forms of linguistic, artistic and cultural diversities.
- ❖ Oral and written traditions of Himalayan communities will be learned.
- ❖ New areas of scholarly research on the Himalayan region from historical perspectives will be opened for learners.

**Attendance Requirements:** Students are expected to attend all lectures in order to be able to fully benefit from the course. A minimum of 75% attendance is a must failing which a student may not be permitted to appear in examination.

### **Evaluation Criteria:**

1. Mid Term Examination: 20%
2. End Term Examination: 60%
3. Continuous Internal Assessment: 20%, i.e. 20 marks out of 100

## **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.
- 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: II

**Course Name: Socio-cultural & Religious History of India from Medieval to Modern Times**  
**Course Code: HIS465**  
**Teacher: Dr. Pravat Ranjan Sethi**

**Paper: Minor**  
**Credits: 02**

**Credits Equivalent: 2 Credits** (One credit is equivalent to 10 hours of lectures/organized classroom activity/contact hours; 5 hours of laboratory work/practical/field work/Tutorial/teacher-led activity and 15 hours of other workload such as independent individual/group work; obligatory/optional work placement; literature survey/library work; data collection/field work; writing of papers/projects/dissertation/thesis; seminars, etc.)

**Course Objectives:** 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.

### Course Outcomes:

- ❖ The course will make the student learn about the society, culture and dharma and other related aspects of Indian history from medieval to modern times.
- ❖ The social and cultural dynamics from the medieval to modern period will be understood.
- ❖ The evolution of medieval socio-religious concepts will be understood.
- ❖ How the Bhakti movement changed the trajectory of religion and society will be learned.
- ❖ The learners will learn the concept of Dharma and how it is different from religion.
- ❖ Various forms of religious and secular literature will be made familiar to the learners.
- ❖ Knowledge will be acquired about the socio-religious reform movements in modern India.
- ❖ Movements for the depressed classes will be understood.

**Attendance Requirements:** Students are expected to attend all lectures in order to be able to fully benefit from the course. A minimum of 75% attendance is a must failing which a student may not be permitted to appear in examination.

### Evaluation Criteria:

1. Mid Term Examination: 20%
2. End Term Examination: 60%
3. Continuous Internal Assessment: 20%, i.e. 20 marks out of 100

### Unit-1

New elements in Indian 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 19<sup>th</sup> -20<sup>th</sup> 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 .(2 & 1 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.
- P.N. Chopra, *Some Aspects of Social Life during Mughal age*, 1963.
- 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

**Course Name: Emergence of Colonialism, Imperialism and Early Resistances**

**Course Code: HIS466**

**Teacher: Dr. Pravat Ranjan Sethi**

**Paper: Minor**

**Credits: 02**

**Credits Equivalent: 2 Credits** (One credit is equivalent to 10 hours of lectures/organized classroom activity/contact hours; 5 hours of laboratory work/practical/field work/Tutorial/teacher-led activity and 15 hours of other workload such as independent individual/group work; obligatory/optional work placement; literature survey/library work; data collection/field work; writing of papers/projects/dissertation/thesis; seminars, etc.)

**Course Objectives:** 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.

### Course Outcomes:

- ❖ The course will make the student learn about broad trends in the rise and growth of colonialism and imperialism in India and its specific form in India in modern times.
- ❖ The learners will understand different aspects of colonialism and imperialism.
- ❖ The to acquaint students with the nature and forms of early resistance movements.
- ❖ The evolution of economic concepts of mercantilism and *laissez-faire* will be understood.
- ❖ The students will learn how these movements brought inklings of premature thoughts on Indian nationalism.
- ❖ The learners will learn the concept of.
- ❖ Various forms of religious and secular literature will be made familiar to the learners
- ❖ Knowledge will be acquired about the socio-religious reform movements in modern India.
- ❖ Movements for the depressed classes will also be understood after the completion of the course.

**Attendance Requirements:** Students are expected to attend all lectures in order to be able to fully benefit from the course. A minimum of 75% attendance is a must failing which a student may not be permitted to appear in examination.

### Evaluation Criteria:

1. Mid Term Examination: 20%
2. End Term Examination: 60%
3. Continuous Internal Assessment: 20%, i.e. 20 marks out of 100

### Unit-1

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

## **Unit-2**

Colonialism in India: 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.
- *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: II

**Course Name: Understanding Archaeology**

**Course Code: HIS467**

**Teacher: Dr. Rajeev Kumar**

**Paper: Skill/Vocational**

**Credits: 02**

**Credits Equivalent: 2 Credits** (One credit is equivalent to 10 hours of lectures/organized classroom activity/contact hours; 5 hours of laboratory work/practical/field work/Tutorial/teacher-led activity and 15 hours of other workload such as independent individual/group work; obligatory/optional work placement; literature survey/library work; data collection/field work; writing of papers/projects/dissertation/thesis; seminars, etc.)

**Course Objectives:** Archaeology, a sub-discipline of anthropology, is the study of human, biological, and material remains for the purpose of reconstructing past cultures and societies. The course introduces students to the study and practice of archaeology as well as explores its diverse relationships with allied disciplines and fields. We will explore the early history and background of archaeology, as well as discuss advances in methods of excavation, analysis and interpretation through contemporary times.

### Course Outcomes:

- ❖ The course will develop the students' basic as well as advanced understanding of archaeology.
- ❖ The learners will understand the relationship of archaeology with other social sciences.
- ❖ This will acquaint the students with the evolution of the discipline of archaeology in India.
- ❖ The students will learn about advances in methods of excavation, analysis and interpretation through contemporary times.
- ❖ The learners will know the contribution of prominent archaeologists.

**Attendance Requirements:** Students are expected to attend all lectures in order to be able to fully benefit from the course. A minimum of 75% attendance is a must failing which a student may not be permitted to appear in examination.

### Evaluation Criteria:

1. Mid Term Examination: 20%
2. End Term Examination: 60%
3. Continuous Internal Assessment: 20%, i.e. 20 marks out of 100

### Unit-1

Basic Understanding of Archaeology, Importance of Archaeology, Relation between History and Archaeology, Geology and Archaeology, Anthropology and Archaeology, Contributions of Archaeological Survey of India.

### Unit-2

Development of Archaeology in India, Contributions of Alexander Cunningham, Robert Bruce Foote, Burgess, Lord Curzon, Mortimer Wheeler, R. D. Banerji, Daya Ram Sahani, B.B.Lal, Dilip



Kumar Chakrabarti etc. Field Archaeology: Exploration techniques, Exploration tools, Excavation methods

### **Unit-3**

Pre And Proto History of India: History of Indian Prehistory; Epigraphy, Paleography & Numismatics: Importance of Epigraphy – Asokan Edicts; Copper plates. Importance of Numismatics

#### **Suggested Readings**

- Chakrabarti, D.K. 1988. A History of Indian Archaeology: From the Beginning to 1947, New Delhi: Munsiram Manoharlal.
- Daniel, Glyn, E. 1975. A Hundred and Fifty Years of Archaeology. London: Duckworth.
- Fagan, B. 1988. In the beginning: An Introduction to Archaeology. Glenview: Scott, Foresman and Company.
- Hodder, Ian. 1992. Theory and Practice in Archaeology. London: Routledge.
- Hodder, I. 1995. Interpreting Archaeology: Finding Meaning in the Past. New York: Routledge.
- Hurcombe Linda 2007. Archaeological arts facts as material culture. New York: Routledge.

## MA Semester: II

**Course Name: Science and Technology in Ancient India**

**Course Code: HIS468**

**Teacher: Dr. Rajeev Kumar**

**Paper: IKS**

**Credits: 02**

**Credits Equivalent: 2 Credits** (One credit is equivalent to 10 hours of lectures/organized classroom activity/contact hours; 5 hours of laboratory work/practical/field work/Tutorial/teacher-led activity and 15 hours of other workload such as independent individual/group work; obligatory/optional work placement; literature survey/library work; data collection/field work; writing of papers/projects/dissertation/thesis; seminars, etc.)

**Course Objectives:** 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.

### **Course Outcomes:**

- ❖ The course will make the student learn about broad trends in the evolution of science and technology in Indian history from the earliest times to the modern period.
- ❖ The learners will understand particularly the advances in development in agriculture, metallurgy, mathematics, astronomy, medicine, etc.
- ❖ The learners will become acquainted with the important scientists of ancient India.
- ❖ Various forms of discoveries and inventions will be made known to the learners.

**Attendance Requirements:** Students are expected to attend all lectures in order to be able to fully benefit from the course. A minimum of 75% attendance is a must failing which a student may not be permitted to appear in examination.

### **Evaluation Criteria:**

1. Mid Term Examination: 20%
2. End Term Examination: 60%
3. Continuous Internal Assessment: 20%, i.e. 20 marks out of 100

### **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;

### **Unit-2**

Development in different branches of Science: Astronomy, Mathematics, Medicine and Engineering; Developments in metallurgy: Use of Copper, Bronze and Iron in Ancient India

### Unit-3

Prominent Indian Scientists (Ancient)- Mathematics and Astronomy: Baudhayan, Aryabhata, Brahmagupta, Bhaskaracharya, Varahamihira, Nagarjuna; Medical Science of Ancient India (Ayurveda and Yoga): Susruta, Charak, Yoga and Patanjali; Unani Medicine

#### 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.
- 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.

## MA Semester: II

**Course Name: Major Issues in Contemporary World**

**Course Code: HIS472**

**Teacher: Dr. Pravat Ranjan Sethi**

**Paper: IDP**

**Credits: 02**

**Credits Equivalent: 2 Credits** (One credit is equivalent to 10 hours of lectures/organized classroom activity/contact hours; 5 hours of laboratory work/practical/field work/Tutorial/teacher-led activity and 15 hours of other workload such as independent individual/group work; obligatory/optional work placement; literature survey/library work; data collection/field work; writing of papers/projects/dissertation/thesis; seminars, etc.)

**Course Objectives:** This course aims to introduce the student to the major issues in the contemporary world, particularly since the second world war.

**Course Outcomes:** After the completion of the course, the student will be able to:

- a. think critically about historical and political concepts and systems.
- b. know about the major issues in the contemporary world and the politics behind them.
- c. analyze and demonstrate the ability to construct and evaluate analytical arguments concerning the international events and their implications.
- d. conceptualize the major trends in the global phenomena.

**Attendance Requirements:** Students are expected to attend all lectures in order to be able to fully benefit from the course. A minimum of 75% attendance is a must failing which a student may not be permitted to appear in examination.

