

**NOIDA INTERNATIONAL UNIVERSITY**

**DEPARTMENT OF HISTORY**

**POSTGRADUATE PROGRAMME**

**MASTER OF ARTS IN HISTORY**

**(CHOICE BASED CREDIT SYSTEM)**



**(Academic year 2018-2019 onwards)**

## **Preamble**

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

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

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

## **M. A. HISTORY PROGRAMME DETAILS**

### **Introduction**

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

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

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

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

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

### **Learning Outcome based Curriculum Framework**

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

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

### **Nature and Extent of the Programme**

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

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

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

### **Post Graduate Attributes**

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

- 1) Ability to track the critical genealogies of historiographical interventions that shaped the discipline of History from the earliest times up to the present.
- 2) Ability to compare and differentiate significant patterns of human experience across time and between different cultures and societies.
- 3) Ability to carefully read a complex historical narrative, evaluate its deployment of evidence, and understand its argument as well as critically analyse the same
- 4) Ability to identify patterns of change and continuity with regards to issues of contemporary significance over long durations as well as across diverse geo-cultural zones
- 5) Ability to understand teleology and anachronism and the ways in which they can hamper historical analysis
- 6) Greater ability to distinguish between that which is historical -- time-place-context driven, hence changeable and challengeable -- from that which is not.
- 7) Recognise the different registers within language systems and sources and understand the significance of their presence in literary, art and audio materials.
- 8) Possess the ability to understand that history and power are cognates and hence the silences in sources are just as revelatory as the documented evidence.

- 9) Display sensitivity to gender and social inequities as well as acquaintance with the historical trajectories of these issues
- 10) Possess greater respect for basic human values and ideals of equality, freedom, respect for diversity, and other constitutional values
- 11) Possess skills of the academy in using information from varied sources, displaying analytical ability, knowledge of context and ability to marshal evidence into a coherent argument.
- 12) Ability to assume responsible public roles and where they can apply the above mentioned analytical abilities in other non-familiar contexts.
- 13) Possess knowledge of the values and beliefs of multiple cultures so as to effectively engage in a multi-cultural society and interact with diverse groups.
- 14) Possess the knowledge of the academy and its demands for referencing and display of independent reasoning.
- 15) Know the dangers of plagiarism.

## **SCHEME, SYLLABUS AND COURSES OF READING**

- The duration of the course leading to the Degree of Master of Arts (M.A.) in History shall be of Four Semesters.
- In first year, there shall be two semesters consisting of four papers each semester.
- In the second or final year there will be two semesters consisting of theory papers and one Dissertation/Viva-Voce for all students in final/fourth semester.
- External and internal examiners will evaluate Dissertation/Viva-Voce jointly.
- The M.A. (History) is divided into two parts as under. Each part will consist of two semesters.
- 1<sup>st</sup> Year- There will be Three Compulsory papers and one Optional Paper in both the Semesters.
- 2<sup>nd</sup> Year: There will be One Compulsory paper and Three Optional Paper in both the Semesters.

**In Syllabus the Alphabets used denote optional papers:**

**A= Ancient Indian History, B= Medieval Indian History, C= Modern Indian History**

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

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

| Papers | Marks               |                     | Total Marks | Credits         |
|--------|---------------------|---------------------|-------------|-----------------|
|        | External Assessment | Internal Assessment | 100         | 4 (each Course) |
|        | 60                  | 40                  |             |                 |

| <b>Part I : Semester I</b>   | <b>External Assessment</b> | <b>Internal Assessment</b> | <b>Total Marks</b> | <b>Credit</b> |
|--|----------------------------|----------------------------|--------------------|---------------|
| MAH-101: Principles of History   | <b>60</b>                  | <b>40</b>                  | <b>100</b>         | <b>4</b>      |
| MAH-102: Contemporary World (Part-I: From Mid-19 <sup>th</sup> Century to 1945)  | <b>60</b>                  | <b>40</b>                  | <b>100</b>         | <b>4</b>      |
| MAH-103: Indian Nationalism (up to 1916).  | <b>60</b>                  | <b>40</b>                  | <b>100</b>         | <b>4</b>      |
| MAH-104 : Optional Paper<br><br>A. Early Settlements, State and Governance in Ancient India<br><br>B. Political History and State Formation in Medieval India (12 <sup>th</sup> to Mid-16 <sup>th</sup> CE)<br><br>C. Modern Indian Political Thought & Prominent Thinkers | <b>60</b>                  | <b>40</b>                  | <b>100</b>         | <b>4</b>      |



|  |           |           |            |          |
|--|-----------|-----------|------------|----------|
| <b>Part I : Semester II</b>  |           |           |            |          |
| MAH-201 : Ecology and Environment in History   | <b>60</b> | <b>40</b> | <b>100</b> | <b>4</b> |
| MAH-202: Contemporary World (Part-II : 1945-2003)  | <b>60</b> | <b>40</b> | <b>100</b> | <b>4</b> |
| MAH-203: Indian National Movement (1916-1947)  | <b>60</b> | <b>40</b> | <b>100</b> | <b>4</b> |
| MAH-204 : Optional Paper<br><br>A. Political Ideas and Institutions in Ancient India<br><br>B. Political History of Medieval India: Mid-16 <sup>th</sup> to 18 <sup>th</sup> CE<br><br>C. India Since Independence | <b>60</b> | <b>40</b> | <b>100</b> | <b>4</b> |
| <b>Part II : Semester III</b>  |           |           |            |          |
| MAH-301<br><br>A. Society, Culture and Religion in Ancient India<br><br>B. Society, Culture and Religion in Medieval India<br><br>C. Society Culture and Intellectual Developments in Colonial India               | <b>60</b> | <b>40</b> | <b>100</b> | <b>4</b> |
| MAH-302 :<br><br>A. Economic Life and Institutions in Ancient India  | <b>60</b> | <b>40</b> | <b>100</b> | <b>4</b> |

|   |           |           |            |          |
|---|-----------|-----------|------------|----------|
| B. Aspects of Economic Life in Medieval India<br>C. Colonial Economy of Modern India  |           |           |            |          |
| MAH-303:<br><br>A. Ancient Indian Historiography and Sources<br>B. Medieval Indian Historiography and Sources<br>C. Historiography of Modern India  | <b>60</b> | <b>40</b> | <b>100</b> | <b>4</b> |
| MAH-304: Research methods and Techniques  | <b>60</b> | <b>40</b> | <b>100</b> | <b>4</b> |
| <b>Part II : Semester IV</b>  |           |           |            |          |
| MAH-401 :<br><br>A. Maritime History of India: Overseas Trade from pre-Christian era to the end of 13 <sup>th</sup> century<br>B. Maritime History of India (1500-1800): Overseas Trade and European Trading Companies<br>C. History of Indian Diaspora | <b>60</b> | <b>40</b> | <b>100</b> | <b>4</b> |
| MAH-402:<br><br>A. Science, Technology and Medicine in Ancient India<br>B. Science, Technology and Medicine in Medieval India<br>C. Science, Technology and Medicine in Colonial India  | <b>60</b> | <b>40</b> | <b>100</b> | <b>4</b> |

|  |           |           |            |          |
|--|-----------|-----------|------------|----------|
| MAH-403 :  | <b>60</b> | <b>40</b> | <b>100</b> | <b>4</b> |
| A. Gender and Women Studies in Ancient India<br>B. Gender and Women Studies in Medieval India<br>C. Gender and Women Studies in Colonial India |           |           |            |          |
| MAH-404 : Dissertation and Viva Voce   | <b>60</b> | <b>40</b> | <b>100</b> | <b>6</b> |

**Total Credits: 66**

**Grand Total 1600**

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## **DETAILED SYLLABUS**

### **SEMESTER-I**

#### **Principles of History**

**Course Code:** MAH 101

**Course Name:** Principles of History

**Course Credit:** 4hrs

**Total Contact Hours:** 60hrs

#### **Course Objectives:**

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

#### **Course Description:**

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

#### **Course Contents:**

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

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

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

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

**Unit III    Philosophy of History**

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

**Unit IV    Interrelation between History and cognate fields;**

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

**Course Learning Outcomes**

- To familiarize student about the Principles of History.
- To develop an understanding of the various aspects' history and its various theories of modernism and post modernism.

- To acquaint students with the Periodization in History and Notion of Time.
- To make students value the current theories like Objectivity, Determinism, Relativism, Historicism, Causation, Generalization, Historical Inevitability, Chance and Contingency in History.

#### **Text Books:**

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

#### **Reference Books:**

- Arthur Marwick, The Nature of History, 1989, Macmillan, London. Tr. By Lal Bahadur Verma in Hindi.
- Michael Stanford, The Companion to the Study of History, 1996, Blackwell, Oxford.
- J. Gardiner, What is History Today, 1988, Macmillan, London.
- R.G. Collingwood, The Idea of History, 1988, Oxford University Press, Madras.
- Appleby, Telling the Truth about History, 1994, Norton, New York.
- Marc Bloch, The Historian's Craft, 1954, Norton, MUP, Manchester
- E.L.E. Roy Ladurie, The Territory of Historian, 1979, Harvester Press Britain.
- Satish K. Bajaj, Recent Trends in History, 1988, Anmol Publication.
- E. Shreedharan, A Text Book of Historiography: 500 BC to AD 2000, Orient Longman, New Delhi, 2000
- E. Shreedharan, A Manual of Historical Research Methodology, 2007, Center for South Indian Studies, Trivandram.
- B. Sheik Ali, History: Its Theory and Method, 1993, Macmillan India, Madras.
- Marnie Hughes- Warrington, Fifty key Thinkers on History, Routledge, 2007.

#### **Online Links for Study and Reference Materials:**

- [www.historydiscussion.com](http://www.historydiscussion.com)
- [www.jstor.com](http://www.jstor.com)

**Assessment Method: (Internal Assessment=40, External Assessment=60, Total=100)**

| <b>Components</b>    | <b>Assessment-1</b> | <b>Assessment-3<br/>(Mid-Sem)</b> | <b>Assessment-2</b> | <b>External<br/>Assessment</b> |
|----------------------|---------------------|-----------------------------------|---------------------|--------------------------------|
| <b>Weightage (%)</b> | 10                  | 20                                | 10                  | 60                             |

## **SEMESTER-I**

### **Contemporary World Part-I (From Mid 19<sup>th</sup> Century to 1945)**

**Course Code:** MAH102

**Course Name:** Contemporary World Part-I (From Mid 19<sup>th</sup> Century to 1945)

**Course Credit:** 4

**Total Contact Hours:** 60hrs

#### **Course Objectives:**

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

#### **Course Description:**

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

#### **Course Contents:**

##### **Unit I      Legacy of the 19<sup>th</sup> Century:**

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

##### **Unit II      World between the two Wars:**

- Russian revolution and the Emergence of Socialist Economy,
- Collective Security and League of Nations: Conception, Members and its failure
- The Great Depression- Origin, Impact,



- The New Deal, Emergence of U.S., Economy, Liberal Ideas Socialist Movements, Conservative Nationalism.

### **Unit III Ideologies of Fascism & Nazism:**

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

### **Unit IV Nationalist Movements in Afro-Asian Nation:**

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

### **Course Learning Outcomes**

- To have an understanding on the modern world history
- To have an understanding of political ideologies and theories
- To have an understanding of new imperialism and rise of militarism in Japan.
- To critically analyze and understand the origin and impact of two world wars
- To understand the colonization in Africa and Decolonization in the world.

### **Text Books:**

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

### **Online Links for Study and Reference Materials:**

- [www.historydiscussion.com](http://www.historydiscussion.com)
- [www.byjus.com](http://www.byjus.com)

**Assessment Method: (Internal Assessment=40, External Assessment=60, Total=100)**

| <b>Components</b>    | <b>Assessment-1</b> | <b>Assessment-3<br/>(Mid-Sem)</b> | <b>Assessment-2</b> | <b>External<br/>Assessment</b> |
|----------------------|---------------------|-----------------------------------|---------------------|--------------------------------|
| <b>Weightage (%)</b> | 10                  | 20                                | 10                  | 60                             |

### **Reference Books:**

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

## **SEMESTER-I**

### **Indian Nationalism up to 1916**

**Course Code:** MAH 103

**Course Name:** Indian Nationalism up to 1916

**Course Credit Hours:** 4hrs

**Total Contact Hours:** 60hr

#### **Course Objectives:**

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

#### **Course Description:**

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

#### **Course Contents:**

##### **Unit I            Historiography of Indian Nationalism**

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

- Debate over nationalism

## **Unit II        Imperial Imperatives**

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

## **Unit III        Politics of Nationalism and the Early Congress**

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

## **Unit IV        Nationalism, Gender, Culture and Politics**

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

## **Course Learning Outcomes**

At the end of the course, students would:

- Reflect upon sources, methods and approaches to the study of nationalism.
- Chart the ways in which South Asian nationalism has been understood by anthropologists, sociologists and other social scientists from the beginning of the British rule up to the present era of global integration.
- On completing this course, students will have an understanding of some of the key trends that defined Indian history during formative period of the national movement.
- Understand ways in which Indians responded to colonialism and learn about a variety of nationalisms emerged in response to British rule.

- The assignments in reading and writing will help in the development of rigorous conceptualization and written expression about the vision of Indian nationalism.

#### **Text Books:**

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

#### **Reference Books:**

- Loomba, Ania. (2015). Colonialism/Postcolonialism, new ed., London, pp.154-end.
- Smith, Anthony D.(1998). Nationalism and Modernism: A Critical Survey of Recent Theories of Nations and Nationalism, London: Routledge, Introduction, chapter 1 and Conclusion.
- Anderson, Benedict. (1991). Imagined Communities: Reflections on the Origin and Spread of Nationalism, London, Verso, ch. 1-3, till page 113.
- Balakrishnan, Gopal. (1999). Mapping the Nation, London: Verso.
- Gallagher, J. A. et al, (Eds.). (1973). "Locality, Province and Nation: Essays on Indian Politics 1870 to 1940", Modern Asian Studies, Chapters 1-5.
- Goswami, Manu. (2004). Producing India: from colonial economy to national space, Chicago: University of Chicago, (Introduction, ch. 1, ch. 8 and Conclusion).
- Chatterjee, Partha. (1995). The Nation and its Fragments: Colonial and Postcolonial Histories, Delhi: Oxford University Press, (Chapters 1 – 5).
- Chatterjee, Partha. (2011). "The Nation in Heterogeneous Time" IESHR, vol. 38. no.4, pp. 399 -- 418.
- Ray, Rajat Kanta. (2003). The Felt Community: Commonality and Mentality before the Emergence of Indian Nationalism, Delhi: Oxford University Press, Chapters 1-2.
- Sarkar, Sumit. (2008). "Nationalism and Poverty: Discourses of Development and Culture in 20th Century India", Third World Quarterly, Vol. 29, No. 3, pp 429 – 445.
- Bayly, C.A.(2012). Recovering Liberties: Indian Thought in the Age of Liberalism and Empire, Cambridge: Cambridge University Press.
- Mantena, Karuna. (2010). Alibis of Empire: Henry Maine and the Ends of Liberal Imperialism, Princeton: Princeton University Press.
- Sinha, Mrinalini. (1995). Colonial Masculinity: The 'Manly Englishman' and the 'Effeminate Bengali' in the Late Nineteenth Century, Manchester: Manchester University

Press.

