

FACULTY OF SOCIAL SCIENCE

SYLLABUS

FOR M.A. HISTORY

(1st -4th semesters)



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**Sardar Patel University, Mandi
Himachal Pradesh**

हिमाचल प्रदेश सरकार

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Item-III: To consider the syllabi of MA in Journalism and Mass Communication, Course Work for Ph.D. in Journalism and Mass Communication as per CBCS, introduce and consolidate concerns such as a skill development, innovations, start-ups and entrepreneurship, soft skills, intellectual property rights, cyber security, gender sensitisation, disaster management and preparedness, human rights and Indian ethos, community service and engagement, critical appraisal skills for health reporting, and introduce cleanliness drive and mentorship programme in MA(JMC) and the amendments/additions required to be added in the Ordinance of the H. P. University, Shimla-05, duly approved by the BOS (PG) Journalism and Mass Communication in its meeting held on 01.07.2022.

Decision : Approved as per Annexure's as recommended by BOS (PG).

Item-IV: To consider the syllabi of MA Public Administration as per CBCS and course work for Ph.D in Public Administration as per CBCS duly approved by the BOS (PG) Public Administration in its meeting held on 21.06.2022.

Decision : Approved as per Annexure's as recommended by BOS (PG).

Item-V: To consider the syllabi of MA Sociology as per CBCS duly approved by the BOS (PG) Sociology and Social Work in its meeting held on 25.09.2021.

Decision : Approved as per Annexure's as recommended by BOS (PG).

Item-VI: To consider the syllabi of MA Social Work as per CBCS duly approved by the BOS (PG) Sociology and Social Work in its meeting held on 09.10.2021.

Decision : Approved as per Annexure's as recommended by BOS (PG).

Item-VII: To consider the syllabi of MA in Yoga Studies as per CBCS duly approved by the BOS (PG) Yoga Studies in its meeting held on 20.06.2022.

Decision : Approved as per Annexure's as recommended by BOS (PG).

Item-VIII: To consider the syllabi of MA in Rural Development as per CBCS, To start Ph.D programme in Sustainable Rural Development and also syllabi of "Course Work" and "Entrance Test" for Ph.D in Sustainable Rural Development as per CBCS duly approved by the BOS (PG) Life Long Learning in its meeting held on 14.07.2022.

Decision : Approved as per Annexure's as recommended by BOS (PG).

Item-IX: To consider the syllabi of MA Archaeology and Ancient History as per CBCS duly approved by the BOS (PG) Archaeology and Ancient History in its meeting held on 11.09.2021.

Decision : Approved as per Annexure's as recommended by BOS (PG).

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DEPARTMENT OF HISTORY
NAAC Accredited 'A' Grade University
Himachal Pradesh University, Summerhill
Shimla - 171005

**MEETING/PROCEEDINGS OF THE BOARD OF STUDIES (POST GRADUATE) IN
HISTORY HELD ON 13 July 2022**

A meeting of the Board of Studies (PG) History was held online through Google Meet on 13th July 2022 from 11.00 a.m. onwards. The following were present:

1. Prof. Heeraman Tiwari, Professor in Centre for Historical School of Social Sciences, JNU, New Delhi (External Expert)
2. Prof. B.K. Shivram, Department of History, HPU, Shimla-5 (Member)
3. Prof. Arun Kumar Singh, Department of History, HPU, Shimla-5 (Member)
4. Dr. Sharda Devi, Department of History, ICDEOL, HPU, Shimla-5 (Member)
5. Ms. Roshni Devi, Department of History, HPU, Shimla-5 (Member)
6. Dr. Ankush Bhardwaj, Chairman, Department of History, HPU, Shimla-5 (Convener/Member)


Agenda 1: Revision and Introduction of Third and Fourth Semesters' Courses for M.A. (History) Programme Implemented in July 2021.

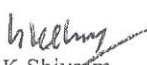
Decision: In continuation to revised syllabi of M.A. History (Notified vide letter No. 6-38/2005(FSS)-HPU (Acad.) Vol-III dated 10.06.2020, even no. (s) dated 03.08.2020 & 25.05.2022) Third and Fourth semesters' courses were proposed, discussed and approved as per Annexure-I.


Agenda 2: Restructuring scheme and structure of PG syllabi under CBCS to be Implemented from July 2022.

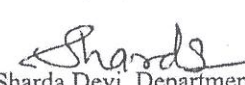
Decision: Scheme and structure of PG syllabi under CBCS (beginning July 2022) including First and Second semesters' courses were proposed, discussed and approved as per attached Annexure-A.


It was decided to continue discussion on 3rd & 4th semesters' (CBCS) courses at the next BoS meeting.

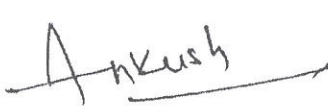

Prof. Heeraman Tiwari,
Centre for Historical School of
Social Sciences, JNU, New Delhi
(External Expert)


Prof. B.K. Shivram,
Department of History, HPU,
Shimla-5 (Member)


Prof. Arun Kumar Singh,
Department of History, HPU,
Shimla-5 (Member)


Dr. Sharda Devi, Department of
History, ICDEOL, HPU, Shimla-5
(Member)


Ms. Roshni Devi,
Department of History, HPU,
Shimla-5 (Member)


Dr. Ankush
Bhardwaj,
Chairman/Member,
Department of
History, HPU,
Shimla-5
(Convener/Member)





ANNEXURE-A

REVISED SCHEME AND STRUCTURE OF M. A. (HISTORY) PROGRAMME UNDER CBCS AS APPROVED ON 13 July 2022 BY THE BOARD OF STUDIES (POST GRADUATE) IN HISTORY

The revised syllabi for M. A. (History) under CBCS are recommended for introduction from academic session 2022-2023, beginning July 2022

The MA History programme has been restructured to offer all its active strengths in an innovative package of courses that challenges students to develop their knowledge and skills. Programme is designed around students' research interests and provides the opportunity to choose courses relating to a variety of historical periods and locations. The choices are provided in units because we want students to appreciate the vastness of the discipline, give them the opportunity to expand their range of interests so that they are better skilled in their future endeavours. Students can opt to specialise in particular areas such as ancient, medieval, modern, contemporary and regional history. Students will be able to demonstrate broad knowledge of historical events and periods and their significance. Programme's aim includes identifying and describing the contours and stakes of conversations among historians within defined historiographical fields. Students will learn to apply historical methods to evaluate critically the record of the past and how historians and others have interpreted it—to deploy skills of critical analysis. Student will acquire central historical research skills, including the effective use of libraries, archives, and databases. Students should demonstrate their mastery of the knowledge and skills involved in historical practice by conceptualizing and executing a significant piece of original research. Students will learn to organize and express their thoughts clearly and coherently both in writing and orally.

Courses have been designed to integrate and provide the value-based and skill-based knowledge as well. The value and skill-based knowledge shall supplement students learning and enhance their preparedness to meet the challenges of their academic life. The value and skill-based knowledge gained includes: craft of meaningful writing, critical thinking and problems solving abilities, development of communication and presentation skills, learning of the dynamics of analysis and interpretation through research, ethics, social and environment responsibilities. The dissertation provides the opportunity to develop further the skills and apply historical knowledge to research project.

University Grants Commission's instructions about publication ethics and misconduct (Letter No. F.1/2018(Journal/Care) dated December 2019), are integrated as a part of the course entitled History and Historiography.

Structure

The M.A. History syllabi structure shall comprise four semesters with four courses in each semester. Each student will be required to successfully complete 16 (sixteen) courses with a total of 92 credits marks in order to be eligible for the award of the M.A. degree. The student shall study 4 (four) core course in each of first and second semester. In third semester the student shall study 2 (two) core courses, one Discipline Specific elective/optional/specialisation course and one Generic Elective course (Interdisciplinary/or Open Elective course)* (total 4 courses). In fourth semester the student shall opt one Dissertation & Project /or DSE, two Discipline Specific elective/optional/specialisation course and one Generic Elective course (Interdisciplinary/or Open Elective course (total 4 courses). Generic Elective courses (Interdisciplinary/or Open Elective

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courses) proposed in Third and Fourth semesters are open for all. For elective /optional/specialisation courses, the student shall choose any one of three streams (ancient, medieval or modern Indian history) and shall continue to study courses of the same specialisation in each of the last two semesters. Each core and elective course including Dissertation & Project will be of 6 credits (Theory 5 + Tutorial 1) and Generic (Interdisciplinary/or Open Elective) course of 4 credits (Theory 3+ Tutorial 1).

The regular students at Post-Graduate and Regional Centre /Foreign students shall opt for Project work/Dissertation against one course offered in Fourth semester. Departmental Council of the Department of History would periodically decide that Project work/Dissertation is to be offered (or not) and against which course, beforehand of the academic session for Indian students. All other students instead will study DSE course.

*Students will be at liberty to study Generic Elective course in any two semesters in two years Degree Programme. Department shall however offers GE (Interdisciplinary/or Open Elective) courses in Third and Fourth semesters, open for all.

Learning & Teaching Modes

Face-to-face teaching in classroom consists of five lectures and one tutorial per week. Lectures and Tutorials shall begin in Week 1 of semester. The weekly tutorials will involve numerous small-group activities in which students will be given problems to address relating to primary and secondary source materials. Students are expected to ask questions in the classroom and participate in the discussion. Having own opinion and disagreement with the instructor is encouraged. Students are always welcome to share their problem concerning the course

Workload

The information below is provided as a guide to assist students in engaging appropriately with the course requirements. One semester extends over a period of 20 weeks in total out of which 16 weeks are for the teaching-learning process and four (4) weeks are for testing process (i.e. mid-term/minor test(s), homework assignments, seminars and semester-end examination (including preparatory period). Students will need to devote approximately 14 hours per week to each course (divided over least 16 weeks of study). This consists of about 5 x 1-hour lectures and one tutorial per week, and 8 hours per week of independent study, during which time students will work for/on tutorials/assignments/seminars and prepare for examinations.

Medium of Instruction/Examination

The M.A. History programme is available both in English and Hindi mediums. Students shall have the liberty to write either in Hindi/or English in the examinations.

Project work/Dissertation

In place of any one of the courses (to be decided by Department Council) in semester 4, students at Post-Graduate and Regional Centre /Foreign students will be required to write the Dissertation/or Project of minimum 15000 words to maximum 20000 words including footnotes, references and bibliography. Topic shall be decided in consultation with course teacher/supervisor allied to the course and History discipline. The overall weightage of dissertation shall carry 100 marks (or 6 credits) (80 marks for evaluation and 20 for viva-voce). In credit system dissertation shall carry 5 (five) credits and viva-voce shall have 1 (one) credit weightage. Dissertation will be jointly evaluated by the course teacher/supervisor and the Chairman of the department/ or by the outside expert. Viva voce will be conducted by department council and an

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external expert (to be nominated by Department Council) may be invited for the purpose (who will be paid TA/DA as per University norms). The candidate must obtain a minimum of 40 % marks (i.e. 32 marks out of 80 and 8 marks out of 20) separately in both in order to be declared successful.

