



**DEPARTMENT OF HISTORY**  
**UNIVERSITY OF KASHMIR**  
(NAAC Accredited Grade "A")

Phone (Office) 0194-227-2212  
H.O.D. 0194-227-2211  
University Campus  
Hazratbal,  
Srinagar-190006

Ref. No. F(PG-Syllabus) 118/22

Dated 16/09/2022

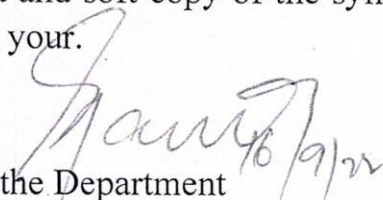
**The Dean Academic Affairs**  
**University of Kashmir**  
**Srinagar.**

**Subject: PG Syllabus (History) 2022 under CBCS.**

Sir,

The Post-Graduate Board of Studies was held on 22/07/2022 (minutes copy enclosed) to revise and recommend syllabus for PG Programme. After threadbare discussion the syllabi for different courses was finalized and recommended for the approval of the competent authority. The revision of syllabus was approximately 20% and titles of 04 core courses were modified. Moreover, 04 New OE/GE courses were introduced.

The hard and soft copy of the syllabus is enclosed here with for further necessary action at your.

  
Head of the Department



**DEPARTMENT OF HISTORY**  
**UNIVERSITY OF KASHMIR**  
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Phone (Office) 0194-227-2217  
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University Campus  
Hazratbal,  
Srinagar-190006

Ref. No. F(BOPeS-Hist)/18/22

Dated 22/07/2022

Minutes of the meeting of Post-Graduate Board of Studies held in the Department of History on 22/07//2022 at 11:30 am.

Following were present:

| S. No | Name of the Member                                                                                              | Designation           |
|-------|-----------------------------------------------------------------------------------------------------------------|-----------------------|
| 1.    | Prof. Imtiyaz Ul Haq<br>Professor, Department of Economics<br>Head, Department of History                       | Chairman/<br>Convener |
| 2.    | Prof. M. Y. Ganai<br>Department of History<br>University of Kashmir, Srinagar.                                  | Member                |
| 3.    | Dr. Javeed-ul-Aziz<br>Department of History<br>University of Kashmir, Srinagar.                                 | Member                |
| 4.    | Dr. Abdul Rashid Lone<br>Department of History<br>University of Kashmir, Srinagar.                              | Member                |
| 5.    | Dr. Younus Rashid<br>Department of History<br>University of Kashmir, Srinagar.                                  | Member                |
| 6.    | Dr. Sajad Ahmad Darzi<br>Department of History<br>University of Kashmir, Srinagar.                              | Member                |
| 7.    | Dr. Shazia Manzoor<br>Head, Department of Social Work<br>University of Kashmir, Srinagar.                       | Member                |
| 8.    | Dr. Farukh Faheem<br>Institute of Kashmir Studies<br>University of Kashmir, Srinagar.                           | Member                |
| 9.    | Mr. Zahid Fayaz Darzi<br>Govt, Degree College Women's, Baramulla.                                               | Member                |
| 10.   | Prof. Parveen Pandit<br>Central university of Kashmir, Ganderbal.                                               | Member                |
| 11.   | Dr. Altaf Hussain Parra<br>Cluster University, Srinagar.                                                        | Member                |
| 12.   | Dr. Shiraz Ahmad Dar<br>Department of History<br>University of Kashmir, Srinagar.                               | Member                |
| 13.   | Dr. Mehraj Ud Din Dar<br>Department of History<br>University of Kashmir, Srinagar.                              | Member                |
| 14.   | Dr. Tawseef Mushtaq<br>Department of History<br>University of Kashmir, Srinagar.                                | Member                |
| 15.   | Mr. Bashir Ahmad Maliyar<br>(I-Ph.D)Research Scholar, Department of History<br>University of Kashmir, Srinagar. | Member                |
| 16.   | Mr. Sajad Ahmad Rather<br>(I-Ph.D)Research Scholar, Department of History<br>University of Kashmir, Srinagar.   | Member                |

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*Muhammad B...*

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Srinagar-190006

Ref. No. F(BOPers-ncst)ns/22

Dated 22/07/2022

**Agenda of the meeting:**

To revise and recommend the syllabus for PG Programme in History under Choice Based Credit System (CBCS) to be effective from 2022 onwards.