### **Evaluation Criteria:**

1. Mid Term Examination: 20%
2. End Term Examination: 60%
3. Continuous Internal Assessment: 20%, i.e. 20 marks out of 100

### **Unit I**

Founding of United Nations Organization (UNO); Decolonization and Independence of Nations after the Second World War

### **Unit II**

Power Blocs in World Politics; Cold War and Struggle for Hegemony; Nuclear Armament, Major Global Conflicts after the Second World War

### **Unit III**

Era of Liberalization, Privatization and Globalization; Rise of Multinational Corporations; Emergence of Religious Fundamentalism, Separatism and Terrorism; War on Terror

### **Suggested Readings**

Cox, R.W. (1992), "Multilateralism and World Order", *Review of International Studies*, 18, 2, 161-180.

Gilpin, R. (1981), *War and Change in World Politics*, Cambridge, Cambridge University Press.

Dattagupta, Rupak (2019), *Global Politics*, First Edition, Pearson India.

Baylis, John, Steve Smith and Patricia Owens (2018), *The Globalization of World Politics: An Introduction to International Relations*, Second Edition, Oxford University Press.

पंत, पुष्पेश (2020), 21वीं शताब्दी में अंतर्राष्ट्रीय संबंध, McGraw Hill.

Lowe, Norman (2013), *Mastering Modern World History*, Fifth Edition, Palgrave Macmillan.

Dev, Arjun and Indira Arjun Dev (2009), *History of the World: From the Late Nineteenth to the Early Twenty-First Century*, Orient BlackSwan.

## MA Semester: II

**Course Name: Cultural Heritage of Bharat**

**Course Code: HIS473**

**Teacher: Dr. Pravat Ranjan Sethi**

**Paper: IDP**

**Credits: 02**

**Credits Equivalent: 2 Credits** (One credit is equivalent to 10 hours of lectures/organized classroom activity/contact hours; 5 hours of laboratory work/practical/field work/Tutorial/teacher-led activity and 15 hours of other workload such as independent individual/group work; obligatory/optional work placement; literature survey/library work; data collection/field work; writing of papers/projects/dissertation/thesis; seminars, etc.)

**Course Objectives:** This course aims to introduce the student to the historical and cultural heritage of Bharat and its various types and components.

**Course Outcomes:** After the completion of the course, the student will be able to:

- a. understand the historical and cultural significance of various traditions of the land.
- b. know the regional and global extent of the rich cultural heritage of the land.
- c. know about the components and types of Bhartiya cultural heritage and the need for their conservation.
- d. analyze and demonstrate the ability to construct, analyze and evaluate the trends concerning the traditional heritage of the land.

**Attendance Requirements:** Students are expected to attend all lectures in order to be able to fully benefit from the course. A minimum of 75% attendance is a must failing which a student may not be permitted to appear in examination.

### **Evaluation Criteria:**

1. Mid Term Examination: 20%
2. End Term Examination: 60%
3. Continuous Internal Assessment: 20%, i.e. 20 marks out of 100

### **Unit I**

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

### **Unit II**

Heritage in Bhartiya Context; Its Components – Historical, Cultural and Natural; World Heritage Sites in Bharat- Brief Introduction.

### **Unit III**

Indian Historical and Cultural Transcendence – Major Examples from the Outside World; Major Challenges to Bharat's Heritage- Economic, Social and Political

### **Suggested Readings**

1. Basham, A.L. *The Wonder That Was India*. Picador Indian Edition, 2004.
2. Singhanian, Nitin. *Indian Art and Culture*. Tata Mc Graw Hill: New Delhi, 2017.
3. [www.heritageintach.org](http://www.heritageintach.org)
4. Biswas, S.S. *Protecting the Cultural Heritage (National Legislations and International Conventions)*. New Delhi: INTACH, 1999.
5. Lahiri, N. *Marshaling the Past - Ancient India and its Modern Histories*. Ranikhet: Permanent Black. 2012, (Chapters 4 and 5).
6. Mathur, Anurag. *Indian Culture and Heritage*. Vol. I. Create Space Independent Publishers, 2017.
7. Vatsayayan, Kapila. *The Cultural Heritage of India*. Vedanta Publishers, 2006
8. [www.asi.nic.in](http://www.asi.nic.in)
9. [www.unesco.org](http://www.unesco.org)

## MA Semester: II

**Course Name: Environment in Bhartiya Thought**

**Course Code: HIS474**

**Teacher: Dr. Thuktan Negi**

**Paper: IDP**

**Credits: 02**

**Credits Equivalent: 2 Credits** (One credit is equivalent to 10 hours of lectures/organized classroom activity/contact hours; 5 hours of laboratory work/practical/field work/Tutorial/teacher-led activity and 15 hours of other workload such as independent individual/group work; obligatory/optional work placement; literature survey/library work; data collection/field work; writing of papers/projects/dissertation/thesis; seminars, etc.)

**Course Objectives:** This course aims to introduce the student to the Bhartiya thought on environment since the ancient times.

**Course Outcomes:** After the completion of the course, the student will be able to:

- a. understand the historical and geographical significance of environment in Bhartiya thought.
- b. know the various ideas related to environment and its necessity as propounded in the Bhartiya texts, viz. Veda and Purana.
- c. know about the need for their conservation as emphasized in the teachings and lifestyles of the people of the land.
- d. gain an idea about various environmental practices in Hindu culture and the relationship between festivals, religion and the environment.

**Attendance Requirements:** Students are expected to attend all lectures in order to be able to fully benefit from the course. A minimum of 75% attendance is a must failing which a student may not be permitted to appear in examination.

### **Evaluation Criteria:**

1. Mid Term Examination: 20%
2. End Term Examination: 60%
3. Continuous Internal Assessment: 20%, i.e. 20 marks out of 100

### **Unit I**

Environmental Thoughts in Veda, Vedanga and Upangas; Environmental Thoughts in Pauranic Literature; Environment and Karma-Kanda

### **Unit II**

Environment, Jain Teachings and Jain Lifestyle; Environmental Thoughts and Bauddha Philosophy; Environment and Sikh Scriptures

### **Unit III**

Environmental practices in Tribal Hindu Culture; Environmental thoughts and Tribal Rituals; Local Deities, Festivals and Environment; Hindu Reformers in the field of Environment



### **Suggested Readings**

Dwivedi, O.P. (1987), *Environmental Crisis and Hindu Religion*, Gitanjali Publishing House, Delhi.

Gosling, David L. (2001), *Religion and Ecology in India and Southeast Asia*, Routledge, London & New York.

Malla, Bansi Lal (2000), *Trees in Indian Art, Mythology and Folklore*, Aryan Books International, New Delhi.

Narayan, R. and J. Kumar (2003), *Ecology and Religion: Ecological Concepts in Hinduism, Buddhism, Jainism, Islam, Christianity and Sikhism*, Deep and Deep Publications, New Delhi.

Sahni, Pragati (2008), *Environmental Ethics in Buddhism: A Virtual Approach*, Routledge, New York.

Sensarma, Priyadarsan (2012), "Conservation of Biodiversity in Manu Samhita", *Indian Journal of History of Science*, 33 (4).

Singh, Vipul (2012), *The Human Footprint on Environment: Issues in India*, Macmillan India, New Delhi.

### MA Semester: III

**Course Name: History of Indian Thought and Thinkers**

**Course Code: HIS582**

**Teacher: Dr. Thuktan Negi**

**Paper: Major (Elective Specialization)**

**Credits: 04**

**Credits Equivalent: 4 Credits** (One credit is equivalent to 10 hours of lectures/organized classroom activity/contact hours; 5 hours of laboratory work/practical/field work/Tutorial/teacher-led activity and 15 hours of other workload such as independent individual/group work; obligatory/optional work placement; literature survey/library work; data collection/field work; writing of papers/projects/dissertation/thesis; seminars, etc.)

**Course Objectives:** 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.

#### Course Outcomes:

- ❖ This course introduces the student to the various facets of the history of Indian thoughts.
- ❖ The students will gain basic knowledge of the vast plethora of texts related to Indian philosophy.
- ❖ The metaphysics of the Indian thought system will be understood.
- ❖ The course out would also include the gaining of knowledge about the various strands of Indian ethics and importantly about the concept of Karma and Dharma.
- ❖ The learners will become acquainted with the Jain and Buddhist schools of thoughts
- ❖ The course will generate curiosity among the learners about the great philosophers who had made landmark contributions to the development of Indian thought.
- ❖ Knowledge will be acquired about the modern and contemporary Indian spiritual leaders
- ❖ The reformist angle of Indian thought and the contribution of Indian thinkers toward social reform will be discovered.

**Attendance Requirements:** Students are expected to attend all lectures in order to be able to fully benefit from the course. A minimum of 75% attendance is a must failing which a student may not be permitted to appear in examination.

#### Evaluation Criteria:

1. Mid Term Examination: 20%
2. End Term Examination: 60%
3. Continuous Internal Assessment: 20%, i.e. 20 marks out of 100

#### 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 Lokasaṅgraha 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: III

**Course Name: History of Revolutionary Nationalism in Modern India**

**Course Code: HIS583**

**Paper: Major (Elective Specialization)**

**Teacher: Dr. Kanwar Chanderdeep Singh**

**Credits: 04**

**Credits Equivalent: 4 Credits** (One credit is equivalent to 10 hours of lectures/organized classroom activity/contact hours; 5 hours of laboratory work/practical/field work/Tutorial/teacher-led activity and 15 hours of other workload such as independent individual/group work; obligatory/optional work placement; literature survey/library work; data collection/field work; writing of papers/projects/dissertation/thesis; seminars, etc.)

**Course Objectives:** 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.

#### Course Outcomes:

- ❖ This course introduces the student to the various facets of the history of Indian revolutionary thought.
- ❖ The student will learn about the history of revolutionary nationalism in modern India.
- ❖ The students will gain basic knowledge of the motivations behind the revolutionary movement.
- ❖ The growth of revolutionary nationalism in different parts of India will be understood.
- ❖ The course out would also include the gaining of knowledge about the important revolutionaries of the national movement.
- ❖ The learners will become acquainted with the Ghadr movement.
- ❖ The course will generate curiosity among the learners about the contribution of the Indian National Army toward Indian independence.
- ❖ Knowledge will be acquired about the revolutionary philosophies.
- ❖ The students will learn about the important thinkers and their thoughts on revolution.