Assessment

Academic assessment in each M.A. course/paper in History shall consist of two components

- A. Internal Assessment
- B. External Examination

A. Internal Assessment

Regular Students of PG Centre/Department/College

1. Twenty per cent (20%) of the maximum marks in each course/ paper shall constitute the internal assessment component. (Since each paper in M.A. History consists of 100 maximum marks, internal assessment shall have a total value of 20 marks.).
2. This 20 per cent component (20 marks) shall be further divided into three parts:
 - a. Weightage for classroom attendance will be of **5 marks** and shall be awarded as under:

S.N	Percentage of classes attended	Marks
i.	Up to 75% including condoning of lecture shortage by the competent authority as per provision under University ordinances	Zero
ii.	Up to 75% without condoning of lectures	1 mark
iii.	76 to 80%	2 marks
iv.	81 to 85%	3 marks
v.	86 to 90%	4 marks
vi.	91% and above	5marks

- b. Sit-down Class/Snap Test/Oral/examination: **5 marks** (from the total of 20 allocated for internal assessment). Course teacher at Department/College shall conduct the test when at least two units of the course are completed, around the sixth week of study (may be in small group) and shall evaluate the answer scripts. Course teacher may ask questions to the student in spoken form in case of oral test. Answers with deep explanation/examples/ expression/ style/presentation may get higher marks. Questions may be set/or asked on the pattern of end-semester examination to be answered in note form.
 - c. Assessment for Seminar and Presentation (Skill & Value based): **10 marks** (from the total of 20 allocated for internal assessment) assessment shall be made on the basis of seminar presentation by the candidate according to the following norms:

S.N	Assessment category	Marks
i.	Content/ subject matter of seminar script	5 marks
ii.	Presentation and defence of seminar (3-2)	5 marks
	Total	10 marks

Method of Seminar Assessment:

- i. Before submission of the seminar script to the course teacher for assessment, the candidate shall present the seminar in the classroom. The candidate would be expected to answer verbal questions put to her/ him on the seminar topic by those present. The seminar presentation shall

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 Assistant Professor
 Department of History
 PG Centre, ...

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be jointly evaluated by the course teacher along with another faculty member of the Department of History nominated by the Departmental Council. (Total 5 marks)

- ii. The seminar scripts of the candidates shall be evaluated by the course teacher. (Total 5 marks)

In the course HIST 101 History and Historiography regular students instead will be required to write a book review of latest book (s) to be suggested by course teacher on historical topics that should accomplish two main goals, i) Lay out an author's argument, and ii) Most importantly, critique the historical arguments.

Re-Assessment:

- i. In the event of a candidate desiring a re-assessment of the class or seminar script, she/he should apply in writing to the Chairperson of the Department of History within seven working days of the declaration of the assignment's result. The script would thereafter, be re-assessed by a committee consisting of the Chairperson, the course teacher who evaluated the script in the first instance, and the teacher who was involved in test/ or present in seminar presentation. The student concerned would also be invited to be present during the process of re-assessment. Failed in assessment part s/he shall be provided two more attempts to retake internal assessment component within a year.
- ii. If the Chairperson is herself/ himself the course teacher of a script that comes up for re-assessment, the Departmental Council would nominate another teacher of the Department to the re-assessment committee.

ICDEOL Students

Weightage of 20 percent (20 marks) for Internal Assessment in each course shall be available in the assessment of written assignments of a course/paper. Questions will be set on the pattern of end-semester examination.

Instruction for Written Assignment and Assessment Criteria to Assess the written Assignment:

- a. Each candidate will have to complete Home Assignments (answer all the questions in an assignment) in each course in order to be eligible to appear in the annual examination (theory). Candidates shall submit them in time.
- b. The assignments will be evaluated with useful comments by the teachers/counsellors/tutors at the designated centre and the respective weightage of marks will be added to their percentage of marks obtained at the annual examination (theory).
- c. The Coordinator/In-charge of the subject at ICDEOL will return the evaluated assignments to candidate well before annual examinations. This will also include a copy of assessment sheet containing global comments of the evaluator on candidate's performance in the assignments. This will enable candidate to improve in his future assignments as well as in the annual examinations.
- d. As far as possible students are advised to give the relevant points from the course material and elaborate their answers and explanation in their own language instead of reproducing the language of the course materials.
- e. Following may get higher scores: If answers are logical and coherent/has clear connections between sentences and paragraphs/is written correctly giving adequate consideration to expression, style and presentation/does not exceed the number of words indicated in question.
- f. Candidates shall not copy from the answer sheets of other students. If copying is noticed or established, the assignments of such students will be rejected.
- g. Computer printout/typed assignments will not be accepted.

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Re-Assessment (ICDEOL Students):

In the event of a candidate desiring a re-assessment of the assignment answered script, she/he should apply in writing to the Director of the ICDEOL within seven working days of the declaration of the assignment's result. The script would thereafter, be re-assessed by a committee consisting of the Coordinator/In-charge of the subject at ICDEOL, the course teacher who evaluated the script in the first instance, and another teacher of the subject. The student concerned would also be invited to be present during the process of re-assessment.

Failed in assessment part s/he shall be provided two more attempts to retake internal assessment component within a year

Private Students

The provision of Internal Assessment shall not be applicable to Private Candidates

B. External Examination

The remaining eighty per cent (80%) marks of the course/paper shall consist of a written examination at the end of the semester.

Scheme of Question Paper-Setting by the External Examiner

Each Course has been divided into four units. There shall be 9 questions in all divided into five sections. The candidate will be required to attempt 5 questions. Examiner should use Indian numerals for question one to nine (i.e., 1, 2, 3 ...). Each four section (Unit-I—Section A, Unit-II—Section B, Unit-III—Section C and Unit-IV—Section D) shall have two essay type questions, and the candidates shall be given internal choice of attempting one question from each Unit- 4 in all. Each essay type question will carry 14 marks. The last question, No. 9 (Section E) is compulsory (conceptual/thematic) and shall be short answer type containing 10 short questions (to be numbered in Roman, i, ii, iii ...) spread over the whole syllabus to be answered about 200 words each. The candidates are required to attempt any 6 short questions with deep explanation and examples, carrying each 4 marks.

The External Examination shall be as follows

Each course will be of 80 marks. Time allowed: 3 hours. The Examiner shall set 9 questions. Candidate is required to attempt five questions selecting one question from each section of A, B, C & D of 14 marks and any 6 short-answer questions from Section E of 4 marks each.

Pass Percentage

The candidate must obtain a minimum of 40 % marks (i.e. 32 marks out of 80 and 8 marks out of 20) separately in the Internal Assessment and External Examination in order to be declared successful in each course.

Note: The provision of Internal Assessment shall not be applicable to Private Candidates—if any. For Private Candidates each course will be of 100 marks. Essay type questions will carry 16 marks and short answer type question will carry 6 marks each.

The list of First and Second semesters courses recommended for introduction from academic session 2022-2023, beginning July 2022, is given below:

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K. J. Somaiya Institute of Technology
Mumbai - 400 072

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HISTORY
PG Programme in History
 Academic Session July 2022 Onwards

Sr. No	Course Code	Course Title	Core/DSE/GE	Marks	Credits
SEMESTER I (All 4 Core Courses)					
1	HIST 101	History and Historiography	Core	100	6
2	HIST 102	Ancient Societies	Core	100	6
3	HIST 103	Aspects of Medieval Society	Core	100	6
4	HIST 104	Aspects of Society and Culture in Early Modern Europe, c. 1450-1700	Core	100	6
SEMESTER II (All 4 Core Courses)					
5	HIST 221	History of Early India (up to c. AD 1200)	Core	100	6
6	HIST 222	History of Medieval India (13 th to 18 th Centuries)	Core	100	6
7	HIST 223	History of Modern India (1757-1947)	Core	100	6
8	HIST 224	Modern World (c. 1780 to 1950)	Core	100	6
SEMESTER III (2 Core Courses +1 DSE+ GE=4 Courses)					
9	HIST 331		Core	100	6
10	HIST 332		Core	100	6
DSE (One course from any one of the specializations, either Ancient, Medieval, or Modern)					
12	HIST 335 A		DSE	100	6
13	HIST 335 B		DSE	100	6
14	HIST 335 C		DSE	100	6
GE (One course either from out of department or from Open Elective course of the department)					
15	HIST 339		GE	100	4
SEMESTER IV (1Dissertation /or DSE course 442 + 2 DSE Courses from their specialization +1GE =4 Courses)					
16	HIST 441	Dissertation/or DSE 442	DSE	100	6
17	HIST 442		DSE	100	6
DSE (One course from their specialization)					
19	HIST 445 A		DSE	100	6
20	HIST 445 B		DSE	100	6
21	HIST 445 C		DSE	100	6
DSE (One course from their specialization)					
22	HIST 446 A		DSE	100	6
23	HIST 446 B		DSE	100	6
24	HIST 446 C		DSE	100	6
GE (One course either from out of department or from Open Elective course of the department)					
25	HIST 449		GE	100	4

Third and Fourth semesters courses will be notified separately

- Note: 1. Department will decide in the beginning of the semester, which of the specializations will be offered.
 2. Department will decide in the beginning of the semester, which of the electives will be offered.

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History and Historiography
Core Course-HIST 101
First Semester

Course Description

Expressing the purpose and methods of history as an academic discipline seems simple and intuitive; but, closer examination divulges that a variety of tools, methods, and ideas influence history writings in considerable ways. This course introduces students some of the influential ways of thinking about history and the history writings, from ancient to modern. Students will read some theoretical or philosophical works that examine the assumptions and methods of academic historians, exploring how the discipline has changed over recent decades and considering such concepts as fact, causality, objectivity, evidence, etc. Outlook of the course will be global recognizing at the same time the influence of different ideology on the discipline. Through the course, students will also have the chance to sharpen their skills in analytical thinking, reviewing scholarly work and evaluating historiographic traditions.