**Action Taken:**

At the outset the Chairman welcomed the members of the Board and highlighted the main contours of PG Syllabus under Choice Based Credit System (CBCS). He apprised them about the overall framework of the scheme. After threadbare discussions/deliberations among all the members of the Board, syllabi were framed for different courses at Post-Graduate level. It was unanimously resolved to recommend the syllabus for approval of the authorities.

| S. No | Name of the Member                                                                        | Designation           | Signature |
|-------|-------------------------------------------------------------------------------------------|-----------------------|-----------|
| 1.    | Prof. Imtiaz Ul Haq<br>Head, Department of History                                        | Chairman/<br>Convener |           |
| 2.    | Prof. M. Y. Ganai<br>Department of History<br>University of Kashmir, Srinagar.            | Member                |           |
| 3.    | Dr. Javeed-ul-Aziz<br>Department of History<br>University of Kashmir, Srinagar.           | Member                |           |
| 4.    | Dr. Abdul Rashid Lone<br>Department of History<br>University of Kashmir, Srinagar.        | Member                |           |
| 5.    | Dr. Younus Rashid<br>Department of History<br>University of Kashmir, Srinagar.            | Member                |           |
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| 9.    | Mr. Zahid Fayaz Darzi<br>Govt, Degree College Women's, Baramulla.                         | Member                |           |
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| 12.   | Dr. Shiraz Ahmad Dar<br>Department of History<br>University of Kashmir, Srinagar.         | Member                |           |
| 13.   | Dr. Mehraj Ud Din Dar<br>Department of History<br>University of Kashmir, Srinagar.        | Member                |           |
| 14.   | Dr. Tawseef Mushtaq<br>Department of History<br>University of Kashmir, Srinagar.          | Member                |           |
| 15.   | Mr. Bashir Ahmad Maliyar<br>(I-Ph.D)Research Scholar, Department of History               | Member                |           |
| 16.   | Mr. Sajad Ahmad Rather<br>(I-Ph.D)Research Scholar, Department of History                 | Member                |           |

**Prehistory and Protohistory of India**

**HS22101CR**

**Credits: (4) (L+T)**

**Maximum Marks: 100**

**Minimum Marks: 40**

**Course Description**

The course deals with the remote past of Indian subcontinent. It attempts to explore the archaeology of south Asia from stone ages up to the beginning of the early historic period. The learner will be acquainted with the various stone-age cultures, their distribution, tool technology and subsistence patterns. The paper further explores the emergence, growth and development of first urban civilization of south Asia. Moreover, the paper focuses on the introduction of iron and the emergence of various associated archaeological cultures in the subcontinent.

**Expected Learning Outcomes:**

The learners are expected to understand the:

- a. Significance of various categories of sources in the reconstruction of the past.
- b. Origin, growth and development of various archaeological cultures in Indian subcontinent.
- c. Contribution made by Indus valley people in the field of urbanism.
- d. Impact of the discovery of iron on the Indian society and culture.

**Unit I. Pre-Historic Cultures-I**

- A. Perceptions of the Past
- B. Survey of Sources
- C. Palaeolithic Hunter-Gatherers: Tools, Sites, Subsistence
- D. The Mesolithic Transition; Rock Art