- Metcalf, Thomas R.(1998).Ideologies of the Raj, Cambridge: Cambridge University Press.
- Mehta, Uday Singh. (1999). Liberalism and Empire: A Study in Nineteenth Century British Liberal Thought, Chicago: University of Chicago Press.
- Chandra, Bipan. (1996). 'Economic Nationalism' in The Rise and Growth of Economic Nationalism in India, Delhi: People's Publishing House, pp. 736-759.
- Goswami, Manu. (2004).Producing India: From Colonial Economy to National Space, Chicago: University of Chicago, chapter 8.
- Chandravarkar, Rajnarayan. (1998).Imperial Power and Popular Politics: Class, Resistance and the State in India c. 1850-1950, Cambridge: Cambridge University Press, Chapter 8.
- Johnson, Gordon. (2005).Provincial Politics and Indian Nationalism: Bombay and the Indian National Congress, 1880 to 1915, Cambridge: Cambridge University Press.
- McLane, J. R. (1977).Indian Nationalism and the Early Congress, Princeton: University Press.
- Mehrotra, S.R.(1971).Emergence of Indian National Congress, Delhi: Oxford University Press.
- Adcock, C. S. (2010). "Sacred Cows and Secular History: Cow Protection Debates in Colonial North India", Comparative Studies of South Asia, Africa and the Middle East, Vol.30, No. 2, pp. 297-311.
- Amin, Shahid. (2015).Conquest and Community: The Afterlife of Warrior Saint Ghazi Miyan, New Delhi: Orient Blackswan. Freitag,
- Sandria B. (Ed.). (1989). Collective Action and Community: Public Arenas and the Emergence of Communalism in North India, Berkeley: University of California Press, (Chapters by Lutgendorf , King and Nita Kumar).
- Freitag, Sandria B. (October 1980). "Sacred Symbol as Mobilizing Ideology: The North Indian Search for a Hindu Community", Comparative Studies in Society and History, Vol. 22, No. 4, pp. 597-625.
- Gupta, Charu. (2001). 'The Icon of Mother in Late Colonial North India: Bharat Mata, Matri Bhasha, and Gau Mata', Economic and Political Weekly, Vol. 36, No. 45, pp. 4233-4277.
- Hardy, Peter. (1972). The Muslims of British India, Cambridge: Cambridge University Press.
- Jalal, Ayesha. (2002). "Negotiating Colonial Modernity and Cultural Difference: Indian Muslim Conceptions of Community and Nation, 1878-1914" in Leila Tarazi Fawaz and C.A. Bayly ed., Modernity and Culture: From the Mediterranean to the Indian Ocean, New York: Columbia University Press, pp. 230-260.
- Metcalf, Barbara Daly. (1982).Islamic Revival in British India: Deoband, 1860–1920, Princeton: Princeton University Press, Introduction, Chapters 1-3, 5-8.
- Pandey, Gyanendra. (1999).Colonial Construction of Communalism in North India, Delhi: Oxford University Press.
- Parel Antohy. (1969). 'The Political Symbolism of the Cow in India,' Journal of Commonwealth Political Studies ,vol. 7, no.11, pp. 179–203.

- Veer, Peter van der. (1996). *Religious Nationalism: Hindus and Muslims in India*, Berkeley, University of California Press, pp. 154- 176.
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- Jones, Reece. (2006). 'Whose Homeland? Territoriality and Religious Nationalism in Bengal', *South Asia Research*, Vol. 26, No.2, pp. 115–131.
- Sarkar, Sumit. (2010). *The Swadeshi Movement in Bengal, 1903-1908*, new ed. Delhi: Oxford University Press.
- Ludden, David. (2011). 'Spatial Inequity and National Territory: Remapping 1905 in Bengal and Assam', *Modern Asian Studies*, vol. 45, pp.1-43.
- Gandhi, M. K. *The Hind Swaraj*, Various editions: Parel (ed.), and T. Surhud, S. Sharma (ed.), etc.
- Nandy, Ashish. (2004). 'The Illegitimacy of Nationalism: Rabindranath Tagore and the Politics of Self, *Bonfire of Creeds: The Essential Ashis Nandy* , New Delhi: Oxford University Press, pp. 153-233.

#### Online Links for Study and Reference Materials:

- [www.historydiscussion.com](http://www.historydiscussion.com)
- [www.jstor.com](http://www.jstor.com)

**Assessment Method: (Internal Assessment=40, External Assessment=60, Total=100)**

| Components    | Assessment-1 | Assessment-3<br>(Mid-Sem) | Assessment-2 | External<br>Assessment |
|---------------|--------------|---------------------------|--------------|------------------------|
| Weightage (%) | 10           | 20                        | 10           | 60                     |

## **SEMESTER-I**

### **Early Settlements, State and Governance in Ancient India**

**Course Code:** MAH104A

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

**Course Credit Hours:** 4

**Total Contact Hours:** 60hrs

#### **Course Objectives:**

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

#### **Course Description:**

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



## **Course Contents:**

### **Unit I       Reconstructing Ancient Indian History**

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

### **Unit II       Bronze Age and Iron Age Cultures: First Urbanization**

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

### **Unit III       Janpads and Mahajanpads, Second Urbanization and Early Empires**

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

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

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

### **Course Learning Outcomes**

- To get an understanding of the relationship between geography and history with the help of maps and illustration in order to understand the political and physical divisions of the Indian subcontinent.
- To understand case-study approach in exploring the various theories given by the historians sources of history.
- To develop a critical thinking approach in understanding the incidents of the ancient past and start of first civilization in the world.
- To understand the evolution of human kind from Stone Age to urban centres through maps and illustrations.

- To understand the south Indian history and explore it's literary as well as archaeological importance.

#### **Text Books:**

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

#### **Reference Books:**

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

#### **Online Links for Study and Reference Materials:**

- [www.historydiscussion.com](http://www.historydiscussion.com)
- [www.byjus.com](http://www.byjus.com)

**Assessment Method: (Internal Assessment=40, External Assessment=60, Total=100)**

| Components    | Assessment-1 | Assessment-3<br>(Mid-Sem) | Assessment-2 | External<br>Assessment |
|---------------|--------------|---------------------------|--------------|------------------------|
| Weightage (%) | 10           | 20                        | 10           | 60                     |

art & architecture and script

art & architecture and script

## **SEMESTER-I**

### **Political History and State Formation in Medieval India (12<sup>th</sup> to Mid-16<sup>th</sup> CE)**

**Course Code:** MAH104B

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

**Course Credit:** 4

**Total Contact Hours:** 60hrs

#### **Course Objectives:**

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

#### **Course Description:**

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

#### **Course Content:**

##### **Unit I        Early Medieval Polities in the 11<sup>th</sup> Century**

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

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

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

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

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

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

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

### **Course Learning Outcomes**

- To get an understanding of the early Rajput kingdoms and the reasons of their decline in India.
- To understand the historiography and sources to know about the medieval Indian history.
- To understand the Turkish invasions and the rise of Delhi Sultanate in India.
- To develop a critical thinking approach in understanding the rise of various rulers under Delhi Sultanate and know their contribution in administration, economic reforms and agrarian reforms.
- To understand the theories of kingship and political legitimization in Delhi Sultanate.
- To understand the rise and growth of Vijaynagar and Bahmani kingdoms in south India during medieval times.

### **Text Books:**

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

### **Reference Books:**

- Chandra, Satish, Essays in Medieval Indian Economic 1-listory, New Delhi. 1987.
- Chandra, Satish, Medieval India. Society. Jagirdari Crisis and Village. Translated in Hindi by Madhu Trivedi entitled Madhyakalin Bharat Sultanate se Mugal tak.
- Chandra, Satish, Medieval India: Society, the Jagirdari Crisis and the Village, Delhi, 1981.
- Chandra, Satish, Mughal Religious Policies, The Rajputs and The Deccan, New Delhi 1993.
- Das. K. R.. Raja Todarmal, Calcutta, 1925. 11
- Habib, Irfan, ‘The Price Regulations of Aluddin Khalji-A Defence of Zia Barani’, IESI-IR. 21,4, 1984.

- Habib, Irfan, Atlas of the Mughal Empire, New Delhi, 1982.
- Habib, Irfan. The Cambridge Economic History of India-Volume 1: 1200-I 750.
- Hahib. Muhammad. and K. A. Nizami. The coniprelensive History of India. Vol. V. The Delhi Sultanate AD 1206-1526). Peoples Publishing House. Bcomhav. 1970.
- Habib, Mahammad, Politics and Society during the Early Medieval Period, edited by LA. Nizami. Delhi.
- Hasan. S. Nurnl. Thouglns on the Agrarian Relations in Mughal India. Delhi. 1973
- Khan. A.R., Chieftains in the Mughal Empire during the reign of Akbar. Simla. 1977.
- Khosla. R.P., Mughal Kinship and Nobility. Allahabad. 1934.
- Lal. K.S.. History of Khalijis. New Delhi. 1980.
- Moreland, W.H., From Akbar to Aurangzeb: A Study in Economy History, London 1923.
- Habib. Muhammad, Afsar Begum, Political Theory of Delhi Sultanate.
- Pandey, A.B., Society and Government in Medieval India, Central Book Depot. Allhabad, 1965.
- Prasad, Beni, History of jahangir, Allhabad. 1976.
- Qanungo, KR., Dara Shikoh, Calcutta, 1935.
- S.13.P. Nigam, Nobility under Sultans of Delhi (1206-1398), Delhi, 1968.

#### Online Links for Study and Reference Materials:

- [www.historydiscussion.com](http://www.historydiscussion.com)
- [www.byjus.com](http://www.byjus.com)

**Assessment Method: (Internal Assessment=40, External Assessment=60, Total=100)**

| Components    | Assessment-1 | Assessment-3<br>(Mid-Sem) | Assessment-2 | External<br>Assessment |
|---------------|--------------|---------------------------|--------------|------------------------|
| Weightage (%) | 10           | 20                        | 10           | 60                     |

## **SEMESTER-I**

### **Modern Indian Political Thought and Prominent Thinkers**

**Course Code:** MAH 104C

**Course Name:** Modern Indian Political Thought and Prominent Thinkers

**Course Credit:** 4

**Total Contact Hours:** 60hrs

#### **Course Objectives:**

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

#### **Course Description:**

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

#### **Course Contents:**

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

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



- Swami Vivekanand.

**Unit II      Ideas of National and Social Regeneration:**

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

**Unit III      Impact of Liberal and Socialist Thought:**

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

**Unit IV      Particularistic Ideologies:**

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

**Course Learning Outcomes**

- To familiarize student about the traditional Indian thought and the encounter with the West.
- To develop an understanding of the various aspects and facts of modern social reformers like Jotiba Phule, Narayan Guru etc.
- To acquaint students with the various streams of ideologies of the time. Conservatives V.D. Savarkar and Golwalkar trying to shape new social and political sphere.

- To make students value the current monumental, cultural and literary heritage of India which has been conceptualised and created by our Modern Indian political thought and prominent thinkers.

**Text Books:**

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

**Reference Books:**

- Modern Indian Political Thought , Sabjar Ghose, Allied Publishers, Delhi, 1973.
- Modern Indian Political Thought, V.P. Verma, Laxmi Narain Agrawal, Agra, 1974. (Also in Hindi Translation)
- Indian's Idea of Freedom: Political Thought of Swami Vivekananda, Aurobindo Ghose.
- Mahatma Gandhi, Rabindra Bath Tagore, D.G. Dalton. Academic press, Delhi, 1982.
- Indian Politics from dadbhai Naoroji to Ghandhi: A Study of Political Ideas of Modern India, K.P. Karunakaran, Gitanjali, New Delhi, 1975.
- Makers of Modern India: Ramchandra Guha.

**Online Links for Study and Reference Materials:**

- [www.historydiscussion.com](http://www.historydiscussion.com)
- [www.jstor.com](http://www.jstor.com)

**Assessment Method: (Internal Assessment=40, External Assessment=60, Total=100)**

| Components    | Assessment-1 | Assessment-3<br>(Mid-Sem) | Assessment-2 | External<br>Assessment |
|---------------|--------------|---------------------------|--------------|------------------------|
| Weightage (%) | 10           | 20                        | 10           | 60                     |

## **SEMESTER-II**

### **Ecology and Environment in History**

**Course Code:** MAH201

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

**Course Credit:** 4

**Total Contact Hours:** 60hrs

#### **Course Objectives:**

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

#### **Course Description:**

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

#### **Course Contents:**

##### **Unit I: Ecology and Environment**

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

Unit II: **Environmental Conservation**

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

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

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

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

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

### **Course Outcomes:**

- Understanding of ecology and environment and how it affects human life.
- Understanding of importance of nature in Indian history.
- Learning the good practices taking place regarding environment through history

### **Text Books:**

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

### **Reference Books:**

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

### **Online Links for Study and Reference Materials:**

- [www.historydiscussion.com](http://www.historydiscussion.com)
- [www.byjus.com](http://www.byjus.com)
- [www.jagranjosh.com](http://www.jagranjosh.com)
- [www.britannica.com](http://www.britannica.com)

**Assessment Method: (Internal Assessment=40, External Assessment=60, Total=100)**

| <b>Components</b>    | <b>Assessment-1</b> | <b>Assessment-3 (Mid-Sem)</b> | <b>Assessment-2</b> | <b>External Assessment</b> |
|----------------------|---------------------|-------------------------------|---------------------|----------------------------|
| <b>Weightage (%)</b> | 10                  | 20                            | 10                  | 60                         |

**SEMESTER-II**

**Contemporary World Part-II (1945-2003)**

**Course Code:** MAH 202

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

**Course Credit :**4

**Total Contact Hours:** 60hrs

**Course Objectives:**

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

**Course Description:**

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

**Course Contents:**

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

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

**Unit-II                      Asia in World Politics**

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

### **Unit-III      Age of Progress**

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

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

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

### **Course Learning Outcomes**



- To make students well aware of the new conditions emerged after Cold War.
- To apply a case-study approach in understanding the various theories given by historians.
- To foster all- round growth and development of the students.
- To organize the skills of students in preparing them for further specializations and competitive exams.
- To develop a critical thinking approach in understanding the incidents of past and interpreting them according to the knowledge acquired in the course.
- To understand the role of studying history for a better future.
- To undertake projects fulfilling the research gaps and come out with new areas of historical findings in methodical way.