Course Learning Outcomes

- a. Enable students to discern the value of history as an academic discipline and answer the question, such as 'what & why' history?
- b. Introduce students to the various ways in which historians understand the development of the academic discipline of history and the forms and conventions of writing that have been most prevalent in recent decades
- c. Introduce a critical awareness of the theories, methods and concepts utilised by historians to account for continuity and change in history
- d. Foster students to assess the impact of various schools of historical writings on the discipline
- e. Familiarize students with the vocabulary historians use to describe recent historiographic trends and practices, including such concepts as 'Marxist' and 'Subaltern histories', 'History from below', 'Annales school', 'History from the margins', etc.
- f. Facilitate students to improve the skills they need to become successful researcher notably critical reading, thinking and writing skills

Unit-I

1. History, what and why?: nature and scope, section will include reflection on history, people and time
2. Historical concepts: fact, causation and objectivity

Unit-II

3. Pre-modern historiographical tradition: Greek, Herodotus and Thucydides; Roman, Livy and Tacitus; Christian, St. Augustine; Arabs, Ibn Khaldoun; India, *Itihasa-Purana* tradition, Kashmir chronicle of Kalhan; Genealogy writing tradition, *vanshavali* of Chamba
4. Modern historiography: Ranke and empiricism; August Comte and positivism

Unit-III

5. Marxist and subaltern histories, reflection of classical Marxist framework, history from below; The French and the Annales school
6. Approaches in Indian historiography: Orientalist writings, William Jones; Colonial, James Mill and Vincent Smith; Nationalist, Jadunath Sarkar and R.C. Majumdar; Marxist, D. D. Kosambi and Romila Thapar
7. History from the margins, with the intention of familiarizing students with approaches to writing oral, feminist and dalit histories

Unit-IV

8. Historical observation: General characteristics of historical observation, evidence, criticism and analysis
9. The process of writing history: Selection of topic, note taking, research ethics, research metrics (citation, h-index, Impact Factor, etc.) and plagiarism, quotation & paraphrase, synopsis, final draft: chapterisation, footnotes, citations/ references & bibliography

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History and Historiography

History and Historiography

Essential Readings

- Bloch, Marc, *Itihaskar Ka Shilp*, reprint, Delhi: Granthshilpi, 2013. (Hindi)
- Bloch, Marc, *The Historian's Craft*, Manchester: Manchester University Press, 1954.
- Braudel, Fernand, *On History*, Chicago: University of Chicago Press, 1980.
- Cannon, John, et. al. (eds.), *The Historians at Work*, London: George Allen & Unwin, 1980.
- Carr, E.H., *What is History?* With new introduction by Richard J. Evans. Hampshire: Palgrave, 2002.
- Elton, G.R., *The Practice of History*, London: Methuen/Fontana, 1967.
- Evans, J. Richard, *In Defence of History*, London: Granta, 1997.
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- Gottlob, Michael (ed.), *Historical Thinking in South Asia: A Handbook of Sources from Colonial Times to the Present*, Delhi: Oxford University Press, 2003.
- Hobsbawm, Eric J., *On History*, London: Weidenfield and Nicolson, 1997 (in Hindi also, *Itihaskar ki Chinta*, Delhi: Granth Shilpi, 2007).
- Hughes-Warrington, Marine, *Fifty Key Thinkers on History*, London: Routledge, 1997.
- Jenkins, Keith, *On 'What is History?' From Carr and Elton to Rorty and White*, London: Routledge, 1995.
- Johnson, Richard, et al., *Making Histories. Studies in history writing and politics*, London: University of Birmingham, 1982.
- Jordanova, Ludmilla, *History in Practice*, London: Arnold, 2000.
- Kitson Clark, G.R., *Guide for Research Students Working on Historical Subjects*, 2nd edn., London: Cambridge University Press, 1968.
- Kosambi, D.D., *An Introduction to the Study of Indian History*, 2nd edn., Bombay: Popular Prakashan, 1975.
- LaCapra, Dominick, *History and Criticism*, Ithaca: Cornell University Press, 1985.
- Le Goff, Jacques and Nora, Pierre (eds.), *Constructing the Past: Essays in Historical Methodology*, Cambridge: Cambridge University Press, 1985.
- Marwick, Arthur, *The Nature of History*, London: Macmillan, 1970. (in Hindi also, *Itihas Ka Swarup*, Delhi: Granth Shilpi, 2003)
- Marwick, Arthur, *The New Nature of History: Knowledge, Evidence, Language*, Hampshire: Palgrave, 2001.
- Pandey, Govindchand, *Itihas Swaroop Avam Siddhant*, Anurag Book Dist., 2017.
- Rius, *Marx for Beginners*, New York: Pantheon Books, 1979.
- Said, Edward W, *Orientalism*, New York: Random House, 1978.
- Sheikh Ali, B., *History: Its Theory and Method*, Madras: Macmillan, 1978.
- Shukl, Prabhat Kumar (ed), *Itihas Lekhan Ki Vibhin Drishtiyan*, New Delhi : Granth Shilpi, 2012 (Hindi)
- Sreedharan, E., *A Textbook of Historiography 500 BC to AD 2000*, Delhi: Orient Longman, 2000. (in Hindi also)
- Tosh, John, *The Pursuit of History: Aims, Methods and New Perspectives in the Study of Modern History*, 4th edn., London: Longman, 2006.
- Tosh, John, *Why History Matters*, New York: Palgrave Macmillan, 2008.
- Tosh, John, (ed.), *Historians on History*, 2nd edn., London: Longman, 2008
- Verma, Lal Bahadur, *Itihas: Kyun-Kya-Kaise*, reprint, Delhi: Delhi University (Hindi Madhyam Karyanyaya Nideshalya), 2015.
- Webster, John C.B., *An Introduction to History*, 2nd edn., Delhi: Macmillan India Ltd., 1981.
- What is Marxism: The Marxist Theory of History. <http://www.marxism.org.uk/pack/history.html>

Suggested Readings

- Anderson, Perry, *Arguments within English Marxism*, London: Verso, 1980.
- Aymard, Maurice and Mukhia, Harbans (eds.), *French Studies in History*, New Delhi: Orient Longman, 1988.
- Banga, Indu (ed.), *Causation in History*, Delhi: Manohar Publishers, 1992.
- Barnes, H.E., *A History of Historical Writing*, New York: Dover Publications, 1962.
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- Blackburn, R. (ed.), *Ideology and Social Science*, London: Fontana Press, 1972.
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Ankursh
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Ankur

अध्यक्ष
इतिहास विभाग
प्रो. विद्यानिवासाय विमल

Rampel

Ancient Societies
Core Course-HIST 102
First Semester

Course Description

Modern-day culture and civilization owes a lot to the earliest civilizations that emerged after millions of years of human evolution. Human civilization has come a long way from an age when there were no defined means of communication and hunting was the primary source of food. Gradually, agriculture took over from foraging, animals were domesticated, societies were created and developed, and eventually led to the societies that we live in today. The course will acquaint students with the evolution of humankind, the beginning of food production, Neolithic age, the slave society, the economy and the political culture of the of the most prominent ancient civilizations from across the globe, introducing the student to the most salient features of each and examining its major influences on those who came later on. The concepts for instance the family, clan tribe, state, urbanism and empire, forms of exchange, etc. will be covered in the course. The growth of states and empires, the nature of economic production, and the social structures that distinguish these prominent civilizations will also be focused upon.

Course Learning Outcomes

Upon successful completion of this course, the student will be able to

- a. Develop a critical understanding of the process of development into different fields of human civilizations
- b. Analyze and interpret primary-source documents that elucidate the exchanges and advancements made in civilizations across time and space.
- c. Identify, describe, and compare key cultural and political characteristics of advanced ancient civilizations
- d. Analyze the growth of state and the process of urbanisation in early societies
- e. Develop a critical cultural profile of historical cities as physical, behavioural, ideological and symbolic spaces
- f. Understand the political evolution of the Roman state from the Republic to the principate, paying particular attention to how change was related to the growth of empire and questions of slavery and economy

Unit -I

1. Human evolution, various development stages; hunters and food-gatherers; food production and stock breeding
2. Characteristics of Neolithic societies; beginning of villages; importance of storage; development of crafts: pottery and weaving
3. Social formations of the ancient world Family, clan and tribe

Unit – II


4. Idea of civilization and domestic mode of production
5. Early cultures, changes in material culture and settlement pattern; emergence of the first cities
6. Early forms of exchange, valuables and gift-giving; trade and market exchange

Unit – III

7. The urban revolution and the processes of urbanization in ancient world, with reference to Greece
8. The urban life, society and religion in Mesopotamia, Egypt and Greece
9. The processes of urbanization and development of cities in China

Unit – IV

10. Idea of state, early states of Mesopotamia and Egypt; the evolution of the city state with reference to Greece
11. Development of class, patriarchy, ideology and representation of power with reference to Egypt
12. Roman transition from Republic to Empire; slavery, society and economy in ancient Rome; debate on the fall of the Rome


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 Department of History
 University of Delhi

Essential Readings

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- Leacock, Eleanor and Richard B. Lee (eds.), *Politics and History in Band Societies*, New York: Cambridge University Press, 1982.
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- Lee, Richard and Richard Daily (eds.), *The Cambridge Encyclopaedia of Hunter and Gatherers*, Cambridge: Oxford University Press, 1999.
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 Starr, Chester G., *A History of Ancient World*, New York: Oxford University Press, 1991. (Fourth edition).
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Hindi Medium

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 Harris, D.R. (ed) *The Origin and spread of agriculture and pastoralism in Eurasia*, London: Routledge, 1966.
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 Postgate, J. N., *Early Mesopotamia: Society and Economy at the dawn of History*, London: Routledge, 1994.
 Redman, C., *The Rise of Civilisation: From Early Farming to Urban Society in the Ancient Near East*, San Francisco: W.H. Freeman and Company, 1978.

Students are encouraged to access the following web pages relating to topics of this course:

- C.A. Gregory, *Gifts and Commodities*,
<https://haubooks.org/gifts-and-commodities/>
 Leacock, E. (ed), *The Origin of Family, Private Property and the State*
<https://readingfromthelibrary.com/PDF/EngelsOrigin.pdf>
 K. Polanyi et al, *Trade and Market in Early Empires*
https://archive.org/stream/in.ernet.dli.2015.530169/2015_530169_trade-and-market_djvu.txt
 J.N. Postgate, *Early Mesopotamia: Society and Economy at the Dawn of History*,
<https://archive.org/details/earlymesopotamia00post/page-n5>
 V Gordon Childe, *Man Makes Himself*
<https://archive.org/details/ManMakesHimself>
 Sahlins, M., *Stone Age Economics*
https://archive.org/stream/StoneAgeEconomics_201611/StoneAgeEconomics-MarshallSahlins_djvu.txt
 Service, E. R., *Primitive Social Organization*
<https://archive.org/details/PrimitiveSocialOrganization>
 Trigger, B., *Understanding Early Civilizations: A Comparative Study*
<https://edlib.semanticscholar.org/4731/5a21ba34e51db40bdc17a084a138817cb.pdf>
 Childe, Gordon, *What Happened in History*
<https://archive.org/details/in.ernet.dli.2015.100247/page/n5>

Amicus
 विद्यार्थी विभाग
 विद्यापीठ, दिल्ली

Aspects of Medieval Society
Core Course-HIST 103
First Semester

Course Description

This course seeks to introduce students to the major social, religious and economic currents in medieval societies with a particular emphasis on Europe, Byzantium, and the Islamic world between 500 and 1400. Course will explore some of the fundamental characteristics of this fascinating period of history, including the expansion of Christianity and the development of the Papacy and the rise of Islam, evolution of various forms of economic systems and social structures, particularly the emergence of feudal society in Europe. It was the period that witnessed the profound transformation particularly of Europe in economic, social, and political spheres. That transformation will be examined in the context of improvements in agricultural and industrial production, besides the expansion of trade and commerce. A radical cultural change took place in those centuries, whereby a new world of 'Christian Europe' was built upon the remnants of the classical civilization. Many cultural traits of that world have survived into modern times and are repeatedly invoked in modern debates on European identity.