**Attendance Requirements:** Students are expected to attend all lectures in order to be able to fully benefit from the course. A minimum of 75% attendance is a must failing which a student may not be permitted to appear in examination.

#### Evaluation Criteria:

1. Mid Term Examination: 20%
2. End Term Examination: 60%
3. Continuous Internal Assessment: 20%, i.e. 20 marks out of 100

#### Unit-1

Revolutionary nationalism as alternative to moderate (constitutional) nationalism - Theorizing 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 Bapu (2013), *Hindu Mahasabha in Colonial North India, 1915-1930: Constructing Nation and History*, Routledge.
- Singh, Dharamjit, *Lord Linlithgo in India: 1936-1943*, Jalandhar, Jalandhar:ABS Publications, 2005
- वी.डी .सावरकर ,(2020) *मेरा आजीवन कारावास*, प्रभात प्रकाशन.
- Vikram Sampath (2019), *Savarkar: Echoes from a Forgotten Past 1883-1924*, Penguin Viking.

### MA Semester: III

**Course Name: Contemporary India: Since 1947**

**Course Code: HIS584**

**Teacher: Dr. Rajeev Kumar**

**Paper: Major (Elective Specialization)**

**Credits: 04**

**Credits Equivalent: 4 Credits** (One credit is equivalent to 10 hours of lectures/organized classroom activity/contact hours; 5 hours of laboratory work/practical/field work/Tutorial/teacher-led activity and 15 hours of other workload such as independent individual/group work; obligatory/optional work placement; literature survey/library work; data collection/field work; writing of papers/projects/dissertation/thesis; seminars, etc.)

**Course Objectives:** 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.

#### Course Outcomes:

- ❖ Its outcome will lead a learner towards developing a detailed understanding of India after Independence.
- ❖ How various political and economic phenomenon unfolded in decolonized India will be understood.
- ❖ The course will bring a learner to the present years where several landmark decisions took place.
- ❖ The course intends to develop the historical understanding of political processes.
- ❖ This course introduces the student to challenges, changes and responses of the post-independence era.
- ❖ The student will learn about the history of revolutionary nationalism in modern India.
- ❖ The students will gain basic knowledge of about the pertinent foreign policy issues.
- ❖ The students will acquire knowledge of long pending domestic issues and their solutions by the different governments.

**Attendance Requirements:** Students are expected to attend all lectures in order to be able to fully benefit from the course. A minimum of 75% attendance is a must failing which a student may not be permitted to appear in examination.

#### Evaluation Criteria:

1. Mid Term Examination: 20%
2. End Term Examination: 60%
3. Continuous Internal Assessment: 20%, i.e. 20 marks out of 100

#### 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.
- 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.

### MA Semester: III

**Course Name: Research Methodology in History**

**Course Code: HIS585**

**Teacher: Dr. Kanwar Chanderdeep Singh**

**Paper: Minor**

**Credits: 04**

**Credits Equivalent: 4 Credits** (One credit is equivalent to 10 hours of lectures/organized classroom activity/contact hours; 5 hours of laboratory work/practical/field work/Tutorial/teacher-led activity and 15 hours of other workload such as independent individual/group work; obligatory/optional work placement; literature survey/library work; data collection/field work; writing of papers/projects/dissertation/thesis; seminars, etc.)

**Course Objectives:** 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.

#### **Course Outcomes:**

- ❖ Its outcome will lead a learner towards developing an understanding of what entails research.
- ❖ How research is conducted in social sciences in general and history in particular will be made comprehensible.
- ❖ The learner will get to know about different types of researches in history and which one could be most appropriate to his research proposal.
- ❖ Various research concepts like causation, subjectivity, objectivity, ethics *etc.* will be understood by the learners.
- ❖ The course will enthuse a discerning research ability in the learners.
- ❖ The student will learn about broad and subtle research tools for conducting historical research.
- ❖ This course introduces the student to challenges linkages of history with other social sciences.
- ❖ This course will equip the student with necessary training for pursuing PhD.

**Attendance Requirements:** Students are expected to attend all lectures in order to be able to fully benefit from the course. A minimum of 75% attendance is a must failing which a student may not be permitted to appear in examination.

#### **Evaluation Criteria:**

1. Mid Term Examination: 20%
2. End Term Examination: 60%
3. Continuous Internal Assessment: 20%, i.e. 20 marks out of 100

#### **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, Oral history

## **Unit-2**

Definition and Meaning, Types of research; Ethics in Social Science research, Theory building and research in social sciences; selection of topic of research and research in history: Causation; Relations with Political Science, Sociology and Geography, Psychology

## **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*
- 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

**Course Name: Software Based Data Analysis**

**Course Code: HIS586**

**Teacher: Dr. Pravat Ranjan Sethi**

**Paper: Skill/ Vocational**

**Credits: 04**

**Credits Equivalent: 4 Credits** (One credit is equivalent to 10 hours of lectures/organized classroom activity/contact hours; 5 hours of laboratory work/practical/field work/Tutorial/teacher-led activity and 15 hours of other workload such as independent individual/group work; obligatory/optional work placement; literature survey/library work; data collection/field work; writing of papers/projects/dissertation/thesis; seminars, etc.)

**Course Objectives:** Digital History is an introduction to the issues involved in creating an educational history. The digital age is affecting all aspects of historical study, but much of the existing literature about history in the digital age can be alienating to the traditional historian who does not necessarily value or wish to embrace digital resources.

### Course Outcomes:

- ❖ Its outcome will lead a learner towards developing an understanding of Digital History.
- ❖ It will be understood that the Digital History is an introduction to the issues involved in creating an educational history.
- ❖ How research is conducted in social sciences in general and history in particular by using the digital sources will be made comprehensible to the students.
- ❖ The learner will get to know about different types of digital resources.
- ❖ The student will learn about digital tools of doing research in history.
- ❖ This course will promote digital literacy among the learners of history.
- ❖ This will equip the student with necessary digital and online training for pursuing PhD and other researches.

**Attendance Requirements:** Students are expected to attend all lectures in order to be able to fully benefit from the course. A minimum of 75% attendance is a must failing which a student may not be permitted to appear in examination.

### Evaluation Criteria:

1. Mid Term Examination: 20%
2. End Term Examination: 60%
3. Continuous Internal Assessment: 20%, i.e. 20 marks out of 100

### Unit -1

To understand digital writing and Open Educational Resources (OER) development including syllabi, online courses, class assignments, open textbooks, and primary sources.

### Unit-2

Digital history resources for research and teaching, Digital Collections and exhibitions

### **Unit -3**

Tools Relevant to Digital History, DIRT-Digital Research Tools Directory, Data Visualization.

### **Unit-4**

Programming Historian: Topics such as data management, data manipulation, mapping and GIS, and digital exhibits.

### **Unit -5**

Historypin: Archive of Historical photos, videos, audio recordings, Google Maps to create maps with markers and annotations

### **Suggested Readings**

- Yuk Kuen Wong. *Modern Software Review: Techniques and Technologies*, 2006.
- Debbie Lafferty, Karl Eugene Wieggers. *Peer Reviews in Software: A Practical Guide*, 2002
- Karl E Wieggers, *Practical Project Initiation: A Handbook with Tools*, 2007.
- Daniel Cohen, Roy Rosenzweig, *Digital History A Guide to Gathering, Preserving, and Presenting the Past on the Web*, 2006.
- Toni Weller (ed.), *History in the Digital Age*, Routledge, 2013.
- Jonathan Blaney, Jane Winters, Sarah Milligan, Martin Steer, *Doing Digital History A Beginner's Guide to Working with Text as Data*, MUP, 2021.

### MA Semester: III

**Course Name: Review of Literature, Research Proposal**

**Course Code: HIS587**

**Credits: 08**

**Teacher: Dr. Pravat Ranjan Sethi**

**Credits Equivalent: 8 Credits** (One credit is equivalent to 10 hours of lectures/organized classroom activity/contact hours; 5 hours of laboratory work/practical/field work/Tutorial/teacher-led activity and 15 hours of other workload such as independent individual/group work; obligatory/optional work placement; literature survey/library work; data collection/field work; writing of papers/projects/dissertation/thesis; seminars, etc.)

**Course Objectives:** The broader aim is to make a researcher acquaint with the basic understanding of research methodology in history; to inculcate the idea of discipline centric research; to develop a sense of critical reading of texts; and to make aware of how to use sources and computer for enhancing research output.

#### **Course Outcomes:**

- ❖ Its outcome will lead a learner towards developing an understanding of what entails research and the importance of review of literature in history.
- ❖ How research is conducted in social sciences in general and history in particular will be made comprehensible.
- ❖ The learning of the skill of literature review will be an outcome of this course.
- ❖ The learner will get to know about different types of researches in history and which one could be most appropriate to his research proposal.
- ❖ Various research concepts like generalization, Historical criticism, Structuralism and Post structuralism, Deconstruction, Modernism and Post Modernism, the learners will understand.
- ❖ The course will enthuse a discerning research ability in the learners by making them understand the techniques involved in survey of literature.
- ❖ The student will learn about the making of research proposal for different research avenues.
- ❖ This will equip the student with necessary training for pursuing PhD.

**Attendance Requirements:** Students are expected to attend all lectures in order to be able to fully benefit from the course. A minimum of 75% attendance is a must failing which a student may not be permitted to appear in examination.

#### **Evaluation Criteria:**

1. Mid Term Examination: 20%
2. End Term Examination: 60%
3. Continuous Internal Assessment: 20%, i.e. 20 marks out of 100

- **Theory Paper**

**Credit: 04**

**Unit – 1:**

**Review of Literature in History**

Survey of Literature, types of Literature Review, use of Libraries and Archives consulting primary and secondary sources.

**Unit – 2:**

**Tools for Literature Review**

Understanding generalization, Historical criticism, Structuralism and Post structuralism, Deconstruction, Modernism and Post Modernism.;

**Unit – 3:**

**Making of Research Proposal**

Understanding research process in history; Selection of subject, preparing synopsis; Historiographical Review; Hypothesis, Collection and classification of data; Chapterization

**Unit-4**

**Tools for Research Proposal**

Post data collection phase: analysis, generalization, synthesis and discussion. Formalizing research work: footnotes, charts, tables, arrangement of references, indexing appendices, bibliography, Presentation: Research paper, Dissertation, Thesis, Project, Report

**Unit-5**

**Use of ICT in Making Research Proposal**

Basic computer: MS word, PPT, Photoshop basic Using internet, reliability of internet information recommended

**Practical**

**Credit: 04**

Assignments and Presentation on Each Unit

**Suggested Readings**

- Kothari, C.R. *Research Methodology: Methods and Techniques*, New Age Publication, 2004.
- Ali, B. Sheikh. *History: Its Theory and Method*, Macmillan Publication, 1978.
- Gardiner, P. *Theories of History*, Free Press Publication, 1959.
- Marwick, Arthur. *New Nature of History: Knowledge, Evidence, Language*, Palgrave Publication, 2001.