**Text Books:**

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

**Reference Books:**

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

**Online Links for Study and Reference Materials:**

- [www.historydiscussion.com](http://www.historydiscussion.com)
- [www.jstor.com](http://www.jstor.com)

**Assessment Method: (Internal Assessment=40, External Assessment=60, Total=100)**

| <b>Components</b>    | <b>Assessment-1</b> | <b>Assessment-3<br/>(Mid-Sem)</b> | <b>Assessment-2</b> | <b>External<br/>Assessment</b> |
|----------------------|---------------------|-----------------------------------|---------------------|--------------------------------|
| <b>Weightage (%)</b> | 10                  | 20                                | 10                  | 60                             |

## **SEMESTER-II**

### **Indian National Movement (1916-1947)**

**Course Code:** MAH 203

**Course Name:** Indian National Movement (1916-1947)

**Course Credit:** 4

**Total Contact Hours:** 60hrs

#### **Course Objectives:**

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

#### **Course Description:**

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

#### **Course Contents:**

##### **Unit I Rise of Gandhi**

- Character of Gandhian Nationalism,
- Jalliwala Bagh, Rowlatt Act. Khilafat Movement,

- Non-Cooperation Movement (1920-22), Swaraj Party,
- Civil Disobedience Movement - Two phase (1930-31, 1932-34), Gandhi Irwin Pact (1931),
- Individual Satyagrah (1940), Quit India Movement (1942).

## **Unit II**

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

## **Unit III Peasant and communists Movements**

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

## **Unit IV Partition: accountability, violence and displacement**

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

### **Course Learning Outcomes**

- To familiarize student about the nationalism in modern Indian history.
- To develop an understanding of the various aspects and facts of Indian nationalism. Rise of middle class after Second World War.
- To acquaint students with new horizons developed during the period. Rise of extremism that shaped new politics.
- To make students aware of Nationalism, Communalism during the partition of 1947 that changed the demography of the land.

### **Text Books:**

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

### **Reference Books:**

- Bipan Chandra, India's Struggle for Independence, New Delhi, 2016
- B.R. Nandu, Gandhi and his Critics Delhi, 1985
- Patabhi Sitaramaya, History of Indian National Congress (Vol. II).
- S.R. Choudhary, Leftist Movement in India
- R. C. Majumdar, History of the freedom Movement (Voll. III)
- Tara Chand, History of Freedom Movement in India (Vol. IV)
- Philips and Wain Wright, The Partition of India
- Rafiq Zakaria, The Rise of Muslims in Indian Politics.

- Bipan Chandra India's Struggle for Independence and Modern India.
- Amalesh Tripathi The Extremist Challenge.
- Sumit Sarkar Modern India
- B.L. Grover A Documentary study of British Policy towards Indian Nationalism.
- A.R. Desai Social Background of Indian Nationalism.
- A. R. Desai Peasant Struggle in India.
- M.K. Gandhi, Hind Swaraj and Other Writing, Edited by A.J. Parel, Cambridge University Press, Cambridge.

**Online Links for Study and Reference Materials:**

- [www.historydiscussion.com](http://www.historydiscussion.com)
- [www.jstor.com](http://www.jstor.com)

**Assessment Method: (Internal Assessment=40, External Assessment=60, Total=100)**

| Components    | Assessment-1 | Assessment-3 (Mid-Sem) | Assessment-2 | External Assessment |
|---------------|--------------|------------------------|--------------|---------------------|
| Weightage (%) | 10           | 20                     | 10           | 60                  |

## **SEMESTER-II**

### **Political Ideas and Institutions in Ancient India**

**Course Code:** MAH204A

**Course Name:** Political Ideas and Institutions in Ancient India

**Course Credit:** 4

**Total Contact Hours:** 60hrs

#### **Course Objectives:**

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

#### **Course Description:**

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

#### **Course Contents:**

##### **Unit-I: Sources of Political history**

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

##### **Unit-II: Political Institutions**

- *Sabha, Samiti and Vidatha.*
- *Saptanga* Theory of State

- Mandal Theory by Kautilya
- Judiciary, Court-Procedure and Punishment

### **Unit-III: Ceremonial history**

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

### **Unit-IV: Financial institutions**

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

### **Course Outcomes:**

- Understanding on various political institutions on ancient India
- Understanding of the Indian literature and other sources providing information on the same.
- Understanding of the ceremonial history and administrative rights are also covered.

### **Text Books:**

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

### **Reference Books:**

- Dikshitar, V.R.R. Hindu Administrative Institutions, Madras, 1929
- A History of Indian Political Ideas, London , 1959



- Jayaswal, K.P Hindu Polity, Banglore, 1967.
- Prasad, Beni Theory of State in Ancient India, Allahabad, 1968
- Prasad, Beni State in Ancient India, Allahabad, 1974

**Online Links for Study and Reference Materials:**

- [www.britannica.com](http://www.britannica.com)
- [www.byjus.com](http://www.byjus.com)
- [www.khanacademy.com](http://www.khanacademy.com)

**Assessment Method: (Internal Assessment=40, External Assessment=60, Total=100)**

| Components    | Assessment-1 | Assessment-3<br>(Mid-Sem) | Assessment-2 | External<br>Assessment |
|---------------|--------------|---------------------------|--------------|------------------------|
| Weightage (%) | 10           | 20                        | 10           | 60                     |

## **SEMESTER-II**

### **Political History of Medieval India: Mid-16<sup>th</sup> to 18<sup>th</sup> CE**

**Course Code:** MAH204B

**Course Name:** Political History of Medieval India: Mid-16<sup>th</sup> to 18<sup>th</sup> CE

**Course Credit Hours:** 4

**Total Contact Hours:** 60hrs

#### **Course Objectives:**

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

#### **Course Description:**

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

#### **Course Content**

##### **Unit I            The Mughal Empire**

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

##### **Unit II            The Mughal Empire- Political Centralization and Legitimacy**

- Emergence of Shershah and his administration.

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

### **Unit III The Regional Powers**

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

### **Unit IV Rebellions and Rise of Independent Kingdoms**

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

#### **Course Outcomes:**

- Understanding of the medieval Indian history from the Mid-16<sup>th</sup> to 18<sup>th</sup> CE.
- Learning an overview of the political expansion and legitimization of the Mughal Empire in India and its various administrative policies.
- Understanding and critically examine the various revenue and land reforms carried by the Mughal emperors.

#### **Text Books:**

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

#### Reference Books:

- Ahdul, Aziz, The Manasabdari System and he Mughal Army. Delhi. 1972.
- AfzaI Hussain, Nobility under Akbar and Jahangir, A Stud)' of Family Group, New Delhi. 1999.
- Ali. M. Athar, Mughal Nobility under Aurangzeb, Bombay. 1966, reprint. 1970.
- Ali. M, Ather, The Appartus of Empire, Aligarh, 1985.
- C'handra, Satish, Essays in Medieval Indian Economic l-listory, New Delhi. 1987.
- Chandra, Satish, Medieval India. Society. Jagirdari Crisis and Village. Translated in Hindi by Madhu Trivedi entitled Madhyakalin Bharat Sultanate se Mugal tak.
- Chandra, Satish, Medieval India: Society, the Jagirdari Crisis and the Village, Delhi, 1981.
- Chandra, Satish, Mughal Religious Policies, The Rajputs and The Deccan, New Delhi 1993.
- Chandra, Satish, Parties and Politics at the Mughal Court. 1707-1740, New Delhi 1979.
- Das. K. R.. Raja Todarmal, Calcutta, 1925. 11
- Habib, Irfan, Atlas of the Mughal Empire, New Delhi, 1982.
- Habib. Irfan. The Agrarian System of Mughal India 1556-1707. First published in 1963 by Asia Publishing House, Second, extensively revised, edition published in 1999 by Oxford University Press.
- Habib, Irfan. The Cambridge Economic History of India-Volume 1: 1200-I 750.
- Hahib. Muhammad. and K. A. Nizami. The coniprelensive History of India. Vol. V. The Delhi Sultanate AD 1206-1526). Peoples Publishing House. I3omhav. 1970.
- Habib, Mahammad, Politics and Society during the Early Medieval Period, edited by LA. Nizami. Delhi.
- Hasan. S. Nurnl. Thoughtns on the Agrarian Relations in Mughal India. Delhi. 1973
- L.H. Qureshi. Administration of the Mughals.
- Khan. A.R., Chieftains in the Mughal Empire during the reign of Akbar. Simla. 1977.

- Khosla. R.P., Mughal Kinship and Nobility. Allahabad. 1934.
- Lal. K.S.. History of Khalijis. New Delhi. 1980.
- Moreland, W.H., From Akbar to Aurangzeb: A Study in Economy History, London 1923.
- Moreland. W.H., India at the Death of Akbar: An Economic Study, London, 1920.
- Pandey, A.B., Society and Government in Medieval India, Central Book Depot. Allhabad, 1965.
- Pant. Chandra, Nurjahan and Her Family, Allahabad, 1979
- Prasad, Beni, History of jahangir, Allhabad. 1976.
- Qanungo, KR., Dara Shikoh, Calcutta, 1935.
- Qureshi. I. II., The Administration of the Mughal Empire Karanchi. 1966.
- Saksena, B.P., History of Shanjahan of Delhi, Allhabad, 1962.
- Saran, Pramatma. The Provincial Government ofthe Mughals, 1526-1658, Bombay 1973.
- Sarkar. J,N., Fall of the Mughal Empire 4 vols. Calcutta, 1964 12
- Tarachand, Society and State in Medieval India. Faridabad, 1961.
- Tipathi, R.P., Rise and Fall of the Mughal Empire, Allhabad, 1974.
- Tipathi, R.P., Some Aspects of Muslim Administration, Allhabad, 1974.
- Usha Rani Bansal, Sultanate Kaleen Sarkar Tahta Prshashnik Vyavtha (Hindi)
- W. H. Moreland, Agrarian System of Moslem India.
- Yadav, B.N.S., Society and Culture in Northern Inida in the 12th Century, Allhabad. 1973.
- Sinha, SN., Subah of Allahabad under The Great Mughals JMI, 1974,
- Siddiqu, I. H., Some Aspects of Afghan Despotism in India, Aligarh. 1969.
- Shama, SR, Mughal Government and Administration, Bombay, 1951

#### **Online Links for Study and Reference Materials:**

- [www.britannica.com](http://www.britannica.com)
- [www.byjus.com](http://www.byjus.com)
- [www.khanacademy.com](http://www.khanacademy.com)

**Assessment Method: (Internal Assessment=40, External Assessment=60, Total=100)**

| <b>Components</b>    | <b>Assessment-1</b> | <b>Assessment-3<br/>(Mid-Sem)</b> | <b>Assessment-2</b> | <b>External<br/>Assessment</b> |
|----------------------|---------------------|-----------------------------------|---------------------|--------------------------------|
| <b>Weightage (%)</b> | 10                  | 20                                | 10                  | 60                             |

## **SEMESTER-II**

### **India Since Independence**

**Course Code:** MAH 204 C

**Course Name:** India Since Independence

**Course Credit:** 4

**Total Contact Hours:** 60hrs

#### **Course Objectives:**

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

#### **Course Description:**

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

#### **Course Contents:**

##### **Unit-I            Partition & Independence.**

- Consolidation of Independence
- Integration of princely states

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

## **Unit-II Debates on political alternative**

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

## **Unit-III Competing Ideologies of Independent India**

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

## **Unit-IV India and the World**

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



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

### **Course Learning Outcomes**

- To familiarize student about the nationalism in modern Indian history.
- To develop an understanding of the various aspects and facts of Indian nationalism. Rise of middle class after Second World War.
- To acquaint students with new horizons developed during the period. Rise of extremism that shaped new politics.
- To make students aware of Nationalism, Communalism during the partition of 1947 that changed the demography of the land.

### **Text Books:**

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

### **Reference Books:**

- Bipan Chandra, India's Struggle for Independence, New Delhi, 2016
- B.R. Nandu, Gandhi and his Critics Delhi, 1985
- Patabhi Sitaramaya, History of Indian National Congress (Vol. II).
- S.R. Choudhary, Leftist Movement in India
- R. C. Majumdar, History of the freedom Movement (Voll. III)

- Tara Chand, History of Freedom Movement in India (Vol. IV)
- Philips and Wain Wright, The Partition of India
- Rafiq Zakaria, The Rise of Muslims in Indian Politics.
- Bipan Chandra India's Struggle for Independence and Modern India.
- Amalesh Tripathi The Extremist Challenge.
- Sumit Sarkar Modern India
- B.L. Grover A Documentary study of British Policy towards Indian Nationalism.
- A.R. Desai Social Background of Indian Nationalism.
- A. R. Desai Peasant Struggle in India.
- M.K. Gandhi, Hind Swaraj and Other Writing, Edited by A.J. Parel, Cambridge University Press, Cambridge.

**Online Links for Study and Reference Materials:**

- [www.historydiscussion.com](http://www.historydiscussion.com)
- [www.jstor.com](http://www.jstor.com)

**Assessment Method: (Internal Assessment=40, External Assessment=60, Total=100)**

| Components    | Assessment-1 | Assessment-3 (Mid-Sem) | Assessment-2 | External Assessment |
|---------------|--------------|------------------------|--------------|---------------------|
| Weightage (%) | 10           | 20                     | 10           | 60                  |

## **SEMESTER-III**

### **Society, Culture and Religion in Ancient India**

**Course Code:** MAH301A

**Course Name:** Society, Culture and Religion in Ancient India

**Course Credit Hours:** 5hrs

**Total Contact Hours:** 60hr

#### **Course Objectives:**

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

#### **Course Description:**

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

#### **Course Contents:**

##### **Unit I      Sources for the study of Indian Society**

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

##### **Unit II      Position of Women in Ancient Society.**

- Education system in Ancient India
- Centre of Education in Ancient India, Gurukulas and Agrahars

- Role of Women in Ancient Indian Society
- Famous Women in Ancient India

### **Unit III Religion and Values in Ancient India**

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

### **Unit IV Ancient Art and Architecture**

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

### **Course Outcomes:**

- Understanding of the socio-economic conditions during ancient India.
- Examining the role of women in society and status of education
- Understanding of the various socio-cultural changes that came from harappan age to Vedic age and thereafter
- Understanding the art and architecture in ancient India.

### **Text Books:**

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

### Reference Books:

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

### Online Links for Study and Reference Materials:

- [www.britannica.com](http://www.britannica.com)
- [www.byjus.com](http://www.byjus.com)
- [www.khanacademy.com](http://www.khanacademy.com)

**Assessment Method: (Internal Assessment=40, External Assessment=60, Total=100)**

| Components    | Assessment-1 | Assessment-3<br>(Mid-Sem) | Assessment-2 | External<br>Assessment |
|---------------|--------------|---------------------------|--------------|------------------------|
| Weightage (%) | 10           | 20                        | 10           | 60                     |

## **SEMESTER-III**

### **Society, Culture and Religion in Medieval India**

**Course Code:** MAH301B

**Course Name:** Society, Culture and Religion in Medieval India

**Course Credit :** 4

**Total Contact Hours:** 60hrs

#### **Course Objectives:**

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

#### **Course Description:**

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

#### **Course Contents:**

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

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

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

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

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

### **Unit III**

#### **Education and Literature in Medieval India**

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

### **Unit IV**

#### **Art and Architecture in Medieval India**

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

#### **Course Outcomes:**

- Understanding of the socio-economic conditions during medieval India.
- Examining the role of slaves and women in society and status of education
- Understanding of the various socio-cultural changes that came from sultanate age to Mughal age and thereafter
- Understanding the art and architecture in medieval India.