Course Learning Outcomes

After studying this course, students would be able to

- a. Identify the fundamental features of the medieval period and understand the problems of defining the medieval period
- b. Demonstrate knowledge and understanding of the Medieval world between c.500 and c.1400
- c. Appreciate that there are different approaches to the study of historical periods
- d. Engage with the substantive issues of change and continuity during this period
- e. Understand the principal changes happened in medieval agriculture and production technique, trade and commerce
- f. See how identities were constructed and contested in the medieval period

Unit-I

1. Transition from ancient to medieval world End of Roman empire in west, causes; east-west divide
2. Reign of Charlemagne and the Carolingian renaissance
3. Church in Medieval Europe and its diverse manifestation, rise of the papacy

Unit-II


4. Pre-Islamic tribal society in Arabia
5. Rise of Islam: Prophet and his teachings; evolution of Islamic state: rule of first four caliphs; Umayyad to Abbasid caliphate
6. Arab contributions to civilization

Unit-III

7. Feudalism in medieval Europe : early formulations, ties of dependence, mode of production , forms and structures, mutual obligations of lords and vassals, evolution and types of fiefs
8. The rise and fall of the manorial system
9. State, society and religion in the late medieval China

Unit-IV

10. [a] Population and agriculture in Medieval period: population in Europe, volume and nature of agricultural production/ [b] Towns and the urbanisation of medieval society: pre-industrial town, beginnings of urban society and economy
11. Medieval trade and commerce: oceanic trade, India's maritime trade, European in the Indian ocean; pattern and routes of trade, centres of commercial activities and commercial practices
12. Transition to modern world: meaning of modern world, decay of Feudalism, transformation of political structures and trading activities, economic and cultural transformation, new methods of warfare



Essential Readings

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- Baker, Simon, *Ancient Rome: The Rise and Fall of an Empire*, London: BBC Books, 2007.
- Bloch, Marc, *Feudal Society*, 2 vols, Delhi: Aakar Books, revised edition, 2017. Available also in Hindi
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Suggested Readings

- Anderson, Perry, *Lineage of the absolute State*, London: Verso Classic Publishers, 1980.
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Amruth
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Ankur

30/08/21

Ram Lal

Aspects of Society and Culture in Early Modern Europe, c. 1450-1700

Core Course-HIST 104

First Semester

Course Description

The fifteenth to seventeenth centuries are often claimed by historians to represent the transition between the medieval and modern worlds. The aim of this course is to examine this notion that the early modern era witnessed the rise of modernity. It will do so by discussing the core transformations, including the Renaissance, Reformation, Scientific and Industrial revolutions, but also those aspects of the period which do not seem that modern, like the Witch hunts and the 'bad' changes of Industrialisation. Through lectures, tutorials and a particular emphasis on case studies, students will be challenged to consider just what constitutes modern and medieval thoughts and practices. Moreover, the notion of 'big events' in history and how aptly labels like 'renaissance' periodize our study of the past will be considered. In addition, commercial, agricultural and price revolutions will bring this fascinating period of history alive.

Course Learning Outcomes

Students will be able to demonstrate

- A broad knowledge of the history of early modern Europe and the ways in which historians have interpreted and explained this history
- Identify and use effectively a wide variety of secondary sources relevant to the study of early modern European history, and in particular to understand and critically to evaluate the arguments of historians
- To comprehend the simultaneous 'distancing' of Europe from other civilizations and the modified reproduction of European-ness in other regions of the world through colonization
- To understand the transformation of Europeans' manners and morals, their changing understanding of relations between divine and human orders and between natural laws and supernatural powers.
- To understand some implications of the association of Europe with modernity (e.g., scientific method)
- To become acquainted with types of historical investigation (methods) that have been used by historians of early modern Europe and that have been applied or could be applied to the study of other times and places

Unit-I

- Introduction to 'Early Modern Europe' and the idea of 'Early Modernity'
- Renaissance: Its social roots; Humanism in art and literature; Rediscovery of classics; Developments in science and philosophy; Renaissance in Italy and beyond
- Protestant revolt and the Catholic reformation: European reformation in the 16th century; Catholic church at the opening of the 16th century; Protestant revolt; Lutheranism; Calvinism; Anglicanism; Catholic reformation and the counter reformation

Unit-II

- Economic developments in the 16th century: Shift of economic balance from the Mediterranean to the Atlantic
- Commercial revolution; Price revolution; Agricultural revolution and the enclosure movement
- Ideas and practice of Mercantilism

Unit-III

- Scientific Revolution of the 16th and 17th Centuries
- Revolution in Printing and Informatics
- European Witchcraft 'craze' of the 14th to 17th Centuries

Unit-IV

- Transition from feudalism to capitalism
- Debates on the emergence of capitalism
- Industrial revolution and social changes

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- Balzaretti, Ross, 'The Creation of Europe', *History Workshop*, no. 33, 1992, pp. 181-196.
- Banaji, Jairus, 'Late Antiquity to the Early Middle Ages: What Kind of Transition?', *Historical Materialism*, vol.19, no.1, 2011, pp.109-144.
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- Bernal, J.D., *Science in History*, Cambridge: The MIT Press, 1954.
- Bisson, T.N., 'The 'Feudal Revolution'', *Past & Present*, no. 142, May 1994, pp. 177-208.
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Students are encouraged to access the following web pages relating to topics of this course:

www.library.utoronto.ca/crrs/Databases/WWW/Bookmarks.html

www.fordham.edu/halsall/mod/modsbook1.html and

www.fordham.edu/Halsall/sbook.asp

www.earlymodernweb.org/resources/ wess.lib.byu.edu/index.php/Medieval_and_Renaissance_Studies

www.uffizi.org/artworks/

www.artlex.com - 'Northern Renaissance Art'

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 इतिहास विभाग
 पंजाब विश्वविद्यालय, लुधियाना

History of Early India (up to c. AD 1200)

Core Course-HIST 221

Semester Second

Course Description

The course will analyse and evaluate the historiography and sources used for writing history of ancient and early medieval India. Particularly, the key interpretations stemming from historians' use of such sources shall be studied. The course will provide a detailed study and analysis of the institutional and political aspects of the subcontinent during ancient past of India. It is aimed to bring out a comprehensive idea of the period in terms of what forces formed the state and polity of the time as a phenomena across the subcontinent. The proliferation of state society, political and administrative structures will also be discussed. Understanding of the trans-regional political connections of the subcontinent with Central and South East Asia will also be focused upon. The course also intends to give a brief idea about the different sources and the changing interpretations of ancient & early medieval Indian history.

Course Learning Outcomes

Upon successful completion of this course, students will be able to

- Conceptualize the historical processes through which different forms of political systems in ancient and early medieval India formed
- Appreciate the evolution of the State in Indian history
- Demonstrate broad knowledge of historical events of the period and its significance
- Assess the emergence of regional political entities and powers in early medieval India
- Assess the transition from early historical to early medieval and the nature of polity and state during early medieval period
- Use of the primary literary sources for historical and political interpretation

Unit-I

- Geographical background, survey of sources: Literary, archaeology and foreign accounts
- State and polity: Vedic and later-vedic phase, transition to State/Mahajanapadas, Mauryan political structure and administration, state and statecraft in Kautilya's *Arthashastra*, nature of *dhamma*, decline
- History in the deep south: Sangam literature, new notion of kingship, Chola, Pandya and Chera in Tamilakam

Unit-II

- Central Asian contact and mutual impact: Political setting in the north-west India, rise of the power of Indo-Greeks, Shakas, Parthians and Kushan empire
- Sunga, Kanva and Satavahana dynasties; nature of Satavahana state: Administrative structure of the state during Satavahana
- Imperial Guptas: Political background, expansion, consolidation, administration and the disintegration/invasion of Hunas

Unit-III

- Vakatakas of Deccan and their administration, Maukharyas and Yasodharman of Kanauj, and Karkota of Kashmir
- Harshavardhan and changing political scenario in north India, literary activities of Harshavardhan, relation with Pulakeshin II, decline of Harsh's empire
- Kingdoms in the deccan and south: Political situation, rise of the Chalukyas, Pallavas and Pandyas, conflicts, administration and polity

Unit-IV

- Transition to early medieval India: Changing perspectives, emergence of Rajputs: Debates on origin, proliferation of Rajput clans and their political & military system
- Rise of the Gurjara-Pratiharas, tripartite struggle, emergence of Rashtrakutas: Administration and polity
- Cholas in Southeast Asia, state and administration

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Essential Readings

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- Sharma, R.S., *Aspects of Political Ideas and Institutions in Ancient India*, Delhi: Motilal Banarsidass, 1991.
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 Bose, Nemai Sadhan, *History of the Candellas of Jejabhukti*, Calcutta: K.L. Mukhopadhyay, 1956.
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इतिहास विभाग
संस्कृत विभागाध्यक्ष

History of Medieval India (13th to 18th Centuries)

Core Course-HIST 222

Second Semester

Course Description

This course provides an overview of the history of India from 13th to 18th Centuries and question over how this period can be situated in the larger history of India. The course analyses the different historiographical interpretations of the period. It will broadly focus on the politics and major events in the history of the Slave, Khalji, Tughluq, Vijaynagar, Bahmani, Mughal and Maratha regimes. It examines the factors which influenced and shaped the internal and external decisions and policies of the regional powers besides Delhi sultans and the Mughals. Will also acquaint students with the changes took place in state and administrative apparatus. It will discover the multiple connection of power that shaped Muslim society and the heterogeneous nature of medieval society. It will look at the political changes that shaped regions during end of 17th and beginning of the 18th century.

Course Learning Outcomes

Upon successful completion of this course, students will be able to

- Familiar with the different kinds of sources available for writing histories of this period
- Assess the appearance of the Delhi sultanates and the Mughals and to learn about their origin and antecedents
- Have a determined grasp on the politics and major events
- Appreciate the dynamic changes that are not solely centred on the role of political masters based in Delhi
- Explain the crisis of the Delhi sultanate, Regional kingdoms, and the Mughal empire
- Acquaint that regional frontiers were always permeable and the shaping and reshaping of regions was the result of constant interactions within and outside

Unit-I

- Characterizing Medieval India, survey of sources. The Arabs, the Ghaznavids and Ghoriids in the north-west
- Foundation and consolidation of the Delhi sultanate, mamluk rulers, problem of legitimacy, Khalji revolution, expansion, consolidation and innovative measures of Khaljis and Tughluqs
- Rise of Mongol in central Asia, conquests & expansion: Mongol policies of Delhi sultans; deccan policy of Alauddin Khalji and Muhammad- bin-Tughlaq

Unit-II

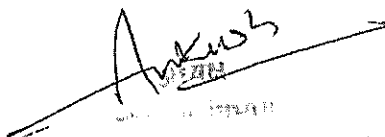
- The regional powers: Characteristics features of the regional states in north India, Malwa, Jaunpur, Rajputana and Gujarat
- Rise of independent kingdoms: Establishment & consolidation of Bahmani and Vijaynagar, inter conflict. The greatness and achievement of Vijaynagar empire; conflict between *afaqis* and *dakhnis* in Bahmani kingdom
- Timur's invasion and downfall of the Delhi sultanate

Unit-III

- Lodi Empire, first battle of Panipat and establishment of Mughal empire, Humayun's difficulties
- Emergence of Sher Shah and his administration
- Consolidation of Mughal empire under Akbar, rajputs policies of Akbar and Jahangir, Mughals deccan policies

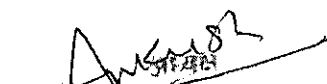
Unit-IV

- Mughal State: Abul Fazl's concept of monarchy, experiment of *din-i-ilahi* and its critique, Mughal-Rajput relation in the sixteenth-seventeenth centuries
- War of succession, Aurangzeb's Rajput and deccan policy; agrarian crisis and unrest: revolts of Jats, Satnamis and Sikhs; interpretations of the Mughal decline
- Emergence of regional powers in 18th century, rise of the Maratha power, Shivaji & his administration



Essential Readings

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- Husain, A. Mahdi, *Tughlaq Dynasty*, Calcutta: Thacker Spink, 1963.
- Jackson, Peter, *The Delhi Sultanate: A Political and Military History*, Cambridge: Cambridge University Press, 1999.
- Karashima, Noboru, *A Concise History of South India: Issues and Interpretations*, New Delhi: Oxford University Press, 2014.
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- Prasad, Ishwari, *History of Medieval India*, Allahabad: Indian Press, 1927.
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Ankur
 अनुकर

History of Modern India (1757-1947)

Core Course-HIST 223

Semester Second

Course Description

The course draws students into a discussion of the multiple historiographical narratives available for the history of India in the period between the mid-eighteenth and mid-twentieth centuries. The course aims to introduce students to contrasting ideologies of the time besides developing a critical insight into the historiographical debate on interpreting the eighteenth century in Indian history. It also critically analyses the various trends in the national movement and other aspects of politics which were foundational for modern India. The course deals with diverse models for mobilizing different social groups in the national movement. In addition, course enables students to analyse the complex developments leading to communal violence and Partition besides negotiations and discussions for Independence.