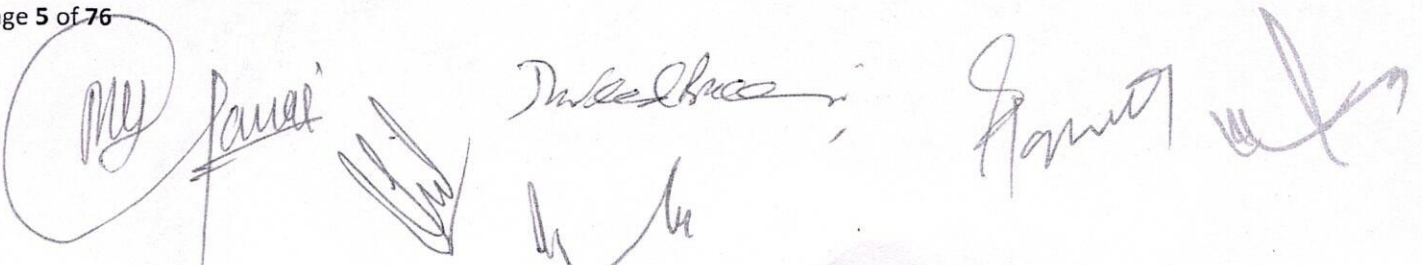
**Unit II. Pre-Historic Cultures-II**

- A. Neolithic Cultures : Beginnings of Food Production, Mehrgarh and its significance
- B. Chalcolithic Cultures: Antecedents to the Harappan Culture

**Unit III. Bronze Age**

- A. Indus Valley Civilization: Chronology, Sites, distribution and extent
- B. Subsistence Economy: Agriculture, Arts and Crafts, Trade
- C. Theories of Decline, Legacy Debate

**Unit IV. The Dawn of the Iron Ages**

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**History of Ancient Kashmir-I**  
**HS22104DCE**

**Credits: (4) (L+T)**  
**Maximum Marks: 100**  
**Minimum Marks: 40**

**Course Description**

This course intends to discover the remote past of Kashmir. It attempts to explore the history and archaeology of Kashmir from stone ages up to the decline of the Hindu rule. The learners will be acquainted with various stone-age cultures, kingdoms and empires that shaped the landscape of Kashmir across ancient times. It further explores the relations Kashmir shared with the neighbouring territories. The cultural maturities that Kashmir achieved in her past are also the themes that are integral to this course.

**Expected Learning Outcomes:**

The learners are expected to understand the:

- a. Significance of various categories of sources in the reconstruction of Kashmir's past.
- b. Origin, growth and development of various cultures in the region.
- c. Contributions made by Kashmir in polity, economy and culture.
- d. Significance of the religious monuments in reconstructing the history of the region.

**UNIT I. Prehistoric Kashmir, Sources**

- A. Sources: Archaeology and Literature
- B. Origin and Evolution of Kashmir : A Geographical Entity
- C. Pre-Historic Kashmir: Palaeolithic and Neolithic Culture

**UNIT II. Early Historic Kashmir**

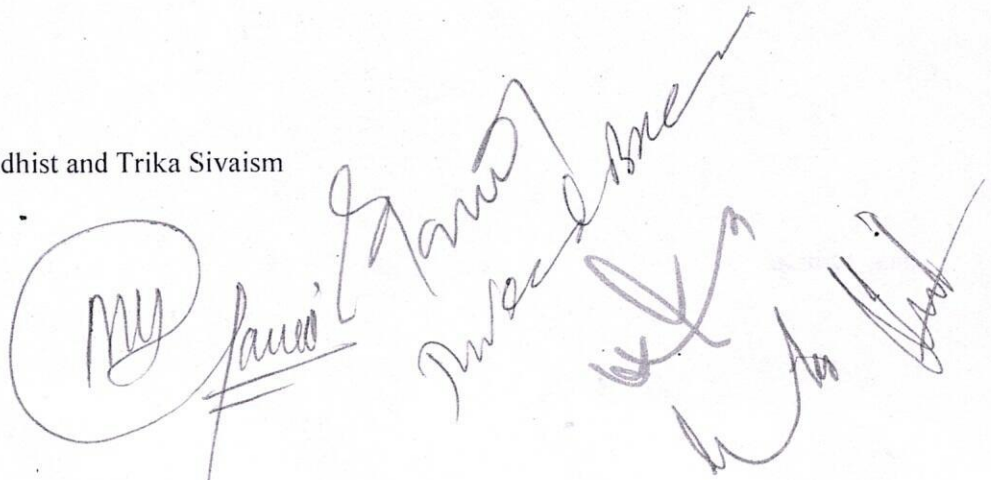
- A. Early Historic Kashmir (upto Indo-Greeks)
- B. Kushana Kashmir: Material Culture and Major Archaeological Sites
- C. Kashmir under Huns