- Anderson et al., *Thesis and Assignment Writing*, John Willey & Sons, 2nd Edition, 1994.
- Elton G.R. *The Practice of History*, Fontana Books Publication, UK. 1970.
- Sorenson, Sharron. *How to Write Research Paper*, MacMillan Publication, 1995.
- Renier, G.J. *History: Its Purpose and Method*, Allen and Unwin Publication, 1961.
- Shafer, R.J. *A Guide to Historical Method*, Dorsey Press Publication, 1983.
- Lloyd, Christopher. *The Structures of History*, Blackwell Press Publication, 1996.
- Thompson, W. *Rethinking History*, Routledge Publication, London, 1991.
- Childe, V. Gordon. *What Happened in History*, Harmondsworth: Penguin, 1946.
- Webster, John C.B. *An Introduction to History*, Macmillan, Meerut, 1967.
- Low, D.A. (ed.) *Archives in South Asia*, CUP, Cambridge, 1969.
- Crump, C.G. *History and Historical Research*, London George Routledge & Soni, 1928.
- Vincent, John M. *Historical Research: An Outlines of Theory and Practice*.

## MA Semester: IV

**Course Name: Modern World History: 1789-1945**

**Course Code: HIS588**

**Teacher: Dr. Pravat Ranjan Sethi**

**Paper: Major (Elective Specialization)**

**Credits: 04**

**Credits Equivalent: 4 Credits** (One credit is equivalent to 10 hours of lectures/organized classroom activity/contact hours; 5 hours of laboratory work/practical/field work/Tutorial/teacher-led activity and 15 hours of other workload such as independent individual/group work; obligatory/optional work placement; literature survey/library work; data collection/field work; writing of papers/projects/dissertation/thesis; seminars, etc.)

**Course Objectives:** 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.

### Course Outcomes:

- ❖ Its outcome will lead a learner towards developing a detailed understanding of the modern history of world events, which were instrumental in shaping, and reshaping of relations and world order.
- ❖ How various political phenomenon unfolded in modern world will be understood by the learner.
- ❖ The course will bring a learner to the yester years where several landmark events like French revolution, American revolution and Russian Revolution took place.
- ❖ The course intends to develop the historical understanding of global political processes.
- ❖ This course introduces the student to challenges, changes and responses to emergent world order.
- ❖ The student will learn about the causations and impact of imperialism in modern world.
- ❖ The students will gain fundamental knowledge of world wars and the dynamics involved.
- ❖ The students will acquire knowledge regarding the establishment of UNO and the decolonization process.

**Attendance Requirements:** Students are expected to attend all lectures in order to be able to fully benefit from the course. A minimum of 75% attendance is a must failing which a student may not be permitted to appear in examination.

### Evaluation Criteria:

1. Mid Term Examination: 20%
2. End Term Examination: 60%
3. Continuous Internal Assessment: 20%, i.e. 20 marks out of 100

### 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.
- 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.
- Foner, E. *Politics and Ideology in the Age of the Civil War*. New York: Oxford University Press, 1981.
- Lowe, Norman. *Mastering Modern World History*. Palgrave Macmillan, 2018.
- Hobsbawm, Eric. *The Age of Extremes: 1914-1991*. Abacus, 1995
- Mitchell, Otis C and Langsam Walter Consuelo, *The World Since 1919*, Macmillan, 1969.

## MA Semester: IV

**Course Name: Contemporary Issues in International Relations**

**Course Code: HIS589**

**Teacher: Dr. Pravat Ranjan Sethi**

**Paper: Major (Elective Specialization)**

**Credits: 04**

**Credits Equivalent: 4 Credits** (One credit is equivalent to 10 hours of lectures/organized classroom activity/contact hours; 5 hours of laboratory work/practical/field work/Tutorial/teacher-led activity and 15 hours of other workload such as independent individual/group work; obligatory/optional work placement; literature survey/library work; data collection/field work; writing of papers/projects/dissertation/thesis; seminars, etc.)

**Course Objectives:** 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.

### Course Outcomes:

- ❖ Its outcome will lead a learner towards developing a detailed understanding of the contemporary international relations.
- ❖ The students will learn about the dynamics that were instrumental in shaping and reshaping of relations and world order.
- ❖ How various political phenomenon unfolded in contemporary world will be understood by the learner.
- ❖ The course will bring a learner to the contemporary years where several landmark events and phenomenon like Cold War, Arab Spring, Non-alignment, global terrorism took place.
- ❖ The course intends to develop the historical understanding of international political processes.
- ❖ This course introduces the student to challenges, changes and responses to emergent world order.
- ❖ The student will learn about the Social Movements in the contemporary world.
- ❖ The students will gain fundamental knowledge of environmental crisis and efforts towards its mitigation.
- ❖ The students will acquire knowledge regarding the nuclear proliferation and non-proliferation efforts.

**Attendance Requirements:** Students are expected to attend all lectures in order to be able to fully benefit from the course. A minimum of 75% attendance is a must failing which a student may not be permitted to appear in examination.

### Evaluation Criteria:

1. Mid Term Examination: 20%
2. End Term Examination: 60%
3. Continuous Internal Assessment: 20%, i.e. 20 marks out of 100

## **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.

## MA Semester: IV

**Course Name: India's Relations with South and Southeast Asia**

**Course Code: HIS590**

**Teacher: Dr. Rajeev Kumar**

**Paper: Major (Elective Specialization)**

**Credits: 04**

**Credits Equivalent: 4 Credits** (One credit is equivalent to 10 hours of lectures/organized classroom activity/contact hours; 5 hours of laboratory work/practical/field work/Tutorial/teacher-led activity and 15 hours of other workload such as independent individual/group work; obligatory/optional work placement; literature survey/library work; data collection/field work; writing of papers/projects/dissertation/thesis; seminars, etc.)

**Course Objectives:** 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.

### Course Outcomes:

- ❖ Its outcome will lead a learner towards developing a detailed understanding of India's contemporaneous relations with South Asia.
- ❖ Its outcome will lead a learner towards developing a detailed understanding of the India's contemporaneous relations with South East Asia.
- ❖ How various political phenomena unfolded in contemporary south and south east Asia will be learned.
- ❖ The course will bring a learner to the knowledge about India's influence in both the regions in terms of historical, cultural, economic and strategic engagement.
- ❖ The course intends to develop the historical understanding of international political processes.
- ❖ This course introduces the student to challenges, changes and responses to emergent world order.
- ❖ The students will gain fundamental knowledge of terrorism in Asian context.
- ❖ The students will acquire knowledge regarding India-ASEAN relations.

**Attendance Requirements:** Students are expected to attend all lectures in order to be able to fully benefit from the course. A minimum of 75% attendance is a must failing which a student may not be permitted to appear in examination.

### Evaluation Criteria:

1. Mid Term Examination: 20%
2. End Term Examination: 60%
3. Continuous Internal Assessment: 20%, i.e. 20 marks out of 100

### 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*.
- 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

**Course Name: Academic Writing**

**Paper Publication/ Seminar-Conference Presentation at National Level**

**Course Code: HIS591**

**Paper: Minor**

**Teacher: Prof. Narayan Singh Rao**

**Credits: 04**

**Credits Equivalent: 4 Credits** (One credit is equivalent to 10 hours of lectures/organized classroom activity/contact hours; 5 hours of laboratory work/practical/field work/Tutorial/teacher-led activity and 15 hours of other workload such as independent individual/group work; obligatory/optional work placement; literature survey/library work; data collection/field work; writing of papers/projects/dissertation/thesis; seminars, etc.)

**Course Objectives:** The major aim of this paper is to train the students in art and skill of writing an academic research paper so as to make the student well versed in the relevant techniques.

### **Course Outcomes:**

- ❖ The learning of the art and skill of writing an academic research paper is the major outcome of this course.
- ❖ Its outcome will lead a learner towards developing an understanding of what entails a research paper.
- ❖ How research is conducted in social sciences in general and history in particular will be made comprehensible.
- ❖ The learning of the skill of as how to make the student well versed in the relevant techniques of paper presentation.
- ❖ The learner will get to know about different types of researches in history and which one could be most appropriate to his research proposal.
- ❖ The student will learn about the making of research proposal for different research avenues.
- ❖ This will equip the student with necessary training for pursuing PhD.
- ❖ The student will learn about empirical and theoretical understanding of research.

**Attendance Requirements:** Students are expected to attend all lectures in order to be able to fully benefit from the course. A minimum of 75% attendance is a must failing which a student may not be permitted to appear in examination.

### **Evaluation Criteria:**

1. Mid Term Examination: 20%
2. End Term Examination: 60%
3. Continuous Internal Assessment: 20%, i.e. 20 marks out of 100

- **Theory Paper**

**Credit: 02**

## **Unit -1**

Types of Academic Writing, Basic Ways to Improve Your Style in Academic Writing and Features of Academic Writing Style. To understand the importance of academic writing and to understand and avoid the plagiarism.

## **Unit -2**

Reading Strategies, Describe the different characteristics of qualitative and quantitative methods and evaluate the suitability of different methods to solve different types of research questions.

## **Unit -3**

A Summary of an article or a report, Book Review, research question, scientific strategies and methodological choices, and analyze an empirical and theoretical material. Target the research work to suitable journal and communication for publication, understand research proposal writing, conference abstract and book writing

- **Practical Paper**

**Credit: 02**

Paper presentation in seminar, conferences, symposium and workshops.