#### **Text Books:**

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

#### **Reference Books:**

- Ahmad, Aziz, Studies in Islamic Culture in the Indian Environment, Oxford, 1964.

- Ashraf. K.M. Life and Conditions of the People of Hindustan (1200-1350). 2<sup>nd</sup> Edition, Munshiram Manoharlal, New Delhi, 1970.
- Banerjee, Anil Chandra, The State and Society in Northern India, 1206-1526, K.P. Bagchi and company, Calcutta, 1982.
- Brown, Percy, Indian Architecture (Islamic Period), Bombay, 1981.
- Chandra, Satish, Medieval India: Society the Jagirdari Crisis and the Village, Delhi, 1981.
- Chandra, Satish, Mughal Religious Policies. The Rajputs and The Deccan, New Delhi,
- Chatterjee, S.K., Language and Literature of Modern India. Calcutta, 1963.
- Eaton, Richard M. The Rise of Islam and the Bengal Frontier, 1204-1760.
- comparative Studies on Muslim Societies, 17. Berkeley: University of California Press, 1993.
- Habib, Muhammad, and K.A. Nizami,
- Nizami, the Comprehensive History of India, vol. v., the Delhi
- Sultanate (AD 1206-1526), Peoples Publishing House, Bombay, 1970.
- Habib, Muhammad Politics and Society during the Early Medieval Period. edited
- by K.A. Nizami, Delhi.
- Hussain, Yusuf, Glimpses of Medieval Indian Culture. Asia Publishing House
- Bombay, 1970.
- Karim, A., Society and Culture in Medieval India, Calcutta, 1969.
- Koch, Ebba, Mughal Architectures: An Outline of its History and
- Development 526-1858), Munich, 1991.
- Nath R., Some Aspects of Mughal Architecture, Delhi, 1976.
- Rashid, A., Society and Culture in Medieval India (1206-1556), Firma K.J.
- Mukhopadhyay, Calcutta. 1969.
- Rizvi. Saiyid Athar Abbas.
- A History of sufism in India, 2 vol., Delhi Munshiram Manoharlal
- Publishers Pvt. Ltd., 1978.
- Srivastava. A.L.,
- Medieval Indian Culture, Shiva Lal Agarwal and Company. Agra
- 1940.
- Tarachand, Influence of Islam on Indian Culture. Allahabad, 1943.

**Online Links for Study and Reference Materials:**



- [www.britannica.com](http://www.britannica.com)
- [www.byjus.com](http://www.byjus.com)
- [www.khanacademy.com](http://www.khanacademy.com)

**Assessment Method: (Internal Assessment=40, External Assessment=60, Total=100)**

| Components    | Assessment-1 | Assessment-3<br>(Mid-Sem) | Assessment-2 | External<br>Assessment |
|---------------|--------------|---------------------------|--------------|------------------------|
| Weightage (%) | 10           | 20                        | 10           | 60                     |

## **SEMESTER-III**

### **Society Culture and Intellectual Developments in Colonial India**

**Course Code:** MAH301C

**Course Name:** Society Culture and Intellectual Developments in Colonial India

**Course Credit:** 4

**Total Contact Hours:** 60hrs

#### **Course Objectives:**

To enable students to understand the Social and Economic developments in the British India and to know what cultural changes took place and how Indians faced the challenges. This will help student to understand the Independent India better.

#### **Course Description:**

The Course intends to cover the socio-economic conditions during 18-19<sup>th</sup> century India. This period is generally called as colonial period or the British India. Lot of intellectual movements started during this time and lot of concepts like British orientalism and Indian Intelligentsia is still a topic of great research in Indian history. There were many changes in the economic scenario like commercialization of agriculture, and theories like Drain of Wealth which are discussed in detail. The growth of western education is dealt in detail. The course also discusses the rise of new literary forms in India and various socio-religious reforms and acts like Sati Abolition and Widow Remarriage. There were many Religious Revivalism reforms which are also explored.

#### **Course Contents:**

##### **Unit I            European Encounter with Indian Society**

- India at the time of British Conquest: Social & Cultural Contours
- Social Condition in India at the eve of British Conquest
- Understanding India: Orientalists, Evangelists and Utilitarians
- Legacy of Orientalists, Evangelists and Utilitarians

##### **Unit II            Debates on Education and its Social Implications**

- Debates on Education Pertaining to Purpose, Language, Content,
- Reach

- Education Enterprise: State, Missionaries, Local Efforts
- Indian Intelligentsia and their Contributions
- Ideas and Initiatives: The Young Bengal Movement, Brahmo Samaj, Prarthna Samaj, Arya Samaj, Rama Krishna Mission, Aligarh Movement, Parsi and Sikh reform movements
- Social Reform Movements: Scope and Limitations

### **Unit III      Issues of Identities: Caste, Class, Gender, Religion**

- Caste: Community Consciousness and Caste Associations: Jyotiba Phule and Satyashodhak Samaj; Narayan Guru and Sri Narayana Dharma Paripalan Yogam
- Ambedkar and formation of Depressed Class Associations
- Class: Rise of Middle Class and its impact on Nationalism & Social Change
- Gender: Women's Question in 19<sup>th</sup> Century: Debates in the context of Sati. Widow Remarriage, Age of Consent
- Religion: Religious Revivalist Movements: Wahhabi, Deoband & Arya Samaj.

### **Unit IV      Era of Associations, Press and Cultural Trends & Architecture**

- Rise & Impact of Indigenous English and Vernacular Press (With special reference to Hindi and Urdu Press)
- Press Acts in Colonial India
- Formation of Language and Literary Associations (With special reference to Bengali, Hindi & Urdu Literary Associations)
- Colonial Art and Architecture in India.

### **Course Learning Outcomes**

- An in-depth understanding of the socio-economic condition during 18-19<sup>th</sup> century in India.
- Understanding of the concepts like British orientalism and Indian Intelligentsia
- Deep understanding of the rise of western education in India.

- Critical understanding of the economic scenario like commercialization of agriculture, and theories like Drain of Wealth.
- Understanding of the rise of new literary forms in India and various socio-religious reforms and acts like Sati Abolition and Widow Remarriage.

### **Text Books:**

- Modern India (Macmillan) SumitSarkar
- India's struggle for independence - Bipin Chandra
- Modern India – SumitSarkar
- Makers of Modern India- Ranchandra Guha

### **Reference Books:**

- Amiya Bagchi, Social and religious reform: the Hindus of British India. OUP, 2003.
- Amrit Rai , A House Divided: the Origins & Development of Hindu- Urdu, Delhi.
- Anil Seal The Emergence of Indian Nationalism. Cup, 1968.
- Barbra D Metcalf Islamic Revial In British India: Deoband 1860-1900. Princeton University Press, 1982.
- B.B. Mishra The Indian Middle Classes: Their Growth in Modern times Rept OUP 1983.
- C.A.Bayly Empire & information intelligence Gathering & social communication in India 1780-1870. CUP. 1999.
- Charles H. Heimsath, Indian Nationalism and Hindu reform. Princeton 1964.
- Christopher King One Language. Two scripts: the Hindi Movement in 19<sup>th</sup> Century North India OUP India 1999.3
- David Kopf British Orientalism and the Bengal Renaissance, Calcutta. 1969.
- Eric Stokes The English Utilitarians & India. OUP. 1959.
- Geraldine Forbes Women in Modern India. Cambridge University press. 1996.
- Gauri Vishwanathan
- Masks of Conquest: Literary Study and British rule in India. New York. 1989.
- Kenneth W. Jones Socio- Religious Reform Movements in Brithsh India, Cambridge U Press 1994.

- K.N. Panikkar Culture, Ideology and Hegemony: Intellectuals & Social Consciousness in Colonial India, Tulika, 1995.
- ..... Colonialism, Culture and Resistance, OUP, 2008
- K. Sangari & S Vaid Recasting Women: Essays in Colonial History, Kali for Women, 1989.
- M.A. Laird Missionaries & Education in Bengal. Clarendon Press. Oxford. 1972.
- Nadir Ali khan History of Urdu Journalism 1822-1857. Delhi, Idarah-i-Adabiyat-i-Dilli, 1991.
- Partha Chatterjee The Nation & its Fragments: colonial and post colonial H. Istories. Oup. 1995.
- Ravinder Kumar Essays in the social history of modern Inidia.. OUP, 1983.
- Ralph Russell The pursuit of Urdu literature: A select history. Zed Books, 1992

#### **Online Links for Study and Reference Materials:**

- [www.historydiscussion.com](http://www.historydiscussion.com)
- [www.byjus.com](http://www.byjus.com)

**Assessment Method: (Internal Assessment=40, External Assessment=60, Total=100)**

| Components           | Assessment-1 | Assessment-3<br>(Mid-Sem) | Assessment-2 | External<br>Assessment |
|----------------------|--------------|---------------------------|--------------|------------------------|
| <b>Weightage (%)</b> | 10           | 20                        | 10           | 60                     |

## **SEMESTER-III**

### **Economic Life and Institutions in Ancient India**

**Course Code:** MAH302A

**Course Name:** Economic Life and Institutions in Ancient India

**Course Credit:** 4

**Total Contact Hours:** 60hrs

#### **Course Objectives:**

The paper is aimed to acquaint the students with details of economic history of India. It is proposed to cover various aspects of economic ideas and economic life in ancient India. History stands as a beacon of hope when some nation is overcast with dark clouds. This Paper is extremely necessary for completing the political and social sciences which are still in the making. History supplements them by a study of the development of these phenomena in time.

#### **Course Description:**

The course explores the details of economic history of India. It is proposed to cover various aspects of economic ideas and economic life in ancient India. To have an understanding of the economic life in ancient India including transportation and understand the various mode of exchange and import and export duties. It also attempts to explore the various administrative measures and checks and balances in ancient India.

## **Course Content:**

### **Unit-1: Ancient Indian Institutions**

- Sources to know about economic history of Ancient India
- Agriculture
- Industries
- Craftsmen and labour force

### **Unit-I: Trade and Transport of Ancient India**

- Modes of Transport and *Sarhvah*
- Trade-routes
- Important Trading Centres
- Rise of Ports

### **Unit-III: Economic Life and Trade**

- Trade and Commerce – Inland Trade, Maritime Trade
- Import and Export
- Economic progress in Mauryan Period
- Economic progress in Gupta and Post-Gupta Period

### **Unit-IV: Monetary Activities**

- Corporate Activities-guilds
- Development of Textiles and Handicrafts
- Feudal Economic System
- Credit, Currency and Banking System

## **Course Outcomes:**

- To have an understanding of the economic life in ancient India.
- To understand the various mode of exchange and import and export duties
- To understand the various administrative measures and checks and balances in ancient India.

**Text Books:**

- Majumdar, R.C. Corporate Life in Ancient India, Calcutta, 1922
- Majumdar, R.C.(Ed.) Comprehensive History of India, Vol. III, Pt. II. Bombay, 1973
- Sarthavaha, Patna, 1953.
- Trade and Trade Routes in Ancient India, Delhi, 1977

**Reference Books:**

- Buch, M.A. Economic Life in Ancient India, Allahabad, 1979
- Gopal, Lallanji Economic Life in Northern India (700 to 1200 A.D.), Delhi 1965
- Maity, S.K. Economic Life in North India in the Gupta Period, Calcutta. 1970
- Saletore, R.N. Early Indian Economic History. Bombay 1973
- Srivastava, Balram, Trade and economics in ancient India
- Contribution to the history of revenue system U.N. Ghosal
- Agrarian system in ancient India U.N.Ghosal
- Studies in early Indian economic history of early India R.S. Sharma
- Revenue system in post Mourya and Gupta times D.N. Jha
- Bhartiya Vyapar ka Itihaas (Hindi) K.D. Bajpeyee
- Economic history of northern India P. Niyogi
- Trade and economics in ancient India Balram srivastava
- Economic history of ancient India S.K. Das

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**Online Links for Study and Reference Materials:**

- [www.britannica.com](http://www.britannica.com)
- [www.byjus.com](http://www.byjus.com)
- [www.khanacademy.com](http://www.khanacademy.com)

**Assessment Method: (Internal Assessment=40, External Assessment=60, Total=100)**

| Components    | Assessment-1 | Assessment-3<br>(Mid-Sem) | Assessment-2 | External<br>Assessment |
|---------------|--------------|---------------------------|--------------|------------------------|
| Weightage (%) | 10           | 20                        | 10           | 60                     |



## **SEMESTER-III**

### **Aspects of Economic Life in Medieval India**

**Course Code:** MAH302B

**Course Name:** Economic Life and Institutions in Ancient India

**Course Credit Hours:** 4hrs

**Total Contact Hours:** 60hr

#### **Course Objectives:**

The paper is aimed to acquaint the students with details of economic history of Medieval India. This Paper is extremely necessary for completing the political and social aspects of medieval age which would supplement the study of the development of these phenomena in current times.

#### **Course Description**

The course explores the details of economic history of medieval India. It is proposed to cover various aspects of economic ideas and economic life in medieval India and develop and understanding of the ways of transportation and understand the various mode of exchange and import and export duties. It also attempts to explore the various administrative measures and checks and balances in medieval India.

#### **Course Content:**

**Unit- I Indian Economy and Society on the Eve of Ghori's Conquest:**

Nature of Indian Feudalism: Sub-infeudation; Serfdom, Extraction of Surplus in Kind, Force Labour (Vishti).

Decline of Trade, Paucity of Coins, Urban Decay.

**Unit- II- Economy under Delhi Sultanate:** Means and Methods of Cultivation and Irrigation; Agricultural Production, Allauddin Khalji's Economic Measures.

**Revenue Assignment during the Sultanate Period:** Evolution of *Iqta* System under Delhi Sultanate; *Wajh* assignments, *Khalisa*; *Iqta* holders and Revenue Grants. Position of Peasants and Changing Nature of Indian Villages.

**Unit- III- Economy under Mughal Empire:** Mansab and Jagir, Jagir, Transfer and their Consequences.

Zamindar: Right to Land and relations with Peasants and State; Land Revenue; Size and Methods of Assessment and Collection.

**Unit-IV Growth of Commerce and Crafts:** Long Distance Trade and Trade between Town and Country. Technological Changes: textile, Crafts, Karkhanasa, Seri Culture, Geared Water Lift.

**Money and Credit:** The Sarrafs, Bill of Exchange, Insurance, Banking. Interest Rates etc

**Course Outcomes:**

- To have an understanding of the economic life in medieval India.
- To understand the various mode of exchange and import and export duties
- To understand the various administrative measures and checks and balances in ancient India.
- To understand various agrarian and market reforms under sultanate and Mughal age.