Course Learning Outcomes

Upon successful completion of this course, students will be able to

- a. Describe the major social, economic, political and cultural developments of the times
- b. Outline the social and economic facets of colonial India and their influence on the national movement
- c. To understand various aspects of early nationalism and nationalist resistance
- d. Explain the various trends of anti-colonial struggles in colonial India
- e. Analyse the complex developments leading to communal violence and Partition
- f. Acquaint with negotiations and discussions for Independence

Unit-I

1. Trends in the historiography of eighteenth century India
2. Foreign trade and early forms of exactions from Bengal, battles
3. Rise of British power in India, 1757-1857

Unit-II

4. Pre-1857 resistance and rebellion
5. Uprising of 1857: Causes and consequences
6. Early phase of nationalism (1885-1905): Rise of the middle class consciousness, foundation of the Indian National Congress, methods

Unit-III

7. Assertive phase of nationalism (1905-1917): Partition of Bengal, Swadeshi, Revolutionary movement and Home rule agitation
8. Mass Nationalism (1917-1930): The appeal of Gandhi, Rowlatt Satyagraha, Jallianwala Bagh massacre, Khilafat and Non-Cooperation movement
9. Pre-Independence phase of nationalism (1930-1945): Civil Disobedience, Salt Satyagraha, Cripps Mission, Quit India movement and the INA

Unit-IV

10. Peasant, tribal and workers movements
11. Peoples movements in the Princely States
12. Rise and growth of Communalism: Ideologies and practices Negotiations for independence and Partition

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Essential Readings

- Alavi, Seema (ed.), *The Eighteenth Century in India*, New Delhi, Oxford University Press, 2000.
- Bandopadhyay, Shekhar, *From Plassey to Partition: A History of Modern India*, New Delhi, Orient BlackSwan, 2004.
- Bayly, C.A., *Indian Society and the Making of the British Empire*, Reprint, Cambridge: Cambridge University Press, 2014.
- Brown, Judith M., *Gandhi's Rise to Power: Indian Politics 1915-1922*, Cambridge: Cambridge University Press, 1972.
- Chand, Tara, *History of the Freedom Movement in India*, New Delhi: Publication Division Ministry of Information and Broadcasting Government of India, 1961.
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- चंद्राविपिन, *आधुनिकभारतकाइतिहास*, ओरिएंटब्लैकस्वान, दिल्ली, 2009।
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Suggested Readings

- Alam, Muzaffar, *The Crisis of Empire in Mughal North India: Awadh and the Punjab, 1707-1748*, New Delhi: 1997.
- Anderson, W.K. and Damle, S.D., *The Brotherhood in Saffron: The Rashtriya Swayamsevak Sangh and Hindu Revivalism*, New Delhi: Vistaar Publication, 1987.
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- Kasturi, L. and Majumdar V., *Introduction to Women and Indian Nationalism*, New Delhi: Vikas Publications, 1994.
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Ankur

प्रमुख
उत्पादन विभाग
संस्कृत विभाग, दिल्ली

Modern World (c. 1780 to 1950)

Core Course-HIST 224

Second Semester

Course Description

This course contextualizes modern history by providing a framework in which major historical processes can be understood. It begins with the understanding of the modernity, the concepts like liberalism and imperialism and covers political and economic revolutions and tracks the transformation of the world during the 1800s-1900s. Throughout the course students try to grasp what is happening and ask: Why war? It is an endeavour to move away from a standard position towards a more global history that takes in different approaches and regions. Although the structure of the course is chronological, the main focus is on processes and themes. Students will be expected to use specific case studies to illuminate large themes such as modernity, feudalism, liberalism and nationalism. The divergence debate on the main events will help to draw parallels and subsequent differences between West and East, and broaden the understanding of the world.

Course Learning Outcomes

Upon successful completion of this course, students will be able to

- a. Contextualize the elements of modernity
- b. Analyse the relationship between trade, empire, and industrial capitalism
- c. To understand the geo-political conditions of the world between two world wars
- d. To understand the complex interrelationship that existed between the political, economic and socio-cultural elements
- e. To understand the causes of the numerous wars and its repercussions
- f. To understand the impact on the world of the changes occurring during this period

Unit-I

1. Capitalist industrialization and political and economic transformation from late 18th century to 1914, new method of warfare
2. Absolute state and its functioning, the French revolution of 1789
3. Eastern Question and diplomacy in the 19th and early 20th centuries. European imperialism and the Partition of Africa.

Unit-II

4. Russian revolution and the emergence of socialist economy; collective security and league of nations, its failure
5. The Great Depression, New Deal, emergence of U.S. economy, liberal ideas
6. Authoritarian regimes in Italy, Japan and Germany

Unit-III

7. The Second World War and the end of the Authoritarian regimes
8. United Nations in world politics
9. Anticolonial resistance in Asia and Africa, and decolonization

Unit-IV

10. The Cold War and the problems of international relations
11. Sovietization of Eastern Europe and Americanization of Western Europe
12. Mao Zedong and People's Republic of China

Amicus
2024
2024-2025
2024-2025

Essential Readings

- Anderson, M.S., *The Eastern Question, 1774-1923*, London: Macmillan, 1996.
- Andrews, Stuart, *Enlightened Despotism*, New York: Barnes and Nobles, 1968.
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- Botsman, Daniel, *Punishment and Powers in the making of Modern Japan*, Princeton and New Jersey: Princeton University press, 2004.
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- Henig, Ruth, *The League of Nations: Makers of Modern World. The Peace Conferences of 1919-1923 and their Aftermath*, London: Haus Publishing, 2010.
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- Hsu, Immanuel Chung-Yueh, *The Rise of Modern China*, Oxford: Oxford University Press, 2000
- Joll, James, *Europe since 1871*, London: Weidenfeld and Nicolson, 1973.
- Lehman, Jean Pierre, *The Roots of Modern Japan*, New York: Palgrave Macmillan, 1983.
- Loomba, Ania, *Colonialism/Post colonialism*, New York: Routledge, 2005
- Luard, E., *A History of United Nations*, London: Macmillan, 1982.
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History of Ecology and Environment

Core Course-HIST 331

Third Semester

Course Description

This course deals with the history of human impacts on nature and the interactions between humans and nature. It asks how nature influences humans, how humans intervene in nature and how nature and humans interact. Students will be familiar with the histories of environment and contemporary debates and tensions around ethics, agency, environment, and development. The course includes debate on colonial environmental agenda and the various view of conservation, and the roots of the current environmental crisis. The course will build an effective understanding of ecological concepts and terminology that are necessary to understand the contemporary ecological and environmental challenges.

Course Learning Outcomes

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

- a. Develop their understanding of the nature of environmental resources
- b. Analysis of resource-use practices with reference to their impacts on human societies
- c. Understand the issue of water rights in the historical perspective
- d. Understand the colonial environmental agenda and the Indian view of conservation
- e. Explain the forests and water resource management
- f. Understand development and environmental concerns

Unit-1

1. Studying Ecology & Environment, an Introduction. Sources of study, Indian landscape and nature-human interface
2. Environment and early societies: Hunting gathering, pastoralism, nomadic and settled communities
3. Agriculture and environment: Early agriculture, diffusion & regional specificities, river valley civilization

Unit-II

4. Studying natural resources: Water and forest
5. Man-nature relationship: Reflections of classical traditions
6. Understanding conservation: Indian perspectives and practices

Unit-III

7. Colonialism and Industrialization: Environmental discourse and sustainable development
8. Colonial environmental agenda and post colonial situation
9. Colonial forest policies and the water policy in the colonial and contemporary India

Unit-IV

10. Devolvement and environmental concerns, debate
11. Gandhian perspective on development
12. Modern environmental movement: Movements of *Chipko*, *Narmada bachao* and *New Chipko* movement in Himachal Pradesh

Essential Reading

- Agarwal, Anil and Narain, Sunita (eds.), *Dying Wisdom: Rise, fall and potential of India's traditional water harvesting systems*, New Delhi: Centre for Science and Environment, 1997.
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Guha, Sumit, *Environment and Ethnicity in India 1200-1991*, Cambridge: Cambridge University Press, 1999.

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Mishra, Vidya Niwas, (ed.), *Creativity and Environment*, New Delhi: Sahitya Akademi, 1992.

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Suggested Reading

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5

History of Himachal Pradesh from Pre-Historic Times to 1971
Core Course-HIST 332
Third Semester

Course Description

Regional history has been suggested as an active way of history learning and has become popular with debates on globalisation and postmodernism in recent years. It will review relevant literature to elicit the potential benefits and problems of using regional history. Throughout this course students will analyze and demonstrate knowledge of the history, or change over time, of the regions, comprise of present Himachal Pradesh. The history of this region is complex and fragmented. Students shall examine the different stages of social and political transformation. Students will assess the historical importance of Himachal history and culture besides various changes in size and administrative form between 1948 to the achievement of statehood in 1971. The course also focuses the regional styles of art and temple structures, the methods and techniques.