Paper Publication in an academic Journals

### **Suggested Readings**

- Research Methodology by C.R. Kothari
- Understanding Research Methods: An Overview of the Essentials by Mildred L. Patten & Michelle Newhart
- Research Design: Qualitative, Quantitative, and Mixed Methods by John W. Creswell and J. David Creswell
- The Craft of Research by Wayne C. Booth, Gregory G. Colomb, and Joseph M. Williams
- Research Methodology: A Step-by-Step Guide for Beginners by Dr. Ranjit Kumar
- Essentials of Research Design and Methodology by Geoffrey R. Marczyk

## MA Semester: IV

**Course Name: Subject Based Data Analysis**

**Course Code: HIS592**

**Teacher: Dr. Pravat Ranjan Sethi**

**Paper: Skill/ Vocational**

**Credits: 04**

**Credits Equivalent: 4 Credits** (One credit is equivalent to 10 hours of lectures/organized classroom activity/contact hours; 5 hours of laboratory work/practical/field work/Tutorial/teacher-led activity and 15 hours of other workload such as independent individual/group work; obligatory/optional work placement; literature survey/library work; data collection/field work; writing of papers/projects/dissertation/thesis; seminars, etc.)

**Course Objectives:** Historical analysis is a rapidly expanding field with broad applicability throughout the social sciences, and the humanities. The ability to use and analyze data effectively in historical research provides a highly desirable and broadly applicable skill set in academia, in government, and in the private sector.

### Course Outcomes:

- ❖ The learning of the art and skill Historical analysis is a rapidly expanding field with broad applicability throughout the social sciences and the humanities.
- ❖ Its outcome will lead a learner towards developing an understanding of what entails a data analysis.
- ❖ How research is conducted in social sciences in general and history in particular will be made comprehensible.
- ❖ The learning of the skill of classifying different types of sources will be an outcome of this course.
- ❖ The learner will get to know about Historical analysis is a rapidly expanding field with broad applicability throughout the social sciences.
- ❖ The student will learn about the making of research proposal for different research avenues.
- ❖ This will equip the student with Researching in Oral History.
- ❖ The student will learn about empirical and theoretical understanding of research.

**Attendance Requirements:** Students are expected to attend all lectures in order to be able to fully benefit from the course. A minimum of 75% attendance is a must failing which a student may not be permitted to appear in examination.

### Evaluation Criteria:

1. Mid Term Examination: 20%
2. End Term Examination: 60%
3. Continuous Internal Assessment: 20%, i.e. 20 marks out of 100

- **Theory Paper**

**Credit: 02**

### Unit -1

Types of Data in History: Primary, Secondary and Tertiary Sources; Formats, Methods of Data Collection, Representation, and Analysis; Probability in History

**Unit -2**

Chronological Thinking; Historical Comprehension and Perspective; Historical Narratives; Comparative and Ethnographic Designs to Historical Reconstruction. Inscription Design.

**Unit -3**

Historical Research Capabilities: Historical Questions, Historical Evidence; Researching Oral History

**Unit -4**

Analysis of Historical Data and Sequences; Critical Thinking; Influence of Ideas and Opinions in Historical Analysis; Counterfactual Analysis

**Unit-5**

Interpretation of Historical Approaches; Shaping of Historical Perspectives; Arguments on Historical Inevitability and Determinism

**Practical Paper****Credit: 02**

Assignments and Presentation on each unit.

**Suggested Readings**

- Douglas Bors, *Data Analysis for the Social Sciences Integrating Theory and Practice*, University of Toronto at Scarborough, 2018.
- Lewis-Beck, Michael S. (1995). *Data Analysis: An Introduction*, Sage Publications Inc.
- Richard Veryard (1984). *Pragmatic Data Analysis*. Oxford: Blackwell Scientific Publications.
- Elton, G. R., *The Practice of History* (London, 1969).
- Fulbrook, M., *Historical Theory* (London, 2002).
- Hexter, J. H., *Reappraisals in History* (London, 1961).
- Appleby, J., et al., *Telling the Truth about History* (New York, 1994).

## MA Semester: IV

**Course Name: Dissertation**

**Presentation and Viva-Voce**

**Course Code: HIS593**

**Credits: 08**

**Teacher: Dr. Kanwar Chanderdeep Singh / Dr. Rajeev Kumar**

**Credits Equivalent: 4 Credits** (One credit is equivalent to 10 hours of lectures/organized classroom activity/contact hours; 5 hours of laboratory work/practical/field work/Tutorial/teacher-led activity and 15 hours of other workload such as independent individual/group work; obligatory/optional work placement; literature survey/library work; data collection/field work; writing of papers/projects/dissertation/thesis; seminars, etc.)

**Course Objectives:** Dissertation 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.

### **Course Outcomes:**

- ❖ Dissertation for the learners will make the students 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.
- ❖ How research is conducted in social sciences in general and history in particular will be made comprehensible.
- ❖ The learning of the skill of classifying different types of sources will be an outcome of this course.
- ❖ The learner will get to know about Historical analysis is a rapidly expanding field with broad applicability throughout the social sciences.
- ❖ The student will learn about the making of research presentation for different research avenues.
- ❖ This will equip the student with methodologies for conducting research in History.
- ❖ The students will become well versed in viva voce.
- ❖ The student will learn about empirical and theoretical understanding of research.

**Attendance Requirements:** Students are expected to attend all lectures in order to be able to fully benefit from the course. A minimum of 75% attendance is a must failing which a student may not be permitted to appear in examination.

### **Evaluation Criteria:**

1. Mid Term Examination: 20%
2. End Term Examination: 60%
3. Continuous Internal Assessment: 20%, i.e. 20 marks out of 100

**Contents for the Dissertation and Viva-Voce:** The students will be a working dissertation on the broader as well as specific themes based on their semester syllabus. The teacher supervisor for the dissertation in consultation with the concerned student will decide and assign the topic. Dissertation has to be completed within the time specified by the department. The subject

matter for the dissertation could be of fundamental nature, thematic as well as interpretative which may involve the usage of primary, secondary and tertiary sources. No monetary help will be offered to the students for the dissertation by the department. However, they are free to generate funds from external resources. On the successful completion of the dissertation, the candidate has to submit a 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 dissertation and viva-voce will determine the final score in the paper.

**Dissertation**

**Credits: 04**

**Viva-Voce**

**Credits: 04**

## Ph.D. Course Content

### PAPER-I

**Course Name: Research Methodology in History**

**Course Code: REM600**

**Teacher: Dr. Kanwar Chanderdeep Singh**

**Paper: Core**

**Credits: 04**

**Credits Equivalent: 4 Credits** (One credit is equivalent to 10 hours of lectures/organized classroom activity/contact hours; 5 hours of laboratory work/practical/field work/Tutorial/teacher-led activity and 15 hours of other workload such as independent individual/group work; obligatory/optional work placement; literature survey/library work; data collection/field work; writing of papers/projects/dissertation/thesis; seminars, etc.)

**Course Objectives:** The broader aim is to make a researcher acquaint with the basic understanding of research methodology in history; to inculcate the idea of discipline centric research; to develop a sense of critical reading of texts; and to make aware of how to use sources and computer for enhancing research output.

#### Course Outcomes:

- ❖ Its outcome will lead a learner towards developing an understanding of what entails research.
- ❖ How research is conducted in social sciences in general and history in particular will be made comprehensible.
- ❖ The learner will get to know about different types of researches in history and which one could be most appropriate to his research proposal.
- ❖ Various research concepts like causation, subjectivity, objectivity, ethics *etc.* will be understood by the learners.
- ❖ The course will enthuse a discerning research ability in the learners.
- ❖ The researcher will learn about broad and subtle research tools for conducting historical research.
- ❖ This course introduces the researcher to linkages of history with other social sciences.

**Attendance Requirements:** Students are expected to attend all lectures in order to be able to fully benefit from the course. A minimum of 75% attendance is a must failing which a student may not be permitted to appear in examination.

#### Evaluation Criteria:

1. Mid Term Examination: 20%
2. End Term Examination: 60%
3. Continuous Internal Assessment: 20%, i.e. 20 marks out of 100

#### Unit – I: Understanding Research

- A. Definition and Meaning
- B. Types of research; Ethics in Social Science research
- C. Theory building and research in social sciences; selection of topic of research
- D. Research in history: Causation; Relations with Political Science, Sociology and Geography



## **Unit – II: Methods in History**

- A. Qualitative and Quantitative; Descriptive and Analytical; Inductive and Deductive; Subjectivity and Objectivity; Generalization
- B. Historical criticism: External and Internal criticism
- C. Reading and re-reading: Structuralism, Post Structuralism, deconstruction, Modernism, Post-modernism and history
- D. Comprehending sources and their authenticity: Primary and Secondary (Archaeological, literary and web-based)

## **Unit – III: Techniques of Historical Research**

- A. Understanding research process in history; Selection of Subject
- B. Preparing synopsis; Historiographical Review; Hypothesis
- C. Collection and classification of data; Chapterization
- D. Post data collection phase: analysis, generalization, synthesis and discussion

## **Unit – IV: Arrangement, Presentation and Execution of Research**

- A. Formalizing research work: footnotes, charts, tables, arrangement of references, indexing appendices, bibliography
- B. Presentation: Research paper, Dissertation, Thesis, Project, Report
- C. Basic computer: MS word, PPT, Photoshop basic
- D. Using internet, reliability of internet information recommended; archival sources

## **Suggested Readings**

- Kothari, C.R. *Research Methodology: Methods and Techniques*, New Age Publication, 2004.
- Ali, B. Sheikh. *History: Its Theory and Method*, Macmillan Publication, 1978.
- Gardiner, P. *Theories of History*, Free Press Publication, 1959.
- Marwick, Arthur. *New Nature of History: Knowledge, Evidence, Language*, Palgrave Publication, 2001.
- Anderson et al., *Thesis and Assignment Writing*, John Willey & Sons, 2nd Edition, 1994.
- Elton G.R. *The Practice of History*, Fontana Books Publication, UK. 1970.
- Sorenson, Sharron. *How to Write Research Paper*, MacMillan Publication, 1995.
- Renier, G.J. *History: Its Purpose and Method*, Allen and Unwin Publication, 1961.
- Shafer, R.J. *A Guide to Historical Method*, Dorsey Press Publication, 1983.
- Lloyd, Christopher. *The Structures of History*, Blackwell Press Publication, 1996.

Thompson, W. *Rethinking History*, Routledge Publication, London, 1991.

Childe, V. Gordon. *What Happened in History*, Harmondsworth: Penguin, 1946.

Webster, John C.B. *An Introduction to History*, Macmillan, Meerut, 1967.

Low, D.A. (ed.) *Archives in South Asia*, CUP, Cambridge, 1969.

Crump, C.G. *History and Historical Research*, London George Routledge & Sons, 1928.