**Text Books:**

- Medieval India - Volume I Satish Chandra ,Medival India - Volume II Satish Chandra
- The Agrarian System of Mughal India 1556-1707 IrfanHabib
- Abdul, Aziz, The mansabdari system and the Mughal Army, Delhi, 1972.
- Ali, M. Athar, Mughal Nobility under Aurangzeb, Bombay, 1966, reprint, 1970.

**Reference Books:**

- Asharf, K.M., Life and conditions of the people of Hindustan (1200-1550), Reprint, Delhi, 1969

- Banerjee, Anil Chandra, The state and society in Northern India, 1206-1526, K.P.
- Bagchi and Company, Calcutta, 1982.
- Chablani, H.L., Economic condition of India during the 16<sup>th</sup> century, Delhi, 1929.
- Chandra, Satish, Essays in Medieval Indian economic history, New Delhi, 1987.
- Chandra, Satish, Medieval India: Society, the jagirdari Crisis and the village, Delhi,
- 1981.
- Chandra, Satish, Parties and Politics at the Mughal Court, 1707-1740, New Delhi, 1979.
- Chandra, Satish; J.S. Grewal and Irfan Habib, Akbar and His Age: A Symposium,
- Social Scientist, vol. 20, No. 9/10. Sep-Oct., 1992.
- Chaudhary, Tapan Ray and Irfan Habib, A Cambridge Economic History of India,
- vol. I Cambridge University Press, 1982.
- Farooqui, A.K.M., Roads and communication in Mughal India, Delhi, 1977.
- Gopal, L., The economic life of northern India, Varanasi, 1965.
- Habib, Irfan (Ed.) Medieval India-I: Researches in the history of India 1200-1750, Delhi,
- 1992.
- Habib, Irfan 'The price regulations of Alauddin Khalji- A defence of Zia Barani,
- IESHR, 21, 4, 1984.
- Habib, Irfan The Agrarian system of Mughal India 1556-1707. First published in
- 1963 by Asia Publishing House. Second, extensively revised, edition published in
- 1999 by Oxford University Press.

- Habib, Irfan The economic history of medieval india: A survey Tulika Books, 2001.
  - Byres, T.j., and Harbans Mukhia, (Ed.) Feudalism and non-European societies,
  - London, 1986.
  - Khan, A.R., Chieftains in the mughal empire during the reign of Akbar, Shimla,
  - 1977.
  - Kumar Dharma, (Ed.) The Cambridge Economic history, of India, 1757-1970. vol.II. Cambridge, 1982.
  - Moosvi, Shiree, The economy of the mughal empire, OUP, New Delhi, 1987.
  - Moreland, W.H., Agrarian system of moslem India, Cambridge, 1929.
  - Moreland, W.H., from akbar to Aurangzeb: A study in economic history, London, 1923.
  - Moreland, W.H. India at the death of Akbar: An economic study, London, 1920.
  - Naquvi, H.K., Urban centres and Industries upper india 1552-1803. Bombay, 1960.
  - Nonaji, D.R., Slavery in Medieval India, University of Bombay, 1933.
  - Qureshi, I.H., The administration of the Mughal Empire, Karanchi, 1966.
  - Richards, Joh, F., (ed.) The imperial monetary system of Mughal India, Delhi, 1987.
  - Sharma, R.S., Indian Feudalism, 300-1200, Calcutta, 1965.
  - Siddiqui, N.A., Land Revenue administration under the Mughals, 1700-1750,
  - Bombay, 1970.
  - Tripathi, R.P., Some aspects of Muslim administration, Allahabad, 1986.
  - Yadav, B.N.S., society and culture in north India in the Twelfth century, Allahabad, 1973.
-

**Online Links for Study and Reference Materials:**

- [www.britannica.com](http://www.britannica.com)
- [www.byjus.com](http://www.byjus.com)
- [www.khanacademy.com](http://www.khanacademy.com)

**Assessment Method: (Internal Assessment=40, External Assessment=60, Total=100)**

| Components    | Assessment-1 | Assessment-3<br>(Mid-Sem) | Assessment-2 | External<br>Assessment |
|---------------|--------------|---------------------------|--------------|------------------------|
| Weightage (%) | 10           | 20                        | 10           | 60                     |

## **SEMESTER-III**

### **Colonial Economy of Modern India**

**Course Code:** MAH 302 C

**Course Name:** Colonial Economy of Modern India

**Course Credit:** 4

**Total Contact Hours:** 60hrs

#### **Course Objectives:**

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

#### **Course Description:**

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

#### **Course Contents:**

##### **Unit I Economic history/Economic method**

- Smith and Marx, Hayek and Polanyi
- The Industrial Revolution - The Indian sub-continent in The Great Divergence Debate
- The Long 18th Century: Trade and Conquest, Maritime laws and Maritime Trade
- History and the Nature of the East India Company – Oceanic Trade Across the Indian Ocean and Regional Formations

## **Unit II            Sovereignty, Land Revenue and Property**

- “Proprietary right” - The Permanent Settlement
- Baramahal – Mirasidars
- Jagir - The Raiyatwari and Other Settlements
- The “Tribal” Question – Western and Central India - Jangal Mahals – “North East Frontier

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

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

## **Unit IV       Economic history and    Caste**

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

## **Course Learning Outcomes**



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

#### **Text Books:**

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

#### **Reference Books:**

- Hayek, Fredrick. (1994). Road to Serfdom, Chicago: University of Chicago Press [Chapters 3 – 7]
- Polanyi, Karl (1963) The Great Transformation, Boston: Beacon Press
- Parthasarathi, Prasannan. (2011). Why Europe Grew Rich and Asia Did Not, Cambridge: Cambridge University Press [Chapters 1-4]
- Perlin, Frank. (1983). “Proto-Industrialization and Pre-colonial South Asia” Past and Present No. 98
- Gupta, A.D. (2001). The World of the Indian Ocean Merchant, New Delhi: Oxford University Press, [Part I]
- Prakash, Om. (2004). Bullion for Goods, New Delhi, Manohar [Selections]
- Chaudhuri, Sushil. (1996). From Prosperity to Decline, New Delhi: Manohar.

- Arasaratnam, S. (1980). "Weavers, Merchants and Company: The Handloom Industry in Southeastern India 1750-1790", IESHR, Vol. 17, 3.
- Wink, Andre. (1986). Land and Sovereignty in India, Cambridge, Cambridge University Press.
- Guha, Ranajit . (1963). A Rule of Property in Bengal: An Essay on the Idea of Permanent Settlement, Paris: Mouton.
- Stokes, Eric. (1959). English Utilitarians and India, Oxford: Clarendon Press
- Stein, Burton. (1990). Thomas Munro: The Origins of the Colonial State and his Vision of Empire, New York: Oxford University Press.
- Stein, Burton. (Ed.). (1992). The Making of agrarian policy in British India 1770-1900, Delhi: Oxford University Press.
- Siddiqi, Asiya. (1973). Agrarian change in a Northern Indian State: Uttar Pradesh, 1819-1833, Oxford: Clarendon Press.
- Misra, Sanghamitra. (2018). "The Sovereignty of Political-Economy", IESHR, Vol. 55, 3
- Gadgil, Madhav and Ramachandra Guha. (1993). This Fissured Land, Delhi: Oxford University Press.
- Chaudhury, B.B. (1964). Growth of Commercial Agriculture in Bengal 1757-1900, Calcutta, Indian Studies Past and Present
- Amin, Shahid and Marcel van der Linden. (Eds.) (1997). "Peripheral Labour", in Studies in the History of Partial Proleterianization, Cambridge: Cambridge University Press. Anderson, Clare. (2003) "The Execution of Rughobursing: The Political Economy of Convict Transportation and Penal Labour in Early Colonial Mauritius". Studies in History, 19 (2), pp. 185-197.
- Richards, J. F. (1981) "The Indian Empire and Peasant Production of Opium in the Nineteenth Century." Modern Asian Studies, Vol. 15, no.1, pp: 59-82.
- Shahid Amin. (1982). "Small peasant commodity production and rural indebtedness: The culture of sugarcane in Eastern UP, c. 1880-1920" in Subaltern Studies, Vol.1, pp 39-87.
- Neeladri Bhattacharya,(2018) The Great Agrarian Conquest :Colonial Reshaping of a Rural World. Ranikhet, Permanent Black, Chapters 1, 9and 10.

- Roy, Tirthankar. (1993). *Artisans and Industrialization: Indian Weaving in the Twentieth Century*. Delhi: Oxford University Press. Introduction, Chapter 1, 3, 5 and 8.
- Guha, Sumit. (1989). "The Handloom Industry of Central India: 1825-1950." *The Indian Economic & Social History Review*. Vol. 26, No. 3: 297-318.
- Chakrabarty, Dipesh. (2000). *Rethinking Working-class History: Bengal, 1890 to 1940*. Princeton, NJ: Princeton University Press. Introduction.
- Bagchi, Amiya Kumar. (2000). *Private Investment in India 1900-1939*. London: Routledge, Chapter 1, 2, 7 and 14.
- Chatterji, Basudev. (1992). *Trade, Tariffs, and Empire: Lancashire and British Policy in India, 1919-1939*. Delhi: Oxford Univ. Press. Chapter 1, 2, 4, and 8.
- Balachandran, G., John Ullion's *Empire: Britain's Gold Problem and India between the Wars*, London, Routledge, Chapters 1, 2, 4 and 7.
- Stokes, Eric. (1986). *Peasant Armed*, Oxford: Clarendon. Guha, Ranajit. (1983). *Elementary Aspects of Peasant Insurgency*, Delhi: Oxford University Press.
- Kaviraj, Narahari. (1972). *A Peasant Uprising in Bengal, 1783*, Delhi: Peoples Publishing House. Wilson, Jon (2005). "A Thousand Countries to go to" *Past and Present*, 189, pp. 81-109
- Mukhopadhyay, Bhaskar. (1995). "Orientalism, Genealogy and the Writing of History: The Idea of Resistance to Silk Filature in Eighteenth Century Bengal" *Studies in History* Vol. 11, 2.
- Washbrook, David. (1993). "Land and Labour in Late 18th century South India" in Peter Robb (Ed.). *Dalit Movements and Meanings of Labour in India* Delhi: Oxford University Press.
- Irschick, Eugene. (1982). "Peasant Survival Strategies and Rehearsals for rebellion in Eighteenth Century South India" *Peasant Studies*, 9, no. 4., pp. 215-41
- Viswanathan, Rupa. (2015). *The Pariah Problem*, Delhi, Navayana Publishers, [Chapters 1,2]
- Chaudhuri, B.B. Ed. (2004) *Tribes, Forests and Social Formation in Indian History*, Manohar, Delhi [Selections]

**Online Links for Study and Reference Materials:**

- [www.historydiscussion.com](http://www.historydiscussion.com)
- [www.jstor.com](http://www.jstor.com)

**Assessment Method: (Internal Assessment=40, External Assessment=60, Total=100)**

| <b>Components</b>    | <b>Assessment-1</b> | <b>Assessment-3 (Mid-Sem)</b> | <b>Assessment-2</b> | <b>External Assessment</b> |
|----------------------|---------------------|-------------------------------|---------------------|----------------------------|
| <b>Weightage (%)</b> | 10                  | 20                            | 10                  | 60                         |

## **SEMESTER-III**

### **Ancient Indian Historiography and Sources**

**Course Code:** MAH303A

**Course Name:** Ancient Indian Historiography and Sources

**Course Credit Hours:** 4hrs

**Total Contact Hours:** 60hr

#### **Course Objectives:**

To orient students with the development of the sources of Ancient Indian History. This is also to enable students to understand the importance of archaeological and literary sources to reconstruct the ancient Indian history.

#### **Course Description:**

The course explores to understand the various ways history has been written and interpreted for ancient Indian themes. The different schools of historiography have been discussed. It also explores the richness and significance of archaeological and literary sources in studying ancient Indian history.

#### **Unit I Introduction to Historiography**

- Different Schools of Historiography
- Historians and Historiography
- Recent Trends in Historiography
- Nature of Source material for the reconstruction of Ancient Indian History

#### **Unit II Literary Sources**

**Epics**-Ramayan & Mahabhart and Puranas  
Relevance of Epics  
Other Literary Sources  
Significance of Literary sources

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

- Ashok's edict-rock and Pillar Inscriptions

- Allahabad Pillar Inscription.
- Junagarh inscription of Rudradaman
- Bhitari Inscriptions of Skandgupta.
- South Indian Inscriptions

#### **Unit IV Coinage and Seals**

- Indo-Greeks
- Gupta, Kushans and Satvahnas.
- Foreign Account: Account of Megasthenese. Fa-hien Hieun-Tsang. Alberuni
- South Indian Numismatics

#### **Course Outcomes:**

- To understand the various ways history has been written and interpreted for ancient Indian themes.
- To study different schools of historiography
- To richness and significance of archaeological and literary sources in studying ancient Indian history.
- To understand the importance of coins and inscriptions as important source of ancient Indian history

#### **Text Books:**

- D D Kosham Indian Numismatics.
- P L gupta, Coins.
- J Allen, Catalogue of coins in the British Museum.
- Satya Shrava, The Kushana Numismatics.
- Percy Gardner, A history of Indian Coinage

#### **Reference Books:**

- Kanailal Hazra Buddhism in India as Described by the Chinese Pilgrims.
- Beal, Samuel Buddhist records of the Western World.
- J W McCrindle Ancient India as described by Megasthenes and Arrian.
- E Hultzsch Corpus inscriptionum indicarum vol.I.
- V V Mirashi Inscriptions of the Satavahanas and western Kshatrapas.
- J F Fleet Corpus inscriptionum Indicarum, Vol.3.
- T V Mahalingam Inscription of the Pallavas.

- M. S. Vatsa, Excavations at Harappa.
- Sir Mortimer Wheeler The Indus civilization.
- S R Rao Excavation of Dwarka.