Course Learning Outcomes

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

- a. Identify the social, political and economic transformation
- b. Appreciate the region as results of historical evolution
- c. Think about the region's formation and changes
- d. Emphasize integral consideration of various factors that affect the course of history
- e. Examine the relationship between one region and other regions
- f. Reveal certain rules of historical development in by presenting logics of historical developments of all regions

Unit I

1. Regional history and the regions in history
2. Survey of sources of Himachal history
3. Pre and Proto-history of Himachal Pradesh

Unit II

4. Tribalism to state formation
5. The emergence of early medieval states in Himachal Pradesh: Chamba (Champak), Kangra (Trigarta) and Kulu (Kuluta)
6. Hill states and external powers: Relations with Delhi sultans, Mughals and Sikh chiefs

Unit III

7. The Gorkha invasion: Process of repulsion and consequences of the Anglo-Gorkha War of 1814-15
8. Himachal under the British reorganization of the hill states, grant of *sanads* and territorial aggression
9. The uprising of 1857 and Himachal. The questions of *begar*, *beth*, *dhoom*, *jugga* and *reet*

Unit IV

10. Popular protest in Himachal Pradesh with special reference to Praja Mandal movement
11. The birth of modern Himachal, 1948-71
12. Artistic and cultural heritage: Temple styles, Buddhist architecture, school of pahari painting

Essential Readings

- Ahluwalia, M. S., *History of Himachal Pradesh*, New Delhi: Intellectual Book Corner, 1988.
- Ahluwalia, M. S., *Social, Cultural and Economic History of Himachal Pradesh*, New Delhi: Indus Publishing Company, 1998.
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- Tucci, G., *The Temples of Western Tibet and their Artistic Symbolism: The Monasteries of Spiti and Kunavar*, (Indi-Tibetica III. 1), rpt. New Delhi: 1988.
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- Bhardwaj, Shiv, *Swaraj Sangharash Main Himachal Ke Nepathya*, Hamirpur: Thakur Jagdev Chand Samriti Shodh Sansthan Neri, 2021.
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- Chhabra, B. Ch., *Antiquities of Chamba State*, Part II, New Delhi: ASI, 1975.
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State and Society in Ancient India
DSE-HIST 335 A
Third Semester

Course description

The course will analyse and evaluate the historiography and sources to develop an understanding of the beginning and development of the state and society preliminary from Vedic age to early medieval age. The course shall provide a detailed study and analysis of the ideas, growth and outcome of several aspects related to state and society starting from finding tribal genesis to the state formation. It shall further work on development of kingship, establishment of authority and role of various state tools involved in its development. The course intends to appreciate several inter-woven threads between the establishment of state and society. Additionally course shall cover the concepts such as *purusharth*, *varna*, *ashramas* etc.

Course Learning Outcomes

Upon successful completion of this course, students will be able to

- a. Conceptualise the historical processes through which Indian society took turns from tribal to main society
- b. Appreciate the evolution of the idea of state formation
- c. Demonstrate broad knowledge of state formation
- d. Assess the transition of state from centralized to decentralised and to feudal state
- e. Assess the present day society through its beginning

Unit-I

1. Various approaches to the nature of state in ancient India
2. Idea of state and society in classical literature, *Arthashastra of Kautilya*
3. Chiefdoms of vedic period and subsequent development of territorial states

Unit-II

4. Republican trends in ancient India
5. *Saptanga* theory of state origin
6. Changing concept of monarchy: Mauryan to Kushans

Unit-III

7. Absolute monarchy of Gupta empire and aftermath
8. Indian society through *purusharth*, *varna* and *Ashrama*
9. From *Varna* to *Jati* : The historical process of the formation of *jatis*

Unit-IV

10. State formation in early medieval India, debate
11. The origin and historical development of Devadasi system
12. Feudalism debate in Indian history

Essential Readings

Altekar, A.S., *State and Government in Ancient India* (2nd edn.), Delhi: Motilal Banarsidass, 1955.

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Chakrabarti, Dilip K. and Makhan Lal, *History of Ancient India Vol III: Texts, Political History and Administration till c.200 BC*, New Delhi: Vivekananda International Foundation in association with Aryan Books International, 2014.

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Sharma, BrijNarain, *Social Life in Northern India (AD 600-1000)*, Delhi: Munshiram Manoharlal, 1966.

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Ankur

State and Society in Medieval India

DSE-HIST 335 B

Third Semester

Course Description

This course is intended to familiarize students with the state and society of medieval period of Indian History. The course covers the period roughly between 13th to 18th centuries. It gives the students an understanding of state and the building of empires in this period. It aims to develop a critical understanding of how Sultanate, Vijayanagar and the Mughal empires grew and developed. Course critically analyses the important aspects of state and the society as well. Student will understand and be able to explain the basic concepts associated with central, provincial, local administration and the land revenue. Students will also estimate the composite culture of medieval period.

Course Learning Outcomes

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

- a. Understand the nature of sovereignty
- b. Estimate the difference between Sultanate, Vijayanagar and Mughal state system
- c. Make students understand the various facets of state and society
- d. Demonstrate historical concepts such as *mansabdari* and *jagirdari*
- e. Estimate the nature of medieval Indian history, and identify the relation between history and society
- f. Develop a critical understanding of the subject

Unit-I

1. Nature of State in the Delhi sultanate, debate. Textual sources on statecraft in Delhi sultanate, Fakhr-i Mudabbir's *Adab ul harb wa'sh Shujat* and Ziauddin Barani's *Fatawa-i-Jahandari*
2. The Kingdom of Vijaynagar : Martial character of the state , *nayaka* system, Brahmins and temples and the concept of segmentary state
3. Theory of Mughal sovereignty, imperial ideology under Akbar, debate on the nature of Mughal state

Unit-II

4. Delhi sultanates and the capital city, ulema and the learned
5. Sultans and the saints
6. Central, provincial and local administrations of Delhi sultans. Revenue administration

Unit-III

7. Reworking of Mughal revenue system and the antagonism of the Indian peasants to the revenue collectors
8. *Mansab* and *Jagir* system
9. Central, provincial and local administrations of Mughals

Unit-IV

10. Delhi sultans and Hindu subjects, *jizya*. An assessment of Hindu-Muslim relations
11. Intellectuals at the Mughal court, Brahmins and Jains
12. Sanskrit into the Indo-Persian culture

Essential Readings

Ali, M. Athar, *The Mughal Nobility Under Aurangzeb*, New Delhi: Oxford University Press, 1997.
 Aziz, Abdul, *The Mansabdari System and the Mughal Army*, New Delhi: Idarah-I-Adabyat-I-Delhi, 1972.
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- अ.स.स. विभाग

Ahmad, Aziz, *Political History and Institutions of the Early Turkish Empire of Delhi (1206 – 1290 AD)*, Delhi: Munshiram Manohar Lal, 1992.

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- Alam, Muzaffar and Sanjay Subrahmanyam (eds.), *The Mughal State, 1526-1750*, New Delhi: Oxford University Press, 1998.
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- Alam, Muzaffar, Françoise 'Nalini' Delvoye and Marc Gaborieau (eds.), *The Making of Indo-Persian Culture: Indian and French Studies*, New Delhi: Manohar Publishers & Distributors, 2000.
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- Athar Ali, M., *Mughal India: Studies in Polity, Ideas, Society and Culture*, New Delhi, New Delhi: Oxford University Press, 2008.
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- Karashima Noboru, *Towards a New Formation: South Indian Society under Vijayanagar Rule*, Delhi: Oxford University Press, 1993.
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- Richards, J.F., (ed.), *Kingship & Authority in South Asia*, New York : Oxford University Press, 1998.
- Shivram, Balkrishan, *Jagirdars in the Mughal Empire*, New Delhi: Manohar, 2008.
- Streusand, Douglas E., *The Formation of the Mughal Empire*, New Delhi : Oxford University Press, 1989.
- Wink, Andre, *Land and Sovereignty in India : Agrarian Society and Politics Under the Eighteenth Century Maratha Svarajya*, Cambridge : Cambridge University Press, 1986.

Ankur
 31/08/23
 राजस्थान विद्यापीठ
 जयपुर

Constitutional and Administrative History of India (1765-1947)
DSE-HIST 335 C
Third Semester

Course Description

The broad aim of this course is to acquaint students with the in-depth understanding of the process, events and policies that brought the gradual evolution of constitution in India. The students shall examine important administrative and constitutional experiments that were introduced aiming at streamlining the British Indian administration. The students shall understand the practice of these institutions, their shortcomings and challenges that they threw to the architects of the modern constitution of India. The historical underpinnings and evolution of the India constitution can be traced to many regulations and acts passed before Indian Independence. Students shall study the growth of central and provincial legislatures in India as well.

Course Learning Outcomes

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

- a. Know the beginning of the administrative and legal structure of East India Company and its salient features
- b. Assess the historical process of constitution making
- c. Know the local, national, international and British factors which were at work in the making of constitutional acts
- d. Examine the larger implications of these acts in the changing milieu of a resurgent India
- e. Appreciate the growth of central and provincial legislatures in India

Unit-I

1. Administrative structure and functions of East India Company in Bengal, 1765-1772
2. Regulating Act of 1773 and Pitts India Act of 1784
3. Evolution of Central and Provincial structure through renewal of company Charter Acts from 1793 to 1853

Unit-II

4. Transfer of Indian governance from Company to Crown, Queen's Proclamation and Act of 1858
5. Forward representative Government; Indian Council Act of 1861 and 1892
6. Morley Minto Reforms of 1909

Unit-III

7. Montague Chelmsford reforms 1919
8. Nature and working of diarchy
9. Administration: Civil Service, Police, Judiciary and Local self-government

Unit-IV

10. Provincial Autonomy and the Act of 1935
11. India Independence Act 1947
12. Understanding separatism and Independence from constitutional perspective: Congress, Muslim League, Right Wing Hindus, 1935-1947

Essential Readings

- Agarwal, R.C and Bhatnagar, M., *Constitutional Development and National movement of India*, New Delhi: S. Chand 7 Co., 2006.
- Banerjee, A.C., *Constitutional History of India*, Vol.9, Calcutta: Mukherjee & Company, 1948.
- Basu, D.D., *Introduction to the Constitution of India*, 26th edn., New Delhi: Lexis Nexis, 2021.
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- Majumdar, R.C., *The History and Culture of the Indian People*, Vol. VIII-X, Bombay: Bhartiya Vidya Bhawan, 1967-77.
- Mishra, V.B., *Evolution of the Constitutional History of India, 1773-1947*, New Delhi: Sandeep Prakshan, 1987.
- Misra, B.B., *The Administrative History of India, 1834-1947*, New Delhi: Oxford University Press, 1970.
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- Singh, Hiralal, *The Problems and Policies of British in India, 1885-1898*, New Delhi: Asia Publishing House, 1964.
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- Tara Chand, *History of the Freedom Movement in India*, Vols.II-III New Delhi: Publications Division, Government of India, 1967/1973.
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Suggested Readings

- Appadorai A. and M. Gwyer (eds.), *Speeches and Documents on the Indian Constitution, 1921-47*, Bombay: Oxford University Press, 1957.
- Bayly, C.A., *Indian Society and Making of the British Empire*, Cambridge: Cambridge University Press, 1990.
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- Coupland, R., *The Indian Problem, 1833-1935*, New Delhi: Oxford University Press, 1968.
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- Gupta, D. C., *Indian National Movement*, New Delhi: Vikas, 1970.
- Majumdar, B.B., *Indian Political Associations and the Reform of the Legislature, 1818-1917*, Calcutta: Firma KLM, 1965.
- Mishra, Shree Govind, *Constitutional Development and National Movement in India, 1919-1947*, Patna: Janki Prakashan, 1978.
- Misra, B.B., *The Bureaucracy in India: An Historical Analysis of Development upto 1947*, Delhi: Oxford University Press, 1977.
- Prasad, Bisheshwar, *Bondage and Freedom: Freedom, 1858-1947*, Vol. II, New Delhi: Rajesh Publications, 1979.
- Robb, P., *The Government of India and Reform Policies towards the Politics and the Constitution, 1916-1921*, New Delhi: Saeed international, 1976.