Vincent, John M. *Historical Research: An Outlines of Theory and Practice*.

## PAPER-II

**Course Name: Research and Publication Ethics**

**Course Code: RPE601**

**Teacher: Prof. Narayan Singh Rao**

**Paper: Core**

**Credits: 02**

**Credits Equivalent: 2 Credits** (One credit is equivalent to 10 hours of lectures/organized classroom activity/contact hours; 5 hours of laboratory work/practical/field work/Tutorial/teacher-led activity and 15 hours of other workload such as independent individual/group work; obligatory/optional work placement; literature survey/library work; data collection/field work; writing of papers/projects/dissertation/thesis; seminars, etc.)

**Course Objectives:** The course focuses on basics of philosophy of science and ethics, research integrity and publication ethics.

### **Course Outcomes:**

- ❖ The course will help the researchers learn about research integrity.
- ❖ It will help the researchers in understanding the ethics related to research and publication.
- ❖ The researcher will be able to learn the basics of conducting objective research.
- ❖ The course will benefit the researchers in conceptualizing their research.

**Attendance Requirements:** Students are expected to attend all lectures in order to be able to fully benefit from the course. A minimum of 75% attendance is a must failing which a student may not be permitted to appear in examination.

### **Evaluation Criteria:**

1. Mid Term Examination: 20%
2. End Term Examination: 60%
3. Continuous Internal Assessment: 20%, i.e. 20 marks out of 100

## **THEORY**

### **Unit – I: Philosophy and Ethics**

- A. Introduction to philosophy: definition, nature and scope, concept, branches
- B. Ethics: definition, moral philosophy, nature of moral judgements and reactions

### **Unit – II: Scientific Conduct**

- A. Ethics with respect to science and research
- B. Intellectual honesty and research integrity
- C. Scientific misconducts: Falsification, Fabrication, and Plagiarism (FFP)
- D. Redundant publications: duplicate and overlapping publications, salami slicing
- E. Selective reporting and misrepresentation of data

### **Unit – III: Publication Ethics**

- A. Publication ethics: definition, introduction and importance

- B. Best practices / standards setting initiatives and guidelines: COPE, WAME, etc.
- C. Conflicts of interest
- D. Publication misconduct: definition, concept, problems that lead to unethical behavior and vice versa, types
- E. Violation of publication ethics, authorship and contributorship
- F. Identification of publication misconduct, complaints and appeals
- G. Predatory publishers and journals

## **PRACTICE**

### **Unit – IV: Open Access Publishing**

- A. Open access publications and initiatives
- B. SHERPA/RoMEO online resource to check publisher copyright & self-archiving policies
- C. Software tool to identify predatory publications developed by SPPU
- D. Journal finder / journal suggestion tools viz. JANE, Elsevier Journal Finder, Springer Journal Suggester, etc.

### **Unit – V: Publication Misconduct**

- A. Group Discussion
  1. Subject-specific ethical issues, FFP, authorship
  2. Conflicts of interest
  3. Complaints and appeals: examples and fraud from India and abroad
- B. Software tools
  1. Use of plagiarism software like Turnitin, Urkund and other open-source software tools

### **Unit – VI: Databases and Research Metrics**

- A. Databases
  1. Indexing databases
  2. Citation databases: Web of Science, Scopus, etc.
- B. Research Metrics
  1. Impact Factor of journal as per Journal Citation Report, SNIP, SJR, IPP, Cite Score
  2. Metrics: h-index, g index, i10 index, altmetrics

## **Suggested Readings**

K.S. Kitchener and R.F. Kitchener. 2009. *Social Science Research Ethics: Historical and Philosophical Issues*.

Richard Schwartz. *On Ethics in Social Science Research*.

Donna M. Mertens and Pauline E. Ginsberg. Ed. 2009. *The Handbook of Social Research Ethics*.

## PAPER-III

**Course Name: Pedagogy of Teaching-Learning Process**

**Course Code: PTLP**

**Paper: University-wide Course (Core)**

**Teacher: Prof. Narayan Singh Rao**

**Credits: 02**

**Credits Equivalent: 2 Credits** (One credit is equivalent to 10 hours of lectures/organized classroom activity/contact hours; 5 hours of laboratory work/practical/field work/Tutorial/teacher-led activity and 15 hours of other workload such as independent individual/group work; obligatory/optional work placement; literature survey/library work; data collection/field work; writing of papers/projects/dissertation/thesis; seminars, etc.)

**Course Objectives:** To enable the learners to:

- ❖ Understand about teaching-learning process, its various aspects.
- ❖ Understand about content analysis and instructional objectives.
- ❖ Explain the meaning of curriculum, and discuss principles as well as approaches of curriculum development.
- ❖ Understand and practice various teaching skills in concerned subjects.
- ❖ Understand and practice different teaching methods and strategies in concerned subjects.
- ❖ Understand the concept and types of assessment.
- ❖ Develop classroom tests for evaluating students' performance in concerned subjects.
- ❖ Understand various latest developments in teaching-learning and assessment processes.
- ❖ Explain the meaning of pedagogical analysis and its different components.
- ❖ Perform pedagogical analysis in concerned subject areas.

**Course Outcomes:**

- ❖ The course will help the researchers to understand the meaning of pedagogy and analysis.
- ❖ The course will help the researchers to understand the meaning and significance of teaching-learning and the various processes associated with it.
- ❖ The course will help the researchers in practicing various teaching skills in concerned subjects.

**Attendance Requirements:** Students are expected to attend all lectures in order to be able to fully benefit from the course. A minimum of 75% attendance is a must failing which a student may not be permitted to appear in examination.

**Evaluation Criteria:**

1. Mid Term Examination: 20%
2. End Term Examination: 60%
3. Continuous Internal Assessment: 20%, i.e. 20 marks out of 100

**Unit – I: Basics about Teaching-Learning**

Concept and Nature of Teaching and Learning. Objectives of teaching-learning at higher education level, Stages of teaching, Qualities of an Effective Teacher at Higher Level; Understanding psychology of youth and individual differences in classroom; How to tackle individual differences effectively?

## **Unit – II: Content Analysis, Instructional Objectives and Classroom Communication**

Concept and Process of Content Analysis, Meaning and importance of instructional objectives in behavioural terms, How to write Instructional Objectives in Behavioural Terms? **(Discipline-specific)**, How to make classroom communication effective? How to use online/virtual platforms for effective teaching-learning?

## **Unit – III: Curriculum Development and Teaching-Learning Material**

Meaning, components and types of curriculum, Principles and approaches of curriculum development; How to select content (theory and practical syllabus) and activities for curriculum of a particular course? **(Discipline-specific)**, Examining effectiveness and usefulness of existing curriculum; How to make effective use of TLM and laboratories for improving TL process? **(Discipline-specific)**

## **Unit – IV: Pedagogical Analysis, Teaching Skills and Methods**

Concept and process of pedagogical analysis (Discipline-specific); Practicing different Teaching Skills: Skill of introducing the lesson, explaining, illustrating, questioning, stimulus variation, writing on board and achieving closure; Applying Different Teaching Methods and Strategies: Lecture, Lecture-cum-Demonstration, Group & Panel Discussion, Seminars, Tutorials, Team Teaching, etc. *(Other Discipline-specific Teaching Strategies and Approaches can be included by concerned subject teacher by replacing above).*

## **Unit – V: Assessment Tools and Techniques**

Concept and Types of Assessment: Placement, Formative, Diagnostic and Summative; Applying Assessment Tools: Tests, Rating Scales, Rubrics, Quizzes **(Discipline-specific)**; Applying assessment techniques: Observation, Interview (viva-voce); How to develop objective type and essay type tests **(Discipline-specific)**; Marking scheme and assessment of practical skills **(Discipline-specific)**; Latest developments in evaluation: Grading system and CBCS; CCA; Internal, midterm and end-term evaluation **(Discipline-specific)**.

### **Books Recommended**

Das, R.C. (1993). *Educational Technology – A Basic Text*, Sterling Publishers Pvt. Ltd.

Graeme, K. (1969). *Blackboard to Computers: A Guide to Educational Aids*, London, Ward Lock.

Dandapani, S. (2001). *Advanced educational psychology*, (2<sup>nd</sup> edition), New Delhi, Anmol Publications Pvt. Ltd.

Haas, K.B. & Packer, H.Q. (1990). *Preparation and Use of Audio-Visual Aids*, 3<sup>rd</sup> edition, Prentice Hall, Inc.

Kumar, K.L. (2008). *Educational Technology*, New Age International Pvt. Ltd. Publishers, New Delhi (Second Revised Edition).

Mukhopadhyay, M. (1990). *Educational Technology – Year Book 1988*, All India Association for Educational Technology, New Delhi.

- Mukhopadhyay, M. (1990). *Educational Technology – Challenging Issues*, Sterling Publishers Pvt. Ltd., New Delhi.
- Sampath et.al. (1981). *Introduction to Educational Technology*, Sterling Publishers Pvt. Ltd.
- Sharma, B.M. (1994). *Media and Education*, New Delhi: Commonwealth Publishers.
- Venkataiah, N. (1996). *Educational Technology*, New Delhi: APH Publishing Corporation.
- Dahama, O.P. & Bhatnagar, O.P. (2019). *Education and Communication for Development*, Oxford and IBH Publishing Company, New Delhi.
- Goldberg, Alvin & Larson, Carl (1975). *Group Communication*, Prentice Hall, Inc. New Jersey.
- Mangal, S.K. (2004). *Advanced Educational Psychology*, New Delhi: Prentice Hall of India Pvt. Ltd.
- Santrock, John W. (2006). *Educational Psychology*, Tata McGraw Hill, New Delhi.
- Baron, R.A. (2001). *Psychology*, Pearson Education Inc., New Delhi.
- Woolfolk, A. et.al. (2012). *Fundamentals of Educational Psychology*, New Delhi: Pearson Education.

## PAPER-IV

**Course Name: Indian Traditional Knowledge and Practices**

**Course Code: ITKP651**

**Teacher: Dr. Pravat Ranjan Sethi**

**Paper: Core**

**Credits: 02**

**Credits Equivalent: 2 Credits** (One credit is equivalent to 10 hours of lectures/organized classroom activity/contact hours; 5 hours of laboratory work/practical/field work/Tutorial/teacher-led activity and 15 hours of other workload such as independent individual/group work; obligatory/optional work placement; literature survey/library work; data collection/field work; writing of papers/projects/dissertation/thesis; seminars, etc.)