**Online Links for Study and Reference Materials:**

- [www.britannica.com](http://www.britannica.com)
- [www.byjus.com](http://www.byjus.com)
- [www.khanacademy.com](http://www.khanacademy.com)

**Assessment Method: (Internal Assessment=40, External Assessment=60, Total=100)**

| Components    | Assessment-1 | Assessment-3<br>(Mid-Sem) | Assessment-2 | External<br>Assessment |
|---------------|--------------|---------------------------|--------------|------------------------|
| Weightage (%) | 10           | 20                        | 10           | 60                     |

**Course Code:** MAH 303B

**Course Name:** Medieval Indian Historiography and Sources

**Course Credit:** 4

**Total Contact Hours:** 60hrs

**Course Objective:**

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

**Unit I Introduction to Historiography**

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

**Unit II Broad Trends in the Writings**

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

**Unit III**

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

**Unit IV Autobiography as a Source of History**



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

### Reading List

- Banerjee, Shefali, Madhdyugin Itihaskar Awam Itihas Lekhan, Varanasi.
- Barani, Ziauddin, Fatwa-i-Jahandari, translated by Muhammad Habib and affar
- Umar Salem Khan under the title: The political theory of the Delhi sultanate, Kitab Mahal, Allahabad.
- Barani, Ziauddin Tarikh-i-Firoz Shahi, Calcutta, 1860-62.
- Bhardwaj, Prवेश, Barat ke Itihaskar, Varanasi, 2005.
- Bhimsen, Nuskha-i-Dilkusha, Eng. Tr. By J.N. Sarkar, Archives Dept. Maharashtra.
- C.H. Philips,.....Historians of India. Pakistan and Ceylon, OUP, London 1961.
- E.Sreedharan.....A Text book of Historiography 500 B.C. to 2000 A.d. Orient Longman, 2005.
- Elliot and Dawson (ed.) History of India as told by its own historians, VIII vols, London, 1866-1877, Reprint by low price edition, New Delhi. Khusaru, Amir Qiran-us-Sadain, Ed. Muhammad Ismail, Aligarh, 1918.
- Khusaru, Amir, Tarikh-i-Alai or Khajan-ul-Futuh, Madras 1931.
- Khusaru, Amir, tughlaqnama, ed, Syed Hashim Faridabadi, Aurangabad, 1033HA.
- Lahori, Abdul Hamid, Padshahnamah, Ed. By M Kabiruddin and M.A. Rahman, 2 vols., Calcutta, 1862-72.
- Lunia. B.N., some historians of Medieval India, Agra, 1969.
- Mukhia, Harbans, Historian and Historiography during the Reign of Akbar, Delhi, 1976.
- Nizami, Hasan, Taj-ul-Maasi, Tr. S.H. Askari, Patna.

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

## **SEMESTER-III**

### **Historiography of Modern India**

**Course Code:** MAH 303 C

**Course Name:** Historiography of Modern India

**Course Credit Hours:** 4hrs

**Total Contact Hours:** 60hr

#### **Course Objectives:**

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

#### **Course Description:**

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

## **Course Contents:**

### **Unit I Introduction to Historiography**

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

### **Unit II Different schools of Historiography**

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

### **Unit III Approaches and Themes in Indian Historiography**

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

### **Unit IV Gender and Race in Historiography**

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

## **Course Learning Outcomes**

- To familiarize student about the history of historiographical trend of modern India.

- To develop an understanding of the various aspects and facts of our modern thinkers and intellectuals.
- To acquaint students with the various Historical Writings on Economic History of Colonial India
- To make students value the current monumental, cultural and literary heritage of India which has been conceptualised and created by Liberal Utilitarians, Administrative Historians etc.

#### **Text Books:**

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

#### **Reference Books:**

- Koselleck, Reinhart. (2002). *The Practice of Conceptual History*, Stanford: Stanford University Press, [Chapters 4,10,13]
- Arendt, Hannah. (2006). "The Concept of History" in Hannah Arendt, *Between Past and Future*, New York: Penguin.
- Les Back and John Solomon (eds.), (2000). *Theories of Race and Racism: A Reader* (London and New York, Routledge.
- Franz Boas, (1874). *The Mind of Primitive Man*, (New York, The Macmillan C Charles Darwin, *The Descent of Man* (London, John Murray, 1890, second edition.
- A.H. Keane. (1908) *The World's Peoples: A Popular Account of Their Bodily and Mental Characters, Beliefs, Traditions, Political and Social Institutions*, London, Hutchinson and Co.,.
- Kenan Malik. (1996) *The Meaning of Race: Race, History and Culture in Western Society* London, Macmillan.
- Meena Radhakrishna, 'Colonialism, Evolutionism and Anthropology – A Critique of the History of Ideas 1850-1930', *Research in progress papers, History and Society*, Third series Number XIX, NMML, New Delhi, June, 1997.
- Nancy Stepan. (1989) *The Idea of Race in Science*, London, Macmillan.

- Deshpande, G.P. Ed. (2012). Selected Writings of Jyotirao Pule New York: Leftword Books.
- Ambedkar, B. R. (1989). Who Were the Shudras. V. Moon, (Ed.). Dr Babasaheb Ambedkar: Writings and Speeches, Vol VII, Bombay: Education Dept, Govt. of Maharashtra.
- Ambedkar, B.R. (1989). “Buddhist Revolution and Counter Revolution” V. Moon, (Ed.). Dr Babasaheb Ambedkar: Writings and Speeches Vol. III, Bombay: Education Dept, Govt of Maharashtra.
- Savarkar, V. D. (1969). Essentials of Hindutva Veer Savarkar Prakashan Nehru, Jawaharlal. (2004). Discovery of India, Delhi: Penguin [Selections]
- Benjamin, Walter. (1969). “Theses on the Philosophy of History” in Walter Benjamin, Illuminations New York: Schocken.

**Online Links for Study and Reference Materials:**

- [www.historydiscussion.com](http://www.historydiscussion.com)
- [www.jstor.com](http://www.jstor.com)

**Assessment Method: (Internal Assessment=40, External Assessment=60, Total=100)**

| Components    | Assessment-1 | Assessment-3 (Mid-Sem) | Assessment-2 | External Assessment |
|---------------|--------------|------------------------|--------------|---------------------|
| Weightage (%) | 10           | 20                     | 10           | 60                  |

**SEMESTER-III**

**RESEARCH METHODS AND TECHNIQUES**

**Course code: MAH304**

**Course Name: RESEARCH METHODOLOGY**

**Credits: 4**

**Total Contact Hours: 60 hrs.**

**Course Objective:**

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

**Course Description:**

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

graduation, it gives advanced and in-depth knowledge about the applicability of research techniques to conduct real research.

## **Course Content:**

### **Unit 1: Social Research**

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

### **Unit 2: Basic Elements of Social Research**

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

### **Unit 3: Tools of Data Collection**

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

### **Unit 4: Test Construction & Measurement**

- Testing—standardization and objectivity
- Reliability, Validity & Norms



- Steps in test development
- Measures of Central Tendency: Mean, Median and Mode & Standard Deviation

### **Course Learning Outcomes (CLO's):**

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

### ***Suggested Readings:***

- A.K. Singh (2005). Tests, Measurements and Research Methods in Behavioural Sciences. Bharati Bhawan: Patana.
- Ahuja, Ram (2001), Research Methods, Delhi: Rawat Publications.
- Bailey, Kenneth D. (1982), Method of Social Research, New York: The Free Press, Second Edition.
- Blalock, Hubert M. (1979), Social Statistics. New York:
- Tata Mc-Graw-Hill. Boss, P.K. (1995), Research Methodology, New Delhi, ICSSR.
- Champion, Dean. J. (1981), Basic Statistics for Social Research New Delhi: Macmillan Publishing New York.
- Goode, W.J. and P.K. Hatt, (1952), Methods in Social Research, New York: McGraw International Students Edition.

- Gupta, S.P. (2002). Statistical Methods, New Delhi:Sultan Chand and Sons Publication.
- Moser, S.C. and G. Kalton (1971), Survey Methods in Social Investigation, London:
- Heinmann.Seltiz, Claire et al (1959). Research Methods in Social Relation, New York: Henry Holt and Co. Srinivas, M.N. and A.M. Shah (1979). Fieldworker and The Field, New Delhi: Oxford University Press.
- Thakur, D. (2003). Research Methodology in Social Science, Deep and Deep Publications Pvt. Ltd.: New Delhi.
- Young, P.V. (1988), Scientific Social Surveys and Research, New Delhi Prentice Hall.

**Assessment Methods: (Continuous Internal Assessment=40%, Final Examination=60%)**

|                           |   |     |
|---------------------------|---|-----|
| Assessment 1              | : | 05% |
| Assessment 2              | : | 05% |
| Assessment 3 (MIDEXAM):   | : | 20% |
| Assessment 3              | : | 05% |
| Assessment 4              | : | 05% |
| Total Internal Assessment | : | 40% |

**SEMESTER IV**

**Maritime History of India: Overseas Trade from pre-Christian era to the end of 13<sup>th</sup> century**

**Course Code: MAH401A**

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

**Course Credit Hours:** 4hrs

**Total Contact Hours:** 60hrs

**Course Objectives:**

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

**Course Description:**

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

**Course Content:**

**Unit I Maritime Trade between Rome and India**

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

**Unit II Indian trade under the Satvahanas**

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

- Arab trade with China.

### **Unit III     Rise of the Cholas and Sea Trade**

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

### **Unit IV     Trade in spices**

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

### **Course Outcomes:**

- An understanding of the development of maritime trade and overseas trade activities of Ancient Indian History.
- An in depth knowledge of the trading activities of Maritime trade between Rome and India- Arab trade between East Asia China and Trading.
- Understanding the trade activities of Satvahas and Cholas which is still considered as one of the mightiest in the world.
- Knowledge of the spice trade and how it changed the history of the world.

### **Text Books:**

- The Ancient Sea Trade: Rome & India Vimala Begley. Wisconsin. 1991
- Studies in Maritime History . K.S. Mathur. 1983.
- Trade and trade Routes in Ancient. M. Chandra. New Delhi, 1977.

**Reference Books:**

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

**Online Links for Study and Reference Materials:**

- [www.britannica.com](http://www.britannica.com)
- [www.byjus.com](http://www.byjus.com)
- [www.khanacademy.com](http://www.khanacademy.com)

**Assessment Method: (Internal Assessment=40, External Assessment=60, Total=100)**

| Components    | Assessment-1 | Assessment-3<br>(Mid-Sem) | Assessment-2 | External<br>Assessment |
|---------------|--------------|---------------------------|--------------|------------------------|
| Weightage (%) | 10           | 20                        | 10           | 60                     |

## **SEMESTER IV**

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

**Course Code:** MAH401B

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

**Course Credit :** 4

**Total Contact Hours:** 60hrs

#### **Course Objectives:**

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

#### **Course Description:**

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

#### **Course Contents:**

- Unit I      Indian Ocean trade in 16<sup>th</sup> century:** Coming of European Powers in India: An of the Portuguese. Dutch. English. French and the Dunes. Ascendancy of the Dutch and Decline of Portuguese.
- Unit II      Growth of Dutch and English Commerce in India:** Establishment of Factories at Coromondal Coast— Gujrat. Bengal and Malabar, Communities of Trade.

**Unit III      Relation between Indian States and European Companies:** Mughals, Bijapur. Golkunda. and the Malabar State. Indian Merchants of the Coast: Gujarat. Bijapur. Kanara. Malabar Coromandal and Bengal.

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

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

**Course Outcomes:**

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

**Text Books:**

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

**Reference Books:**

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

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

**Online Links for Study and Reference Materials:**

- [www.britannica.com](http://www.britannica.com)
- [www.byjus.com](http://www.byjus.com)
- [www.khanacademy.com](http://www.khanacademy.com)

**Assessment Method: (Internal Assessment=40, External Assessment=60, Total=100)**

| Components    | Assessment-1 | Assessment-3<br>(Mid-Sem) | Assessment-2 | External<br>Assessment |
|---------------|--------------|---------------------------|--------------|------------------------|
| Weightage (%) | 10           | 20                        | 10           | 60                     |



## **SEMESTER IV**

### **History of Indian Diaspora**

**Course Code:** MAH 401 C

**Course Name:** History of Indian Diaspora

**Course Credit Hours:** 4hrs

**Total Contact Hours:** 60hr

#### **Course Objectives:**

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

#### **Course Description:**

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

#### **Course Contents:**

##### **Unit I**

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

- Indenture system

## **Unit II**

- Indians abroad in the days of remote antiquity
- Early Indian migration: Ceylo Southeast Asia West Asia and Central Asia
- Indian Ocean trading system migration of Indian merchants, laborers and craftsmen to Southeast Asia, Africa and West Asia.

## **Unit III**

- The Causes of Indian emigration during colonial period. Indian emigration plantation colonies: Mauritius, West Indies. Malaysia, Africa and Fiji.
- Indian migration to Cananda and U.S.A. in late 19th and early 20<sup>th</sup>
- Migration of Indian Professionals to U.S.A. U.K., Canada. Australia and other countries: migration to the Gulf countries.

## **Unit IV**

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

## **Course Learning Outcomes**

- To familiarize student about the concept, origin, evolution and its contemporary relevance of diaspora and their nature.
- To develop an understanding of the various aspects and facts of colonial diaspora and its

social impact.

- To acquaint students with causes of Indian emigration during colonial period.
- To make students aware of gender race and ethnicity, economic, business and professional aspects of diaspora.

**Text Books:**

- Jayaram. N. (ed). The Indian Diaspora: Dynamics of Migration. Sage Publications. New Delhi. 2004.
- Parekh. Bhikhu. Gurharpal Singh and Steven Vertovec (eds). Culture and economy in the Indian diaspora London. Routledge. 2003.
- Cohen. Robin. Global Diaspora: An Introduction. UCL Press. London. 1997.

**Reference Books:**

- Arora. G.S. Indian Emigration. Puja Publishers, New Delhi. 1991.
- Ballantyne. Tony. Between Colonialism and Diaspora: Shikh Cultural formation in an imperial World, Permanent Black. Delhi. 2007.
- Bhikhu Parekh, Gurharpal Singh and Steven Vertovec (eds). Culture and economy in the Indian Diaspora. London. routledge. 2003.46
- Birbalsingh, Frank. From pillar to post: the Indo-Caribbean diaspora. TSAR. Toronto 1997.
- Bisnauth. Dale. settlement of Indians I Guyana 1890-1930. Peepal Tree. Leeds. 2000.

- Brinsley Samaroo and Ann Marie Bissessar (eds). The Construction of an Indo-Caribbean Diaspora. The University of the West Indies School of Continuing Studies. St. Augustine. Trinidad and Tobago. 2004.
- Lal, Brij V., On the other side of Midnight: A Fijian Journey. National Book Trust, New Delhi, 2005.
- Mahapatra. prabhu P.. 'The Politics of Representation in the Indian Labour Diaspora: West Indies. 1880-1920',. VA' Gin National Labour Institute Research Series Studies. no. 48. 2003.
- Mangar. Tora C., 'The Arrival of Indian Guyana'. Horizons. 2006/2007.
- Mangru. Basdeo. Benevolent Neutrality'. Indian Government Policy and Labour Migration to British Guiana 1854.1884. Hansib Publishing Ltd. Herfordshire. 1987.
- Mohan. Pegg. Jahajin. Harper Collins. New Delhi. 2007.
- Vertovec. Steven. Hindu Trinidad Religion. ethnicity and Socio-Economic Change. Macmillan Caribbean, London. 1992.
- Verovec, (eds.) South Asians Overseas: Migration and Ethnicity. Cambridge:
- Bhat. C.S.( 1997) Methodological Approaches in the study of Indian Diaspora.
- Cohen. Robin. (1996) Diasporas and the Nation- Suite: From Victims to Challenges, International Affair. Vol. 72. No.3
- Helweg. Arthur. Wand Helweg. Usha. M (1990) An Immigrant Success Story: east. Indian in American, Philadelphia: University of Pennsylvania Press: 1990.
- Jain. Prakash. C. (1989) Emigration and Settlement of Indians Abroad, Sociological Bulletin. Vol. 38. No. 1 Jayaram, N. (1997) The Study of Indian Diaspora: A Multidisciplinary Agenda.
- Kondapi. C. (1951) Indians Overseas 1938-1949. New Delhi: India Council of World Affairs Kurian, George and Srivasatava. Ram. P. (eds.) Overseas Indians: A Study in Adaptation. New Delhi: Vikas Publishing House Pvt. Ltd.