Amish

Contemporary World (1945-2000)

Core Course-HIST-442

Fourth Semester

Unit-1

1. Aftermath of World War II: The legacy of the Cold War conflicts
2. Politics, ideology, and religions in the Middle East
3. Military Alliances: NATO, CENTO, SEATO, ANZUS, Warsaw Pact

Unit- II

4. Non-aligned movement and world hegemony
5. Conflicts in West Asia: Oil and the Arab-Israel conflict, 1948-1963, Palestine issue, Suez crisis, Kuwait-Iraq wars and its impact
6. Southeast Asia and the Vietnam war

Unit- III

7. Disintegration of the Soviet Union and the rise of the Unipolar World, US ascendancy in the world
8. Territorial impact of Globalization: European Union and the BRIC countries
9. i) Post-cold war non-traditional security threats, terrorism's threat (case of India)/or ii) Proliferation of weapons of mass destruction and efforts to halt it

Unit- IV

10. Economic development and environmental challenges, sustainable development
11. Modern political philosophy & their suitability: Democracy, Liberalism and Totalitarianism
12. History of search for alternative ideology : Modernity and postmodernity

Essential Readings

- Barracough, G., *An Introduction to Contemporary History*, London: C.A. Watts & Co. Ltd., 1964.
- Carver, Michael, *War Since 1945*, London/New Jersey: The Ash field Press, 1990.
- Chaliand, Gerard and Arnaud Blin, *The History of Terrorism from Antiquity to Al Qaeda*, California: University of California Press, 2007.
- Chan, Stephen and Jarrod Wiener (eds.), *Twentieth Century International History: A Reader*, London/New York: I.B. Tauris Publishers, 1999.
- Cook, Chris and John Stevenson, *The Modern World. International History and Politics Since 1945*, London/New York: Longman, 1998.
- Cowen, Noel, *Global History: A Short Overview*, Cambridge: Cambridge University Press, 2001.
- Grenville, A.S., *A History of the World in the Twentieth Century*, Cambridge/Massachusetts: The Belknap Press of Harvard University Press, 1994.
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- Johnson, Paul, *A History of the Modern World*, London: Weidenfeld and Nicolson, 1984.
- Judge, Edward H., and John W. Langdon, *A Hard and Bitter Peace: A Global History of the Cold War*, Prentice Hall: 1996.
- Juergensmeyer, Mark, *Terror In the Mind of God: The Global Rise of Religious Violence*, California: University of California Press, 2001.
- Langsam, W.C., and O.C. Mitchell, *The World Since 1919*, Delhi: Surjeet Publications, 1997.
- Manfred, J.A.Z. (ed.), *A Short History of the World*, Moscow: Progress Publishers, 1974.
- McWilliams, Wayne C., and Harry Piotrowski, *The World Since 1945*, London: Lynne Rienner Publishers-Boulder/ Admantine Press Ltd., 1990.
- Miskovic, Natasha, Haral Fischer (eds.), *The Non Aligned Movement and Cold War*, Delhi: Routledge, 2014.

Amish

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Suggested Readings

- Bradsher, Henry S., *Afghanistan and the Soviet Union*, (2nd edn.), Durham: Duke University Press, 1985.
- Cameron, James, *The African Revolution*, New York: Random House, 1961.
- Davenport, T.R.H., *South Africa: A Modern History*, London: 1977.
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- Garthoff, Raymond, *Detente and Confrontation: American-Soviet Relations From Nixon to Reagan*, Washington: The Brookings Institution, 1985.
- Gavin, Francis J., (ed.) and Craig R. Whitney (Introduction), *The Cold War*, *New York Times*, (Twentieth Century in Review Series) Vol. I, pp. 1918-1963; Vol. II: 1964-1992, Chicago: Fitzroy Dearborn Publishers, 2001.
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- Hamby, Alonzo L., *Liberalism and its Challenges: From F.D.R. to Bush*, New York: Oxford University Press, 1992.
- Herring, George C., *America's Longest War: The United States and Vietnam, 1950-1875*, New York: John Wiley & Sons, 1979.
- Holland, R.F., *European Decolonization, 1918-1981: An Introductory Survey*, London: Macmillan, 1985.
- Horne, Alistair, *A Savage War of Peace: Algeria, 1954-1962*, New York: Viking Press, 1977.
- Hsu, Immanuel C.Y., *Rise of Modern China*, New York: Oxford University Press, 1990.
- Meisner, Maurice, *Mao's China and After: A History of the People's Republic*, New York: Free Press, 1986.
- Oliver, Roland and Anthony Atmore, *Africa Since 1800*, New York: Cambridge University Press, 1981.
- Paul, Clyde and Burton Beers, *The Far East: A History of Western Impact and Eastern Responses, 1830-1975*, Delhi: Prentice Hall, 1976.
- Porter, Brian, *Britain, Europe and the World, 1850-1982*, London: Oxford University Press, 1983.
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- Wilson, Francis O., (ed.), *China and the Great Powers: Relations with the United States, the Soviet Union, and Japan*, New York: 1974.

Ankush

संस्कृत विभाग
सिद्धान्तिकालय दिल्ली

Revolutions and Revolutionary Ideas
Core Course-HIST 443
Third Semester

Unit-I

1. Social movements, revolutions, and transformation: An overview of concepts and theoretical perspectives
2. The English revolutions: Civil wars and the glorious revolution, bill of rights and acts of settlements

Unit-II

3. The American revolution: Constitution making, despotism and republicanism, democracy and slavery
4. The French revolution: Representation and the body-politic, supreme reason and general will, terror and virtue

Unit-III

5. The Russian Revolution: Class, state and revolution
6. The Chinese Revolution: New democracy and the cultural revolution

Unit-IV

7. Revolution through democracy
8. Ahimsa and revolutionary practice: Swaraj, Swadeshi and Satyagraha

Essential Readings

- DeFronzo, James, *Revolutions and Revolutionary Movements*, 6th edition, London: Rutledge, 2021.
- Gandhi, M. K., *Hind Swaraj and Other Writings*, Cambridge: Cambridge University Press, 2009.
- Lichbach, Mark and Alan Zuckerman (eds.), *Comparative Politics: Rationality, Culture, and Structure: Advancing Theory in Comparative Politics*, Cambridge: Cambridge University Press, 2007.
- Oommen, T.K. (ed.), *Social Movements*, 2 Vols, New Delhi, Oxford University Press, 2010.
- Richards, Michael D., *Revolutions in World History*, New York : Routledge, 2004.
- Skocpol, Theda, *States and Social Revolutions: Comparative Analysis of France, Russia and China*, New York: Cambridge University Press, 1979.
- Tarrow, Sidney, *War, States, and Contentious Politics: A Comparative Historical Study*, New York : Cornell University Press, 2015.
- Trotsky, Leon, *History of the Russian Revolution*, Ann Arbor, University of Michigan Press 1957.
- Tung, Mao Tse, *Selected Works*, Peking: Foreign Languages Press, 1960s

Suggested Readings

- Burns, Delisle, *The Principles of Revolution: A Study in Ideals*, London: George Allen & Unwin Ltd., 1920.
- Cruse, Harold, *Rebellion or Revolution?* Minneapolis: University of Minnesota Press, 2009 (1968).
- Foran, John (ed.), *Theorizing Revolutions*, London: Routledge, 1997.
- Goldstone, Jack A., *Revolution and Rebellion in the Early Modern World*, California: University of California Press, 1991.
- Hobbes, Thomas, *Behemoth or the Long Parliament*, New York: Oxford University Press, 2010.
- Lenin, Vladimir I, *State and Revolution*: New York: Penguin, 1992.
- Locke, John, *Two Treatises of Government*, New York: Cambridge University Press, 1988.
- Selbin, Eric, *Revolution, Rebellion, Resistance: The Power of Story*, London: Zed Books, 2010.
- The Federalist Papers*, New York: Bantam, 1982.

Amruth
 2020 FEBRUARY 14

Religion and Philosophy in Ancient India
DSE-HIST 445 A
Fourth Semester

Unit-I

1. Early Indian Religious Trends: Vedic and Post-vedic period
2. Schools of Hindu philosophy
3. Dhamma: Growth and development of Buddha's teachings

Unit-II

4. Jainism and the concept of *kaivalya*
5. Charvaka philosophy and the ancient Indian atheistic materialism
6. History and doctrines of the Ajivikas

Unit-III

7. Materialism of the ancient Tamils
8. Kashmiri shaivism and tantra
9. Religious institutions in complex societies : Mutations within vishnuism and shivaism

Unit-IV

10. Origin of the Bhakti movement: Alwars and Nayanars
11. The rise of regional culture and cults and the process of acculturation & sanskritization
12. Brahmanization of popular cults : Lord Jagannath, Vitthal and the Hidimba of Kullu

Essential readings

- Banerjea, J.N., *Pauranic and Tantric Religion: Early Phase*, Calcutta: University of Calcutta, 1966.
- Bhandarkar, R.G., *Vaiṣṇavism, Śaivism and Minor Religious Systems*, Varanasi: Indological Book House, 1965.
- Bhattacharya, N.N., *History of the Sakta religion*, Delhi: Munshiram Manoharlal, 1974.
- Chakrabarti, Kunal, *Religious Process: The Purāṇas and the Making of a Regional Tradition*, New Delhi: Oxford University Press, 2001.
- Chakravarti, Uma, *The Social Dimensions of Early Buddhism*, Delhi: Oxford University Press, 1987.
- Chatterjee, Asim Kumar, *A Comprehensive History of Jainism*, 2 volumes, Calcutta: Firma KLM, 1984.
- Chattopadhyaya, B.D., *Studying Early India*, New Delhi: Permanent Black, 2017.
- Durkheim, Emile, *The Elementary Forms of Religious Life*, New York: The Free Press, 1995 (1912)
- Eschmann, Kulke and Tripathi (eds.), *The Cult of Jagannatha and the Regional Tradition of Orissa*, New Delhi: Manohar, 1978.
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- Hudson, D. Dennis, *Bhagavata Religion and Beyond*, New Delhi: Oxford University Press, 2010.
- Jaini, Padmanabh S., *Gender and Salvation: Jaina Debates on the Spiritual Liberation of Women*, Delhi: 1991.
- Jaiswal, Suvira, *The Origin and Development of Vaiṣṇavism*, Delhi: Munshiram Manoharlal, 1981.
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- Mahalakshmi, R., *The Making of the Goddess: Korravai-Durga in the Tamil Traditions*, New Delhi: Penguin, 2011.
- Nandi, R.N., *Social Roots of Religion in Ancient India*, Calcutta: K.P. Bagchi, 1986.
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 2021

- Pintchman, Tracy, *The Rise of the Goddess in the Hindu Tradition*, New Delhi: ŚrīSatguru Publishers, 1996.
- Sharma, R.S. and V. Jha (eds.), *Indian Society: Historical Probing*, Delhi: P. Publishing House, 1974.
- Shrimali, K.M., *Essays in Indian Art, Religion and Society*, New Delhi: Indian History Congress/ Munshiram Manoharlal, 1987.
- Sircar, D.C., *Studies in the Religious Life of Ancient and Medieval India*, Delhi: Motilal Banarsidass, 1971.
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- Thapar, Romila, *Cultural Pasts: Essays in Early Indian History*, New Delhi: Oxford University, 2000.
- Thapar, Romila (ed.), *Recent Perspectives of Early Indian History*, Bombay: Popular Prakashan, 1995.
- Weber, Max, *Religions of India*, Illinois: Free press, 1958.