**Course Objectives:** To introduce the researchers to the Indian knowledge system which encapsulates the ancient/traditional education system and various schools of philosophy and to acquaint them with various technological and scientific endeavours in the *Bhartiya parampara*.

### **Course Outcomes:**

- ❖ The course will delve into the antiquity of the Indian civilization.
- ❖ It will make learners help build a deeper appreciation of knowledge attainments of India since earliest times.
- ❖ How the Indian Knowledge System encompassed varied dimensions of human life will be learned.
- ❖ The course will develop an interdisciplinary acumen in the learners as it will deal with *Bhartiya* sciences, art and architecture.
- ❖ The course will develop the feeling of pride vis a vis the nation as the knowledge provider of the world.

**Attendance Requirements:** Students are expected to attend all lectures in order to be able to fully benefit from the course. A minimum of 75% attendance is a must failing which a student may not be permitted to appear in examination.

### **Evaluation Criteria:**

1. Mid Term Examination: 20%
2. End Term Examination: 60%
3. Continuous Internal Assessment: 20%, i.e. 20 marks out of 100

### **Unit I: Indian Traditional Knowledge**

**(4 hours)**

Indian Traditional Knowledge System; The Vedas; Indian Philosophical Systems; Ancient Education System; Gurukul Parampara; Agriculture; Ecology and Environment; Traditional Knowledge on Environmental Conservation; Healthcare; Surgery and Yoga, etc.

### **Unit II: Traditional Arts and Literature**

**(4 hours)**

Art, Music and Dance; Nataraja- A masterpiece of *Bharatiya* Art; *Natyashastra*; Theatre and Drama; Language and Literature; Life and works of Agastya, Valmiki, Patanjali, Vedavyasa, Yajnavalkya, Gargi, Caraka, Sushruta, Kautilya, Kalidas, Panini, Thiruvalluvar, Aryabhata.



**Unit III: Science & Mathematics in Ancient India (4 hours)**

Vedic Cosmology; Astronomy; Chemistry in Early Literature; Ayurveda; Traditional Medicine; Concept of Zero and Pi; Number System; Pythagoras Theorem and Vedic Mathematics; Kerala School of Mathematics.

**Unit IV: Ancient Indian Engineering, Technology & Architecture (4 hours)**

Civil Engineering in Sindhu-Sarasvati Civilization; Pre- and post-Harappan Metallurgy; Glass, Pottery, Textiles, Shipping and Marine Technology; Iron Pillar of Delhi; Engineering Marvels in Temple Architecture; Forts and Palaces.

**Unit V: Traditional Indian Practices (4 hours)**

Teaching and Learning Practices in Ancient Bharat; Ethics: Individual and Social; Martial Arts Traditions; Water Harvesting Practices; Traditional Housing; Traditional Agricultural Practices; Weather Forecasting/Prediction; Traditional practices in animal husbandry.

**Suggested Readings**

O.P. Dwivedi, Environmental Crisis and Hindu Religion, Gitanjali Publishing House, Delhi, 1987.

Christopher K. Chapple, 'Towards an indigenous Indian environmentalism', in Nelson E., Lance, (ed.), Purifying the Earthly Body of God, p. 20, State University of New York Press, Albany, 1998.

David L. Gosling, Religion and Ecology in India and Southeast Asia, Routledge, London & New York, 2001.

Bansi Lal Malla, Trees in Indian Art, Mythology and Folklore, Aryan Books International, New Delhi, 2000.

R. Narayan and J. Kumar, Ecology and Religion: Ecological Concepts in Hinduism, Buddhism, Jainism, Islam, Christianity and Sikhism, Deep and Deep Publications, New Delhi, 2003.

Pragati Sahni, Environmental Ethics in Buddhism: A Virtual Approach, Routledge, New York, 2008.

Priyadarsan Sensarma, 'Conservation of Biodiversity in Manu Samhita', Indian Journal of History of Science, 33 (4), 1998.

Vipul Singh, The Human Footprint on Environment: Issues in India, Macmillan India, New Delhi, 2012.

## PAPER-V

**Course Name: Indian Historiography**

**Course Code: IHI602**

**Teacher: Dr. Rajeev Kumar**

**Paper: Elective**

**Credits: 04**

**Credits Equivalent: 4 Credits** (One credit is equivalent to 10 hours of lectures/organized classroom activity/contact hours; 5 hours of laboratory work/practical/field work/Tutorial/teacher-led activity and 15 hours of other workload such as independent individual/group work; obligatory/optional work placement; literature survey/library work; data collection/field work; writing of papers/projects/dissertation/thesis; seminars, etc.)

**Course Objectives:** The broader aim is to make a researcher acquainted with the basic understanding of Indian history-writing; to help them learn about the various schools of Indian historiography; to develop a sense of critical reading of texts; and to make aware of how to question the history-writing which is not objective.

### **Course Outcomes:**

- ❖ The researcher will be able to learn about the various schools of Indian history-writing.
- ❖ The course will help the researcher to understand the motives behind the colonial and imperial historiography.
- ❖ The course will help the researcher to question historical arguments related to various phases of Indian history.
- ❖ The course will help the researcher gain a basic understanding of regional historiography.

**Attendance Requirements:** Students are expected to attend all lectures in order to be able to fully benefit from the course. A minimum of 75% attendance is a must failing which a student may not be permitted to appear in examination.

### **Evaluation Criteria:**

1. Mid Term Examination: 20%
2. End Term Examination: 60%
3. Continuous Internal Assessment: 20%, i.e. 20 marks out of 100

### **Unit – I: General Trends and Interpretations**

- A. Ancient
- B. Medieval
- C. Modern
- D. Contemporary

### **Unit – II: Imperialism and Orientalist Writings**

- A. William Jones
- B. James Mill
- C. W.W. Hunter
- D. V.A. Smith

### **Unit – III: Regional Historical Writings - Salient Features**

- A. South India
- B. Maratha History
- C. North-east
- D. Himalayan History; History of Punjab

### **Unit – IV: Historical Approaches**

- A. Cambridge School
- B. Nationalist School
- C. Marxist School
- D. Subaltern School

### **Suggested Readings**

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

Philips, C.H. *Historians of India, Pakistan and Ceylon* (London: Oxford University Press, 1962).

Sen, S.P. (ed.) *Historical and Historiography in Modern India* (Calcutta: Institute of Historical Studies, 1973).

Majumdar, R.C. *Historiography in Modern India* (Bombay: Asia Publishing 1970).

Sastri Nilkantha, K.A. & Ramanna, H.S. *Indian Society: Historical Probing*.

Hardy, P. *Historians of Medieval India* (London: Luzac, 1966).

Grewal, J.S. *Medieval India: History and Historians* (Amritsar, G.N.D. University, 1975).

Grewal, J.S. *Muslim rule in India: The Assessment of British Historians* (Calcutta: Oxford University Press, 1970).

Rosenthal, F. *A History of Muslim Historiography* (Leiden, 1952).

Sarkar, Sumit. *Bibliographical survey of Social Reforms Movements in the 18th and 19th Centuries* (Motilal Banarsidass, 1975).

## PAPER-VI

**Course Name: Sources of Ancient Indian History**

**Course Code: AIH603**

**Teacher: Dr. Thuktan Negi**

**Paper: Elective**

**Credits: 04**

**Credits Equivalent: 4 Credits** (One credit is equivalent to 10 hours of lectures/organized classroom activity/contact hours; 5 hours of laboratory work/practical/field work/Tutorial/teacher-led activity and 15 hours of other workload such as independent individual/group work; obligatory/optional work placement; literature survey/library work; data collection/field work; writing of papers/projects/dissertation/thesis; seminars, etc.)

**Course Objectives:** The broader aim of the course is to acquaint the researcher with various sources of ancient Indian history, viz. literature (Vedic and non-Vedic), biographies, travellers accounts, traditions and *charitas*; and archaeological sources including epigraphy and numismatics.

### Course Outcomes:

- ❖ The researcher will be able to learn about the various sources of ancient Indian history.
- ❖ The course will help the researcher to understand the literary and archaeological sources in great details to help them formulate their own ideas on ancient India.
- ❖ The course will help the researcher learn the significance of ancient period in Indian history and society.
- ❖ The course will help the researcher relate the various aspects of Indian traditions with the day-to-day activities of the present times.

**Attendance Requirements:** Students are expected to attend all lectures in order to be able to fully benefit from the course. A minimum of 75% attendance is a must failing which a student may not be permitted to appear in examination.

### Evaluation Criteria:

1. Mid Term Examination: 20%
2. End Term Examination: 60%
3. Continuous Internal Assessment: 20%, i.e. 20 marks out of 100

### Unit – I: Literature

- A. Vedic Literature
- B. Brahmanical Literature
- C. Buddhist Literature
- D. Jain Literature

### Unit – II: Histories and Biographies

- A. Itihasa-Purana Tradition and Charitas with special reference to the Buddhacharita, Rajatarangini and Harshacharita

- B. Account of foreign travelers with special reference to Megasthenes, Hiuen Tsang, and Alberuni
- C. Romantic and folk literature with special reference to the Malavikagnimitram of Kalidasa and the Kathasaritsagara of Somadeva

### **Unit – III: Archaeological Sources**

- A. Stone Age tools – Tool techniques and uses
- B. Ceramic Assemblage; Numismatics, Epigraphy
- C. Monuments as a source of ancient Indian history

### **Unit – IV: Epigraphy and Numismatics**

- A. Seals as a source of ancient Indian history
- B. Inscriptions as a source of ancient Indian history
- C. Coins as a source of ancient Indian history

### **Suggested Readings**

Ghosal, U.N. *Studies in Indian History and Culture*. Bombay. 1965.

Majumdar, R.C. & A.D. Pusalkar Shafer (Ed.). *The History and Culture of the Indian People* (Bharatiya Vidya Bhawan series). Vol. I (Portions of Language and Literature). Mumbai. 1988.

Pargiter, F.E. *Ancient Indian Historical Traditions*. Delhi. 1972.

Pargiter, F.E. *The Purana Text of the Dynasties of the Kali Age*. Oxford. 1913.

Rapson, E.J. *The Cambridge History of India*. Vol. I, Cambridge. 1922.