#### **Online Links for Study and Reference Materials:**

- [www.historydiscussion.com](http://www.historydiscussion.com)
- [www.jstor.com](http://www.jstor.com)

**Assessment Method: (Internal Assessment=40, External Assessment=60, Total=100)**

| <b>Components</b>    | <b>Assessment-1</b> | <b>Assessment-3 (Mid-Sem)</b> | <b>Assessment-2</b> | <b>External Assessment</b> |
|----------------------|---------------------|-------------------------------|---------------------|----------------------------|
| <b>Weightage (%)</b> | 10                  | 20                            | 10                  | 60                         |

## **MAH-402 A**

### **Science, Technology and Medicine in Ancient India**

#### **Unit I Science and Technology - Introduction**

- Meaning, Scope and important. Interaction of Science,
- Technology and Society of History on Science, Technology in India.
- Origin and Development of Technology in Prehistoric Period.
- Beginning of Agriculture and its impact on the growth of Science and Technology.

#### **Unit II Science and Technology during Vedic and Later Vedic times.**

- Importance of Science and Technology
- Important Texts
- Important Achievements

#### **Unit III An outline of development of concepts of Science and Technology**

Doctrine of five elements

Theory of atomism and attributes of matter in Ancient India

Daily Life and Science in Vedic Times

Science and Technology in Mauryan and Gupta Times

#### **Unit IV Major development in the History of Science and Technology (1CE-1200CE)**

- Aryabhata,
- Asvaghosa,
- Bhaskaravharya, Susrata,
- Charaka, Kapil, Kulatrangu

#### **Reading List**

- H.D. Sankalia Pre History and Proto history of India and Pakistan.
- D. P.Chattopadhyay (ed.) Science, Philosophy and Culture: Multidisciplinary
- Explorations (all Vol.)
- Saroja Shale and Johannes (ed.) Bronkherist: Bharirhari, Philosopher and
- Grammarian
- Madhav M Deshpande & Peter I-look (ed.)

- Indian Linguistic Studies.
- Karl II Potter (ed. ) Encyclopedia of Indian Philosophies. Vol VI.
- Vijnesu Mohan Harappan Civilization Homogeneity & Heterogeneity.
- S Kalyanaramam Indian Alchemy.
- Devraj Channa (Tr.) The Classical Doctrine of India Medicine.
- E V Suhharayappa (ed.) Medicine & Life Science in India.
- L P Pandey History of Ancient Indian Sciences.
- Basu Parijat K Some Aspects of India's Philosophical & Scientific
- Heritage
- Ananda K Coomarswamy The Indian Craftsman.

**Online Links for Study and Reference Materials:**

- [www.britannica.com](http://www.britannica.com)
- [www.byjus.com](http://www.byjus.com)
- [www.khanacademy.com](http://www.khanacademy.com)

**Assessment Method: (Internal Assessment=40, External Assessment=60, Total=100)**

| Components    | Assessment-1 | Assessment-3<br>(Mid-Sem) | Assessment-2 | External<br>Assessment |
|---------------|--------------|---------------------------|--------------|------------------------|
| Weightage (%) | 10           | 20                        | 10           | 60                     |

## **SEMESTER IV**

### **Science, Technology and Medicine in Medieval India**

**Course Code:** MAH 402 B

**Course Name:** Science, Technology and Medicine in Medieval India

**Course Credit:** 4

**Total Contact Hours:** 60hrs

#### **Course Objectives:**

As the periodization of history is controversial, there might be a difference of opinion regarding the date when the ancient period of the history of India ends and the medieval one begins but the period under consideration is actually the late ancient and early-medieval. Prithwiraj lost the second battle of Tarain in 1192 A.D. and this is considered a turning point in the history of India as it led to the conquest of northern India by the Turko-Afghans between 1192 and 1206 A.D.

#### **Course Description:**

Arab-centred civilisation was its willingness to examine and understand the classical scientific and philosophical traditions of the Greeks in the context of its new and vigorous culture. This was possible because of the written documents which reached the Arabs with the spread of the Roman Empire. Besides, they also had a strong feeling of being the heirs of the ancients. They traced the store of knowledge step by step back to the original Greek works.

#### **Course Contents:**



## **Unit I    Concept of Rationality**

- Scientific Ideas in Arab World and India
- Indian Integration with Arab thought and its Reception in India.
- Intersection of medicines from Arab and India

## **Unit II    New Development in Technology**

- Elements of Arab Technology legacy in Medieval India
- Impact of Arabian Development with special reference to Persian wheel
- Gunpowder, Textiles and Building Technology
- Industrial Development

## **Unit III    Rise of Medicine and Technology**

Development of Medical knowledge

Interaction between Unani and Ayurveda

Contribution of Al-Razi, Ibn-Sina

Alchemy in Medieval India.

## **Unit IV    An Overview of main contributions of Arab and Indians towards the development of Science.**

- Arab contribution to geography and its impacts on the understanding of physical world.
- Development of physical sciences and astronomy and mathematics in medieval India.
- Overview of the Innovations and Developments in Agricultural Techniques and Sciences in Medieval India.

- Jesuits and other mission aries as Interlocutors of Science in 17th & 18th Centuries.
- State of Science Technology and medicine on the Eve of British Conquest.

### **Course Learning Outcomes**

- To familiarize student about the concept, origin, evolution medieval science, technology and medicine.
- To develop an understanding of the various aspects and facts of scientific ideas in Arab World and India.
- To acquaint students with medical knowledge and Interaction between Unani and Ayurveda.
- To make students aware of Science in 17th & 18th Centuries. State of Science Technology and medicine on the Eve of British Conquest.

### **Text Books:**

- The Indian response to European technology and culture (ad. 1498-1707) by: Ahsan. Jan qaisar; oup new delhi 1982.
- Islam and science- religious orthodoxy and ti-if. battle for rationality by: I-hood. Bhov pervez; zed books. London 1991.

### **Reference Books:**

- Homo faber: technology and culture in india. china and the west. 1500-1972 20 by: claude alphonso alvares; the hague: marinus nijhoff publishers. 1980.
- Fathullah shirazi- a sixteenth century indian scientist by: m.a. .alvi and a. rahman; insa. new delhi 1968.
- Jahangir- the naturalist by: ma. alvi and a. rahman; insa. new delhi 1968.
- A concise history of science in india by: d.m. bose; b.v. subbarayappa and s.n. sen; insa. new delhi- 1971.
- The social function of science. by: j.d. barnal. london 1939.
- Indian science and technology in the eighteenth century by: dharmpal; new delhi 1971.

- History of chemistry in ancient and medieval India (ed. by P. Ray) by: P.C. Ray. Calcutta 1986.
- Science in medieval Islam: an illustrated introduction by: Howard Turner Austin: University of Texas Press. 1997.
- Science and medicine in Islam: a collection of essays (Collected Studies Series (S330)). by: Franz Rosenthal: Variorum 1991.

**Online Links for Study and Reference Materials:**

- [www.historydiscussion.com](http://www.historydiscussion.com)
- [www.jstor.com](http://www.jstor.com)

**Assessment Method: (Internal Assessment=40, External Assessment=60, Total=100)**

| Components    | Assessment-1 | Assessment-3 (Mid-Sem) | Assessment-2 | External Assessment |
|---------------|--------------|------------------------|--------------|---------------------|
| Weightage (%) | 10           | 20                     | 10           | 60                  |

## **SEMESTER IV**

### **Science, Technology and Medicine in Colonial India**

**Course Code:** MAH 402 C

**Course Name:** Science, Technology and Medicine in Colonial India

**Course Credit Hours:** 4hrs

**Total Contact Hours:** 60hr

**Course Objectives:**

The Course objective is to familiarize student about the origin and evolution of science, technology and medicine in Colonial India. It would also familiarize students to the interaction of indigenous medical system of India with the colonial system and the merging of both in due course of time. The course intends to discuss various contributions of Indian scientists and technocrats in Indian national movement and advancement of science in contemporary world.

**Course Description:**

The advent of British medical system with colonialism brought permanent and significant changes in Indian science, medicine and technology. The course describes the importance of science and public relationship and importance of science and technology in public life. It describes the concept of open science and its contribution in contemporary world. The course is structured from explaining the condition of science and technology at the eve on British conquest with the various innovations in science and medicine during Colonial period. It also covers to discuss about the famous scientists and technology experts in colonial India.

**Course Content:**

**Unit I Introduction to Science—society Relationship:**

- The Raison d'être for a social History of Science with special Emphasis on India Science and Empire: theoretical Perspective
- The role and place of Science, Technology and Medicine (STM) in the colonial process

- Science and colonizing explorations
- East west medical encounter: colonizing the body.

## **Unit II State of Science and Technology on the eve of British conquest:**

- East India Company and scientific Exploration
- Early European surveyors' botanists and doctors under the company's service
- Surveys of India - Trigonometrical. Botanical Geological ,Archaeological.
- Legacy of Colonial Science

## **Unit III Growth of Techno-Scientific Institutions:**

- Debates about scientific and technical education
- Establishment of engineering and medical colleges and institutes
- Teaching of sciences universities
- Growth of education in agricultural sciences in India

## **Indian Cultural Response to Western Science and New Scientific knowledge:**

- Engagements. Interactions and predicaments; science and emergent Indian nationalism
- Relationship with Colonial Science
- Swadeshi Movement and its Impact on Science
- Technology and entrepreneurship
- Trends and Contexts of Revivalism and Revitalization of Indian systems of medicine: Unani. Ayurveda and Siddha.

## **Unit IV Science and the advocacy of self-reliance**

- Writings of Mahendra Lal Sarkar, P.N. Bose, P.C. Ray. and J.C. Bose
- Contentions and Complementarities in their views A cursory appraisal of the debates on the role of Science and Technology in the Industrial regeneration of India
- The idea of planning; Scientists and Technocrats as planners.

## **Course Learning Outcomes**

- The students should know the about the origin and evolution of science, technology and

medicine in Colonial India.

- It would also familiarize students to the interaction of indigenous medical system of India with the colonial system and the merging of both in due course of time.
- The course would familiarize students with various contributions of Indian scientists and technocrats in Indian national movement and advancement of science in contemporary world.

### **Text Books:**

- Arnold. David. 1993, Colonizing the body: State medicine and Epidemic Diseases in Nineteenth—Century India, New Delhi; Oxford University Press.22
- Arnold. David. 2000. Science. Technology and Medicine in Colonial India. The New Cambridge History of India. vol. 111, pt. 5. Cambridge; Cambridge University Press.
- Arnold. David, 2005. Aupniveshik Bharat mein Vijñan. Prandvogiki aur Aaurvijñan. Anuvadak Shalendra, Bharat ka Naya Cambridge Itihas vol. III.5. New Delhi: Vani Prakashan. [Hindi]
- Biswas, Arun Kumar. 1969, Science in India. Calcutta: Firma KLM.
- Sangvan. Satpal. 1991 - Science. Technology and Colonisation An Indian Experience 1757-1857 Anamika Prakashan.
- Sarkar, Sumit. 1973 Swadeshi Movement in Bengal 1903-1908, New Delhi People s Publishing House.
- Sen. Dibakar and Ajay Kumar Chakrobaorty (eds.) 1986.J.C Bose Speaks. Calcutta: Puthipatra.
- Sen Gupta. J. P. C. Ray. New Delhi: National Book Trust. India.

### **Reference Books:**

- Bahar. Zaheer. 1996. The Science of Empire: Scientific knowledge. Civilization and Colonial Rule in India. New York; State University of New York Press.
- Bagal. Jogesh Chandra. 1955. Pramatha Nath Bose. Published on behalf of the P.N. Bose Centenary Committee, 1958 by Sushama Sen. M.P., Lok Sabha. New Delhi.

- Basu, Aparna. 1982. Essays in the History of Indian Education. New Delhi; Concept Publishing Company.
- Basu. S .N. 1970. .Jagdish Chandra Bose. New Delhi: National Book Trust.
- Basu. SN.. 1970. Jagdish Chandra Bose, Anuvadak Sumangal Prakash. New Delhi; National Book Trust, India. [Hindi]
- Bernal. J.D.. 1969, Science in History Vol.1; The Emergence of Science. London; CA. Watts and Co. Ltd.. 1969.
- Bernal J.D., 1954. Science in History Vol.2: The Scientific and Industrial Revolutions Harmondsworth Middlesex England Penguin Books.
- Bernal, J.D.. 1969. Science in History Vol.3: The Natural Science in Our Times. Harmondsworth Middlesex England Penguin Books.
- Bernal. .J.D., 1954. Science in History Vol.4: The Social Sciences: Conclusion. Harmondsworth Middlesex England Penguin Books..
- Bernal, J.D., 2000, Vigyan Ki Samajik Buniiki. Anuvadak Chandrahushian, New Delhi: Granth Shilpi, [Hindi]
- Biswas. Arun Kumar, 2001. Father Eugene Lafont of St. Xavier's College Kolkata and the Contemporary Science Movement. Kolkata: The Asiatic Society.
- Chakrabarti, Debarhata. 2006. Acharva Prafulla Chandra Ray (1868-1944): The Quest for National Science and Swadeshi Enterprise. Kolkata: Readers Service.
- Chakrabarti, Pratik, 2004, Western Science in Modern India: Metropolitan Methods. Colonial Practices. Delhi: Permanent Black,
- Chatterjee. Santimay and Enakshi Chatterjee. 1976. Saivendra Nath Bose. New Delhi: National Book Trust, India.23
- Chatterjee. Santimay and Enakshi Chatterjee. 1984. 1997. Meghand Saha. New Delhi National Book Trust India.
- Das Gupta, Jyoti Bhushan (ed.) 2007. History of Science. Philosophy and Culture in Indian Civilization. Vol. XV. part 1— Science, Technology. Imperialism and War. PHISPC: Centre for Studies in Civilizations, New Delhi: Pearson Longman.