**UNIT III. Early Medieval Kashmir**

- A. Political and Administrative Developments: Karkotas, Utpalas and Loharas
- B. Economy: Agriculture, Crafts and Trade

**UNIT IV. Cultural Developments**

- A. Kashmir as a Seat of Learning
- B. Position of Women
- C. Religious Traditions: Naga, Buddhist and Trika Sivaism
- D. Ancient Monuments

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**Themes in History of Ancient India**  
**HS22001OE**

**Credits: (2) (L+T)**  
**Maximum Marks: 50**  
**Minimum Marks: 20**

**Course Description**

The course deals with the remote past of Indian subcontinent. It attempts to explore the archaeology and history of south Asia from stone ages up to the 7<sup>th</sup> century CE. The learners will be acquainted with the various stone-age cultures, urban civilizations, kingdoms and empires of ancient India. It intends to move across the time span of ancient India and offer a basic understanding of its past. In nutshell, this course offers a brief introduction to the history of ancient India.

**Expected Learning Outcomes:**

The learners are expected to:

- a. Understand the significance of various categories of sources in relation to the reconstruction of the past.
- b. Have a thorough understanding of the origin and growth of various cultures, civilizations, kingdoms and empires of ancient India.
- c. Have a basic idea of the historical processes of ancient India.

**Unit-I**

- A. Sources: Archaeological and Literary
- B. Stone Age Cultures: Palaeolithic and Neolithic.
- C. Indus Valley Civilization: Features.

**Unit-II**

- A. Mauryan Empire: Polity and Ashoka's Dhamma.
- B. Central Asian Contacts: Kushanas
- C. Gupta Empire: Polity and Economy

**Selected Readings:**

- Allchin, B. & R. Allchin. *The Rise of Civilization in India and Pakistan*. New Delhi. 1989. Reprint.
- Habib, I. *Indus Civilization*. Tulika: Delhi, 2002.
- Jha, D.N., *Ancient India—In Historical Outline*. Manohar. 1977
- Lal, M. 1986. Iron Tools, Forest Clearance and Urbanization in the Gangetic Plains. *Man & Environment* 10: 83-90.
- Mukherjee, B.N. 1988. *The Rise and Fall of the Kushana Empire*. Calcutta.
- Sharma, R.S. - *Material Culture and Social Formations in Ancient India*.
- Singh, Upinder. *History of Ancient and Early Medieval India*. Pearson. 2008.
- Thapar, R - *Asoka and the Decline of the Mauryas*. OUP
- Thapar, R. *Penguin History of Early India*.

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**Sufism in Kashmir**  
**HS22003OE**

**Credits: (4) (L+T)**

**Maximum Marks: 50**

**Minimum Marks: 20**

**Course Description:**

The course is expected to help learners to understand relation between the immigration of Sufis and establishment of Sultanate in Kashmir. The two prominent foreign Sufi schools, the Kubrawi and the Suharwardi, their advent, impact, influence and molding religious discourse will be imparted to the learners. Due space has been given to the indigenous Rishi movement, its background, influence, impact and interaction with the other Sufi schools of thought. The course will also educate learners about the interaction between State and the Sufis. The new institutions that emerged with the coming of Sufis like Khanqahs have also been incorporated.

**Expected Learning Outcomes:**

The learners are expected to understand:

- a. Establishment of Sultanate and advent of Sufism in Kashmir.
- b. Role and teachings of Kubrawi and Suharwardi Sufis.
- c. Emergence of indigenous Rishi order.
- d. Khanqahs as an institution.
- e. Relevance of Sufism in contemporary Kashmir.

**Unit I:**

- A. Establishment of Sultanate and Immigration of Sufis.
- B. Kubrawi Order and its Role.
- C. Rishi Order: Salient Features.

**Unit II:**

- A. Suharwardi Order: Saints and Propagation.
- B. Suharwardi Malfuzat.
- C. Khanqahs: Significance and Role.