Winternitz, M. *History of Indian literature*. Vols. I & II. Delhi. 1987. (Also in Hindi)

## PAPER-VII

**Course Name: Historiography of Medieval India**

**Course Code: MEI604**

**Teacher: Prof. Narayan Singh Rao**

**Paper: Elective**

**Credits: 04**

**Credits Equivalent: 4 Credits** (One credit is equivalent to 10 hours of lectures/organized classroom activity/contact hours; 5 hours of laboratory work/practical/field work/Tutorial/teacher-led activity and 15 hours of other workload such as independent individual/group work; obligatory/optional work placement; literature survey/library work; data collection/field work; writing of papers/projects/dissertation/thesis; seminars, etc.)

**Course Objectives:** The broader aim is to introduce and impart the basic concepts concerning historiography of medieval India and to enlighten upon the various aspects of medieval Indian economy, society and polity.

### **Course Outcomes:**

- ❖ The researcher will be able to learn about the various concepts related to medieval Indian historiography.
- ❖ The course will help the researcher to understand the economy, polity and society in great details to help them formulate their own ideas on medieval India.
- ❖ The course will help the researcher learn the unexplored areas of medieval period in Indian history-writing.
- ❖ The course will help the researcher gain an idea of the subjectivities in medieval Indian historiography.

**Attendance Requirements:** Students are expected to attend all lectures in order to be able to fully benefit from the course. A minimum of 75% attendance is a must failing which a student may not be permitted to appear in examination.

### **Evaluation Criteria:**

1. Mid Term Examination: 20%
2. End Term Examination: 60%
3. Continuous Internal Assessment: 20%, i.e. 20 marks out of 100

### **Unit – I: Sources of Medieval India**

- A. Minhaj-us-Siraj: Tabaqat-i-Nasiri
- B. Ziauddin Barani: Fatwa-i-Jahandari
- C. Babur: Tuzak-i-Baburi
- D. Abul Fazal: Akbar Nama (3 Vols)
- E. Dargah Quli Khan: Muraqqa-i-Delhi

### **Unit – II: Aspects of Society, Polity and Economy-I**

- A. Changes in the social structure of the ruling class; state policy of inclusion of new racial groups in the ruling class; Matrimonial Relations; Political and Socio-cultural Impact
- B. Income and standard of living; social and cultural interactions among the ruling classes
- C. Urban social groups: Merchants, Brokers and commercial economy

### **Unit – III: Aspects of Society, Polity and Economy-II**

- A. Superior Rural Classes: Bhumias, Mahajans, Bohras and rural economy
- B. Manufacturers- Social Composition, State and Manufacturers – Protest and Protection; Social organization; new technologies and formation of new professional castes
- C. Soldiers: social composition of military contingents and regional background; regular, rozinadar and cavalry soldiers; European mercenaries

### **Unit – IV: Aspects of Society, Polity and Economy-III**

- A. Religious, regional and cultural identities
- B. Clash of identities or civilization or respecting each other's identities
- C. Socio-cultural heritage: Unity in diversities, Rejection of Oneness

### **Suggested Readings**

Akbar S. Ahmed. *Discovering Islam: Making Sense of Muslim History and Society*, New Delhi, 1990.

Elliot, Sir H.M. & J. Dowson. *History of India as Told by its Own Historians*, 8 vols. London, 1867-77.

Rosenthal, F. *History of Muslim Historiography*, Leiden, 1952.

Sarkar, Jagdish Narayan. *History of History Writings in Medieval India*, Calcutta, 1977.

Sarkar, Jagdish Narayan. "Ideas of History in Medieval India", *The Quarterly Review of Historical Studies*, Vol. 4, Nos. 1 and 2, 1964-65.

Sarkar, Jagdish Narayan. "Survey of Medieval Indian Historiography", *The Quarterly Review of Historical Studies*, Vol. 3, Nos. 1 & 2, 1963-64.

Grewal, J.S. *Muslim Rule in India: The Assessment of British Historians*, Calcutta, 1970.

Grewal, J.S. *Medieval India: History and Historians*, Amritsar, 1975.

Hasan, Mohibut (ed.) *Historians of Medieval India*, Meerut, 1968.

Habib, Irfan. *The Agrarian System of Mughal India*, OUP, 1963.

Chandra, Satish. *Social Change and Development in Medieval India*, Har Anand Publications, 2008.

Habib, Irfan. "Theories of Social Change in South Asia", *The Journal of Social Studies*, No. 33, Dacca.

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

Nizami, K.A. *Some Aspects of Religion and Politics in the Thirteenth Century India*, Delhi, 1974.

## PAPER-VIII

**Course Name: Historiography of Modern India**

**Course Code: MOI605**

**Teacher: Dr. Pravat Ranjan Sethi**

**Paper: Elective**

**Credits: 04**

**Credits Equivalent: 4 Credits** (One credit is equivalent to 10 hours of lectures/organized classroom activity/contact hours; 5 hours of laboratory work/practical/field work/Tutorial/teacher-led activity and 15 hours of other workload such as independent individual/group work; obligatory/optional work placement; literature survey/library work; data collection/field work; writing of papers/projects/dissertation/thesis; seminars, etc.)

**Course Objectives:** The broader aim is to introduce and impart the basic concepts concerning historiography of modern India.

### **Course Outcomes:**

- ❖ The researcher will be able to learn about the various concepts of modern Indian history.
- ❖ The course will help the researcher to understand the polity and economy in great details to help them formulate their own ideas on colonial and post-colonial India.
- ❖ The course will help the researcher learn the significance and impact of British period on Indian history and society.
- ❖ The course will help the researcher relate the various aspects of Indian polity and economy with the British-era adventures and how it continues to influence us till date.

**Attendance Requirements:** Students are expected to attend all lectures in order to be able to fully benefit from the course. A minimum of 75% attendance is a must failing which a student may not be permitted to appear in examination.

### **Evaluation Criteria:**

1. Mid Term Examination: 20%
2. End Term Examination: 60%
3. Continuous Internal Assessment: 20%, i.e. 20 marks out of 100

### **Unit – I: Making of ‘History’ as a Discipline and Nature of Historical Sources**

A. Genesis of the discipline “history”, Writing History and Historiography, Contemporariness of historical-writing

B. Components of history-writing: value of primary sources in history writing; Newspapers, Autobiographies, Diaries, Reminiscences, government records and private papers and correspondences

C. Abode of historical sources: National Archives, State Archives, and Libraries, Surviving Historical sources from distant past to present

D. Expanding the categories of Historical sources, Debate on the creating categories of historical sources: Palm-leaf manuscript, oral sources, and Indic literature



## **Unit - II: Colonialism, Nationalism and Communalism**

- A. Colonialism in South Asia: Nature; textualization of knowledge: Translation of Classical Indian manuscripts, Genesis of Gazetteers, Census and social engineering
- B. Colonial economy: Nature and development-Industrial, financial and agricultural; critique
- C. Nationalism in South Asia: Origin, Indian National Movement
- D. British rule, Nationalist politics and Growth of communalism in colonial India; Communal violence and Partition

## **Unit – III: Caste, Gender, and Family**

- A. Understanding Modern Caste and Its traces from Dharmashastras: Manusmriti, Naradasmriti, Yagnyavalkyasmriti, Brihaspatismriti
- B. Invention of colonial tradition, Debates on Colonial Categories: Race, Tribe, Community
- C. Gendered identities structured in the colonial and postcolonial experiences, Colonial Civilizing Mission, Reform Movements and Patriarchy
- D. Transformation of Family structure under colonial Rule, Private and Public Space, Childhood in colonial society: Fusion of Western and Indigenous conception of childhood

## **Unit – IV: Law and Environment**

- A. Conception of Law in Pre-colonial India, Making of Colonial Judicial system, Court and land as a commodity, Criminalization of communities, Indian Penal Code
- B. Resources and Land Rights: Issues and Conflicts; Politics of water and forests; Issues of governance arising out of competition over precious ecological resources

## **Suggested Readings**

Chakrabarty, Dipesh. *Provincializing Europe: Postcolonial Thought and Historical Difference*. Princeton: Princeton University Press, 2000.

Chakrabarty, Dipesh. *Postcoloniality and the Artifice of History: Who Speaks for “Indian” Pasts?*

Luden, David E. *Contesting the Nation: Religion, Community, and the Politics of Democracy in India*. Philadelphia: University of Pennsylvania Press, 1996.

Luden, David E. *The New Cambridge History of India: An Agrarian History of South Asia*. Cambridge: Cambridge University Press, 2008.

Nandy, Ashis. *The Intimate Enemy: Loss and Recovery of Self under Colonialism*. Oxford: Oxford University Press, 1983.

Kaviraj, Sudipta. *The Imaginary Institution of India* (New York, 2010).

Pandey, Gyan. *The Construction of Communalism in Colonial India*, 1990.

Washbrook, D.A. *Law, State and Agrarian Society in Colonial India*, Modern Asian Studies, 1981.

- Chatterjee, Partha. *The Nation and Its Fragments: Colonial and Postcolonial Histories*, 1994.
- Dumont, Louis. *Homo Hierarchicus: The Caste system and Its Implications*. Delhi: OUP, 1998.
- Bayly, Susan. *Caste, Society and Politics in India from the Eighteenth Century to the Modern Age*, Chapters 1, 3 and 4, 1999.
- O'Hanlon, Rosalind. *A Comparison between women and men: Tarabai Shinde and the critique of Gender Relations in Colonial India*, OUP, 1994.
- Sangari, Kumkum and Sudesh Vaid eds. *Recasting Women: Essays in Indian Colonial History*. Rutgers University Press, 1989 (Chapters by Lata Mani and Partha Chatterjee).
- Sarkar, Tanika. 'Enfranchised Selves: Women, Culture and Rights in Nineteenth-Century Bengal', *Gender and History*, 13, no. 3 (2001): 546-65.
- Sinha, Mrinalini. *Specters of Mother India: The Global Restructuring of an Empire*. Duke University Press, 2006.
- Gadgil, Madhav and Guha, Ramachandra. 1995. *Ecology and Equity: the use and abuse of nature in contemporary India*. London, New York: Routledge. Chapters 1, 2 & 3.
- Shahabuddin, Ghazala and Rangarajan, Mahesh (eds.) 2007. *Making Conservation Work: Securing biodiversity in this new century*. Delhi: Permanent Black.
- C.A. Bayly, *Indian Society and the Making of the British Empire* (Chapter 5)
- Sudipta Kaviraj, *The Imaginary Institution of India* (New York, 2010).
- Lowe, Norman. *Mastering Modern World History*. Palgrave Macmillan, 2013.