Hindi Readings

- Shrimali, Krishana Mohan, *Prachin Bhartiya Dharmo ka Itihas*, New Delhi: Granth Shilpi, 2017.
- Sahay, Shiv Swaroop, *Prachin Bhartiya Dharma aum Darshan*, Delhi: Motilal Banarsidass, 2001.
- Singh, Anand, *Prachin Bhartiya Dharam: Udbhav aum Swaroop*, New Delhi: Hindi Madhyam Karyanva Nideshalaya, 2010.

Suggested Readings

- Bhattacharji, Sukumari, *The Indian Theogony: A Comparative Study of Indian Mythology from the Vedas to the Purāṇas*, Calcutta: Firma KLM, 1978.
- Bhattacharya, N.N., *The Indian Mother Goddess*, Delhi: Manohar, 1999 (1970).
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- Coburn, Thomas, *Devī Mahatmya: The Crystallization of the Goddess Tradition*, Delhi: Motilal Banarsidass, 1984.
- Coomaraswamy, A.K., *The Dance of Shiva*, Delhi: Munshiram Manoharlal, 1999 (1918).
- Gopal, S. and R. Champakalakshmi (eds.), *Tradition, Dissent and Ideology*, New Delhi: Oxford University Press, 1966.
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- Kane, P.V., *History of the Dharmasastras*, 5 volumes, Poona: Bhandarkar Oriental Research Institute, 1930-1962.
- Kosambi, D.D., *An Introduction to the Study of Indian History*, Bombay: Popular Prakashan, 1975.
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संस्कृत विभाग

संस्कृत विभाग

Mystical Movements in Medieval India
DSE-HIST 445 B
Fourth Semester

Unit-I

1. Popular devotional movements in South India: Bhakti of *Nayanars* and *Alvars*
2. Shaktism and Tantricism
3. Shankaracharya and Advaita philosophy. Consolidation of the religious traditions (10th to 13th centuries), role of the *acharyas*

Unit-II

4. Rise of socio-religious non-conformism: The development of the Nāth Sampradāya
5. Characteristic features of monotheistic movements of North India, Kabir and Dadu
6. Trends of Vaishnava bhakti movements in North India, *nirgun* and *sagun* bhakti, Vaishnavas of Bengal (Gaudiyas) and the Maharashtra

Unit-III

7. Growth of Sufi movement in Islamic world and its introduction in India
8. Sufi orders in India: Be-shara and Ba-shara, Chishti, Suhrawardi and Naqshbandi silsilas; popularity of Chistis
9. Social role of Sufis: State, ulema, conversions and the *khanqahs*

Unit-IV

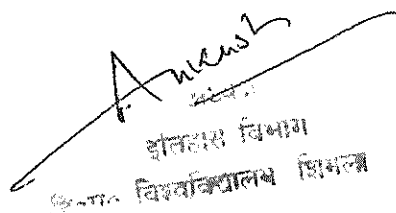
10. Guru Nanak and Early Gurus: Socio-political contexts within which Sikhism evolved over centuries
11. Sufi transformation: Baba Bulleh Shah and his Kafis
12. Interaction between Sufi and Bhakti movements and cultural synthesis

Essential Readings

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- Ansari, Sarah F.D., *Sufi Saints and State Power*, Cambridge: Cambridge University Press, 1992.
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 इतिहास विभाग
 विश्वविद्यालय शिमला

Social and Cultural Changes in Modern India
DSE-HIST 445 C
Fourth Semester

Unit-I

1. Historiography and sources
2. Social structure of Indian society in the 18th century
3. Social impact of British rule.

Unit-II

4. The growth of western learning: The new education, its objectives, content and impact. British policies and Indian response.
5. The press and the public opinion: Journalistic activity, levels and contents of Anglo-Indian and vernacular press, British legislation and its reaction.

Unit-III

6. The new middle class: Its emergence, growth of professional, commercial and industrial classes, its role in social and cultural aspects of the national movement.
7. Socio-religious reform movements in the 19th century: Raja Ram Mohan Roy, Swami Vivekanand, Ramakrishna Paramhansa, Swami Dayanand, Sir Syed Ahmed Khan

Unit-IV

8. The depressed classes movements
9. Position of women: British legislation concerning women, role in the freedom struggle, legal position at the time of independence.

Essential Readings

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इतिहास विभाग
विश्वविद्यालय दिल्ली

Economic History of Ancient India (up to c. AD 1200)

DSE-HIST 446 A

Fourth Semester

Unit-I

1. Theoretical perspectives on ancient Indian economy
2. Theories on ownership of land
3. Historical survey of development of various industries in ancient India

Unit-II

4. Agrarian structures: Cultivation, irrigation and the major crops
5. Revenue system: Origin, emphasis on Mauryan to Gupta revenue systems, modes and methods of collection and the utilisation
6. Land grants and changes in economy in Satavahana period

Unit-III

7. Trade, commerce and industrial development: Internal, external trade routes from Harappan to Kushana period
8. Roman trade and contacts with Southeast Asia, imports and exports
9. Corporate system: Origins of guilds, their organisation, functions, relations with members and state, decline

Unit-IV

10. Temples as centres of economic activities
11. Urbanisation: Phases of urbanisation, urban decay or continuum
12. Revenue system under Chola

Essential Readings

- Adhya, G.L., *Early Indian Economics*, Bombay: Asia Publishing House, 1966.
- Bose, A.N., *Social and Rural Economy of Northern India*, 2 Vols, Calcutta: K.L. Mukhopadhyaya, 1967.
- Chakrabarti, Dilip K., *The External Trade of the Indus Civilization*, New Delhi: Munshiram Manoharlal, 1990.
- Champaklakshmi, R., *Trade, Ideology and Urbanization: South India, 300 BC to AD 1300*, New Delhi: Oxford University Press, 1996.
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- Jha, D.N., *Revenue System in Post-Mauryan and Gupta Times*, Calcutta: Punthi Pustak, 1967.
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- Also available: <https://archive.org/details/in.ernet.dli.2015.321436>
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Agrawal, R.S., *Trade Centres and Routes in Northern India (c 322BC – AD 500)*, Delhi: B.R. Publishing Corporation, 1982.
 Appadorai, A., *Economic Conditions in Southern India, 1000-1500 AD*, 2 vols, Madras: University of Madras, 1936.
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Economic and Social History of Medieval India (1200-1750)

DSE-HIST-446 B

Fourth Semester

Unit-1

1. Agrarian production: Agricultural practices, agricultural technology and types of crops, means of irrigation and water lifting devices
2. Agrarian measures: Alauddin Khalji and Tughlaq's
3. Agrarian taxation: Methods of revenue assessment and magnitude of revenue demand, the machinery of land revenue administration.

Unit-II

4. Agrarian Society: Conditions of peasantry, property rights, village community
5. Agrarian relations: The origin and nature of the *zamindari* rights, political role of chieftains and *zamindars* in the Mughal empire
6. Village industries: Manufactures, artisans, production technology and organisation.

Unit-III

7. Trade: Inland and foreign trade, trade routes, organisation of production, personnel of trade and commercial practices
8. Monetary system: Banking, credit, mints and money
9. European companies: Advent of European companies and their impact on Indian economy

Unit-IV

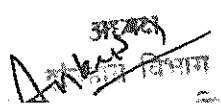
10. Urban centres: The growth of cities and towns, urban life
11. Urban societies: Ruling class, middle and lower classes, urban administration and organisation
12. Potentialities of capitalistic development in the economy of Mughal India.

Essential Readings

- Ashraf, K.M., *Life and Conditions of the People of Hindustan*, New Delhi: Munshiram Manoharlal, 1969.
- Chitnis, K.N., *Socio-economic History of Medieval India*, New Delhi: Atlantic Publishers & Distributors, 1990.
- Day, U.N., *Government of the Sultanate*, New Delhi: Kumar Brothers, 1972.
- Day, U.N., *The Mughal Government A.D. 1556-1707*, New Delhi: Munshiram Manoharlal, 1970.
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- Naqvi, H.K., *Urbanisation and Urban Centres under the Great Mughals, 1556- 1707*, Shimla: Indian Institute of Advanced Study, Simla, 1971.
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- Alam Khan, Iqtidar, 'The Middle Classes in the Mughal Empire', Presidential Address (Medieval India Section), *Proceedings of the Indian History Congress*, 36th Session, Aligarh, 1975.
- Blake, Stephan P., *Shahjahanabad: The Sovereign City in Mughal India, 1639- 1739*, Cambridge: Cambridge University Press, 1993.
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संस्कृत

Economic History of Modern India (1757-1947)

DSE-HIST 446 C

Fourth Semester

Unit I

1. Historiography and the sources of economic history of modern India
2. Nature of pre-capitalist agrarian economy, village community, peasantry, artisan and taxation.
3. Stages of colonialism and the colonial state

Unit II

4. British agrarian policies and the land right, Permanent settlement, Ryotwari and Mahalwari
5. Agricultural production: Commercialization and capital in agriculture.
6. Indebtedness in colonial India: Nationalist attitude and British policies

Unit III

7. Transportation and Communication: Railways, Postal & Telegraph, and Shipping
8. Development of industries: Coal, Iron & Steel, Cotton textile
9. Industrial labour and trade union movement

Unit IV

10. External trade and price movements, modern banking
11. Economic critique of colonialism and the rise and growth of economic nationalist
12. British versus Indian views of development

Essential Readings

- Bhattacharya, Dhires, *A Concise History of Indian Economy From Mid-Eighteenth Century to Present*, New Delhi : Prentice Hall of India, 1989.
- Chandra, Bipan, *The Rise and Growth of Economic Nationalism in India*, New Delhi: People's Publishing House, 1966.
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- Tara Chand, *History of the Freedom Movement in India, Vol. I, II and III*, New Delhi: Publications Division, Govt. of India, 1965, 1967 and 1970.
- Tomlinson, B.R., *The Economy of Modern India, 1860-1970*, Cambridge: Cambridge University Press, 1993.
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Suggested Readings

- Bagchi, Amiya Kumar, *Private Investment in India, 1900-1939*, Delhi: Orient Longman, 1972.
- Banerji, A.K., *Aspects of Indo-British Economic Relations, 1858-1898*, Bombay: 1982.
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- Bayly, C.A., *Rulers, Townsmen and Bazaars 1770-1870*, London: Cambridge University Press, 1983.
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- Bhattacharya, Sabyasachi (ed.), *Essays in Modern Indian Economic History*, New Delhi: Munshiram Manoharlal, 1987.
- Bose, Sugata, *Agrarian Bengal: Economy, Social Structure and Politics*, Cambridge: Cambridge University Press, 1986.
- Charlesworth, Neil, *British Rule and the Indian Economy 1880-1914*, London: 1983.
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- Dutt, R. Palme, *India To-Day*, Bombay: People's Publishing House, 1947.
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- Frykenberg, R.E. (ed.), *Land Control and Social Structure in Indian History*, Madison: University of Wisconsin, 1969.
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