- Das Gupata. Uma (ed.) 2007. History of Science, Philosophy and Culture in Indian Civilization. vol. XV, part 4 Science. Colonialism and Nationalism c. 1820 to c. 1940. PHISPC: Centre for Studies in Civilizations. New Delhi.
- Deshmukh Chinatmani. 2003, Homi Jehangir Bhahha (National Biography), New Delhi: National Book Trust. India.
- Habib. S. Irfan and Dhruv Raina (ed) 2007, Social History of Science in colonial India. New Delhi: Oxford University Press.
- Gupta. A.P. Das. 1973, Asutosh Mukherjee. New Delhi: National Book Trust.
- Krishna. V. V.. 1993. 5.5. Bhatnagar on Science, Technology and Development 1938-54. New Delhi: Wiley Eastern Limited.
- Kumar Deepak (ed.) 1991, Science and Empire: Essays In Indian Context (1700-1947) (1st Pub. By NISTADS in 1991.
- Kumur Deepak, 1995 Science and the Raj 1857-1905, Delhi: Oxford University Press.
- Kumar, Deepak, 1998, Vigyan aur Bharat mein Angregzi Raj (1857-1905). Anuvadak Chandrabhushan, New Delhi: Granth Shilpi. (Hindi).
- Kumar, Deepak (ed.) 2001, Disease and Medicine in India. New Delhi:
- Tulika Publication.
- Kumur Deepak 1995 Science and R. Macleod (eds.) 2003, Pradhyogiki aur Bharat mein Angrezi Raj, Anuvadak Ashok Kumar, New Delhi: Granth Shipi. [Hindi].
- Lourduswamy. .J., 2004. Science and National Consciousness in Bengal 1870-1930. New Delhi. Chennai: Orient Longman.
- Macleod Roy and Deepak Kumar (eds.) 1995. Technology and the Raj: Western Technology and Technical Transfers to India 1700—1947, New Delhi: Sage Publications.24
- Nandy. Ashis. 1995. Defiance and Conformity i Science: The world of Jagadis Chandr Bose'. in Alternative Science: Creativity and Authenticity in Two India Scientist, 1980: 2nd edn.: Delhi: Oxford University Press, pp. 17-87.
- Qaisar. Ahsan Jha. 1982. The Indian Response to European Technology and Culture (A.D. 1498-1707). Delhi: Oxford University Press.



- Raina. Dhruv and S. Irfan Habib. 2004. Domesticating Modern Science A Social History of Science and Culture in Colonial India. New Delhi: Tulika Publication.
- Raina. Dhruv. 2003 Image and Contexts: The Historiographies of Science and Modernity in India. Oxford: Oxford University Press.
- Raj. Kapil. 2006. Relocating Modern Science: Circulation and the Constriction of Scientific Knowledge in South Asia and Europe. Seventeenth to Nineteenth Centuries. Delhi: Permanent Black.
- Ray. Pirvadaranan (ed) 1956. History of Chemistry in Ancient and Medieval India incorporating the History of Hindu Chemistry by Acharva Prafulla Chandra Ray. Calcutta: Indian Chemical Society.
- Ray. P.C.. 1958. Autobiography of a Bengal Chemist, With foreword by Shri. Jawaharlal Nehru. Calcutta: Orient Book Company.
- Shrcar. Mahendra Lal. 1994. •On the Desirability of a National Institution for the Cultivation of the Sciences the Natives of India’. Published as a supplement in Indian Journal of History of Science. vol. 29. no.1. Jan.— Mar.. pp. 51-546.
- Swainathan. M. S. 2007. -Scientific Agriculture in India: Its Growth and Food Security ‘. in B. V. Suhbarayappa (ed). Science and India Past and Present. Mumbai: Popular Prakashan and Nehru Centre. pp. 378—408.

#### Online Links for Study and Reference Materials:

- [www.britannica.com](http://www.britannica.com)
- [www.byjus.com](http://www.byjus.com)
- [www.khanacademy.com](http://www.khanacademy.com)

**Assessment Method: (Internal Assessment=40, External Assessment=60, Total=100)**

| Components    | Assessment-1 | Assessment-3<br>(Mid-Sem) | Assessment-2 | External<br>Assessment |
|---------------|--------------|---------------------------|--------------|------------------------|
| Weightage (%) | 10           | 20                        | 10           | 60                     |

## **SEMESTER IV**

### **Gender and Women Studies in Ancient India**

**Course Code:** MAH 403 A

**Course Name:** Gender and Women Studies in Ancient India

**Course Credit:** 4

**Total Contact Hours:** 60hrs

#### **Course Objective:**

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

#### **Course Description:**

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

#### **Course Contents:**

##### **Unit-I: Historiography**

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

## **Unit-II: The structures of patriarchy and the spaces**

- The concept and working of matriliney – Anthropological and Sociological perspectives in historical reconstructions.
- The female principle, Women in different religious traditions
- Brahmanical, Buddhist, Jain, Tantric and Bhakti Aspects in Gender
- Women ascetics, Socio-religious movements and women in Virashaiva and Srivaishnava Communities.

## **Unit-III: The socio-sexual constructions of womanhood**

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

## **Unit-IV: Status and Voice of Gender**

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

## **Course Learning Outcomes:**

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

- They should be familiar now with the various contributions and interactions of women in public sphere in ancient times.

### **Text Books:**

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

### **Reference Books:**

- Aparna Basu and A .Taneja [eds] *Breaking out of Invisibility; Women in Indian History*,2002
- Atre, Shubhangana, *The Archetypal Mother*, 1987.
- Barai, Kumudini, *Role of women in the History of Orissa; From the earliest times to 1568 A.D.*,1994
- Bhattacharyya,N.N. *The Indian Mother Goddess*. 3Revised edition.1999
- Blackstone, Katharine R., *Women in the Footsteps of the Buddha: Struggle for Liberation in the Theri*
- *Gathas*, 1998.
- Carroll, B.A. (ed), *Liberating Women's History: Theoretical and Critical Essays*, 1976.
- *Centuries*, Manohar, 2009.

- Chakravarty, Uma and Kumkum Roy, “In search of our past: A review of the limitations and possibilities
- of the historiography of women in early India”, *EPW*, 23(18), April 30, 1988.
- Chakravarty, Uma, “Beyond the Altekarian paradigm: Towards the new understanding of gender
- relations in early Indian history”, *Social Scientist*, 16(8), August 1988.
- Chakravarty, Uma, *Everyday Lives, Everyday Histories; Beyond the Kings and Brahmanas of Ancient*
- *India*, 2006
- Chakravarty,U ‘Whatever happened to the Vedic Dasi?: Orientalism,Nationalism and Script from the
- Past’ in Sangari and Vaid [eds] *Recasting Women*,1989
- Chitgopekar Nilima (ed), *Invoking Goddesses: Gender Politics in Indian Religion*, 2002
- Dehejia, Vidya [ed], *Representing The Body: Gender Issues in Indian Art*
- Ehrenfels,O.R, *The Mother Right in India*.1941
- Elamkulam P.N. Kunjan Pillai , ‘Matriliny in Kerala’ in *Studies in Kerela History*, 1969
- *Gender Studies*, 15(1), Jan-Apr 2008.
- Godelier, Maurice, “The Origin of Male Domination”, *New Left Review*, 127, May-June 1981.*Godesses*, OUP, 2002.
- Hildebeitel, A. and K. Erndl (eds), *Is the Goddess a Feminist: The Politics of South Asian*
- Hirschon, Renee, *Women and Property: Women as Property*, 1984.
- Jaini, Padmanabh, *Gender and Salvation*, 1992.
- Joan Wallach Scott, *Gender and Politics of History*, 1986, Ch,1.2
- Kapadia, K.M., *Marriage and Family in India*, third revised edition, 1967.
- Karve, Irawati, *Kinship Organization in India*, second revised edition, 1965.
- Kosambi, D.D., *Myth and Reality*, 1962.
- Moore, Henrietta, *Feminism and Anthropology*, 1988.
- Nath, Vijay, *The Puranic World: Environment, Gender, Ritual and Myth*, 2008
- Orr, Leslie, *Donors Devotees and Daughters of the God*, 2000
- Pintchman, Tracy, *The Rise of the Goddess in the Hindu Tradition*, Delhi, 1997.

- Ramaswamy, Vijaya, *Divinity and Deviance: Women in Virashaivism*, OUP, Delhi, 1996.
- Ramaswamy, Vijaya, *Walking Naked: Women, Society, and Spirituality in South India*, 1997.
- Rangachari, Devika, *Invisible Women, Visible Histories.: Society ,Gender And Polity in North India*.2009
- Rosaldo and Lamphere (eds), *Women, Culture and Society*, 1974.
- Roy, Kumkum (ed), *Women in Early Indian Societies*, Manohar, 1999.
- Roy, Kumkum, 'The King's household: Structures and Spaces in the Shastric Tradition' *EPW*
- 17[43]1992
- Roy.K.*The emergence of Monarchy in north India 8-4 centuries B.C*, 1994
- Sanday, *Female Power and Male Dominance: On the Origins Of Sexual Inequality*,Cup,1981
- Shah, Kirit K., *Problem of Identity: Women in Early Indian Inscriptions*, OUP, 2001
- Shah, Shalini, *Love, Eroticism and Female Sexuality in the Classical Sanskrit Literature 7-13th*
- Shah, Shalini, Poetesses in the Classical Sanskrit Literature: 7th-13th Centuries, *Indian Journal of*
- Shah, Shalini, *The Making of Womanhood: Gender Relations in the Mahabharata*,1995
- Sharma, R.S., *Light on Early Indian Society and Economy*, 1966.
- Shaw, Miranda, *Passionate Enlightenment*, 1994.
- Talbot, Cynthia, *Pre-Colonial India in Practice: Society, Religion and Identity in Medieval Andhra*, OUP, New York, 2001.
- Tyagi, Jaya, *Engendering the Early Household*, Orient Longman, Delhi, 2008.Wright Rita(ed), *Gender and Archaeology*,1996

#### Online Links for Study and Reference Materials:

- [www.britannica.com](http://www.britannica.com)
- [www.byjus.com](http://www.byjus.com)

- [www.khanacademy.com](http://www.khanacademy.com)
- [www.historydiscussion.com](http://www.historydiscussion.com)

**Assessment Method: (Internal Assessment=40, External Assessment=60, Total=100)**

| <b>Components</b>    | <b>Assessment-1</b> | <b>Assessment-3<br/>(Mid-Sem)</b> | <b>Assessment-2</b> | <b>External<br/>Assessment</b> |
|----------------------|---------------------|-----------------------------------|---------------------|--------------------------------|
| <b>Weightage (%)</b> | 10                  | 20                                | 10                  | 60                             |

## **SEMESTER IV**

### **Gender and Women Studies in Medieval India**

**Course Code:** MAH 403 B

**Course Name:** Gender and Women Studies in Medieval India

**Course Credit Hours:** 4hrs

**Total Contact Hours:** 60hr

#### **Course Objective:**

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

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

#### **Course Description:**

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

#### **Course Content:**



### **Unit-I Sovereignty and the ‘domestic’ Domain:**

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

### **Unit-II Imperial women**

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

### **Unit –III Women and Gender in everyday life:**

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

### **Unit-IV Gender Relations in the 18th Century**

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

### **Course Learning Outcomes:**

- The course would familiarize the students with the status and role of women in medieval India.

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

#### **Text Books:**

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

#### **Reference Books:**

- Gavin Hambly (ed.), *Women, Patronage and Self-representation in Islamic Societies* (Albany: 2000)
- Afsaneh Najmabadi, *Women with Moustaches and Men without Beards: Gender and Sexual Anxieties of Iranian Modernity* (Berkeley, 2005)
- Rosalind O'Hanlon, 'Manliness and Imperial Service in Mughal North India', *JESHO*,

- 42 (February 1999), 47-93
- Rosalind O'Hanlon, 'Kingdom, Household and Body: History, Gender and Imperial Service under Akbar', *MAS*, 41, 5 (2007), 887-922
- Farhat Hasan, 'Norms and Emotions in the *Ardhakathanaka*', in Vijaya Ramaswamy (ed.), *Biography as History* (Delhi, 2009)

#### Online Links for Study and Reference Materials:

- [www.britannica.com](http://www.britannica.com)
- [www.byjus.com](http://www.byjus.com)
- [www.khanacademy.com](http://www.khanacademy.com)
- [www.historydiscussion.com](http://www.historydiscussion.com)

**Assessment Method: (Internal Assessment=40, External Assessment=60, Total=100)**

| Components    | Assessment-1 | Assessment-3<br>(Mid-Sem) | Assessment-2 | External<br>Assessment |
|---------------|--------------|---------------------------|--------------|------------------------|
| Weightage (%) | 10           | 20                        | 10           | 60                     |

## **SEMESTER IV**

### **Gender and Women Studies in Colonial India**

**Course Code:** MAH 403 C

**Course Name:** Gender and Women Studies in Colonial India

**Course Credit:** 4

**Total Contact Hours:** 60hrs

#### **Course Objectives:**

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

#### **Course Description:**

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

#### **Course Contents:**

##### **Unit-I**

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

## **Unit-II**

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

## **Unit-III**

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

## **Unit-IV**

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

## **Course Learning Outcomes**

- To familiarize student about wide range of questions and debates on social reforms, women's education etc.
- To develop an understanding of questions of sexualities and masculinities, the development of women's organizations and movements, and the problematic dichotomies pre-supposed between the private and the public.

- To acquaint students with Popular Culture and Women.
- To make students aware of Law and Women's Rights: Dowry, Female Infanticide, Rape, Personal Laws, Land Rights.

#### **Text Books:**

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

#### **Reference Books:**

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

#### **Online Links for Study and Reference Materials:**

- [www.historydiscussion.com](http://www.historydiscussion.com)
- [www.jstor.com](http://www.jstor.com)

**Assessment Method: (Internal Assessment=40, External Assessment=60, Total=100)**

| <b>Components</b>    | <b>Assessment-1</b> | <b>Assessment-3 (Mid-Sem)</b> | <b>Assessment-2</b> | <b>External Assessment</b> |
|----------------------|---------------------|-------------------------------|---------------------|----------------------------|
| <b>Weightage (%)</b> | 10                  | 20                            | 10                  | 60                         |

## **SEMESTER IV**

### **Dissertation and Viva voce**

**Course Code: MAH 404**

**Course Name: Dissertation and Viva voce**

**Course Credit: 6**

**Total Contact Hours: 60hrs**

### **Course Objective:**

This course provide practical Application of learner's theoretical and methodological understanding and skills into devising researchable ideas and specific research questions and hypotheses, by Conducting a focused review of the relevant literature and creating appropriate

conceptual framework, developing a realistic research design with specific research strategies. This enables students to think through and articulate a research in their interested areas.

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

The Dissertation should include the following –

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

### **Source Material and References**

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

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

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



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

### **Length and Format**

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

### **Marks/Grading**

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

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

### **Evaluation of dissertation**

Evaluation Criteria:

1. Institution
  - Quality
  - Depth & Breadth of analysis,

- Coverage,
- Scope and content
- Project fulfillment
- Data collection ability in the field (if any)
- Scope of Implementation.

Marks-60

2. Board of Examiners

Viva-voce Examination

Marks-40

3. **Total 100**