**Selected Readings:**

- Gowhar, G. N, *Kashmir Mystic Thought*. Gulshan Books, 2009.
- Khan, Mohammad Ishaq. *Kashmir's transition to Islam: the role of Muslim Rishis (fifteenth to eighteenth century)*. Manohar, 1994.
- Rafiqi, Abdul Qaiyum. *Sufism in Kashmir from the Fourteenth to the Sixteenth Century*. The Australian National University (Australia), 1972.
- Wani, Muhammad Ashraf. *Islam in Kashmir: Fourteenth to Sixteenth Century*. Oriental Publishing House, 2004.

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**History of Ancient India (1500 BCE – 200 BCE)**

**HS22201CR**

**Credits: (4) (L+T)**

**Maximum Marks: 100**

**Minimum Marks: 40**

**Course Description**

The paper attempts to explore the history and archaeology of Indian subcontinent from Vedic ages up to the emergence of the first empire of south Asia. It highlights many aspects related to the Vedic panorama moving across the 6<sup>th</sup> century BCE urbanisation and focuses on various developments in polity, economy, society, and culture. It also explores the causes responsible for the emergence of heterodox sects. Further, it highlights the impact of foreign invasions on the socio-political landscape of south Asia. The course further examines the challenges and the response of State under Mauryas.

**Expected Learning Outcomes:**

The learners are expected to understand:

- a. Evolution of Indian socio-religious structure.
- b. Causes responsible for the emergence of second urbanisation.
- c. Origin, growth and development of various religious traditions.
- d. Process of change and continuity in the early historic times.
- e. Nature of the imperial structure under Mauryas.

**Unit I. The Vedic Ages**

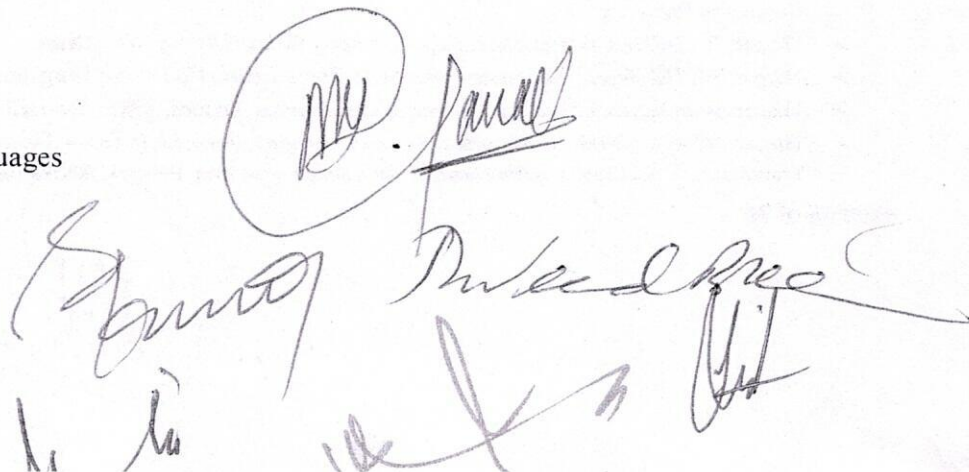
- A. The Aryan Problem
- B. Vedic and Brahmanical Literature: A Brief Survey
- C. Economy, Polity and Religion
- D. Social Institutions: Continuity and Change
- E. Development of Education

**Unit II. Social and Economic Milieu of the 6<sup>th</sup> Century BCE**

- A. Janapadas and Mahajanapadas; Rise of Magadha
- B. Second Urbanisation: Causes and Features
- C. Jainism, Buddhism and Ajivikism—Literature and Philosophy, Education
- D. The Persian and Macedonian Invasions

**Unit III. Mauryan Empire-I**

- A. Sources
- B. Foundation and Early Rulers
- C. Development of Scripts and Languages





**Themes in History of Ancient Kashmir**  
**HS22004OE**

**Credits: (2) (L+T)**

**Maximum Marks: 50**

**Minimum Marks: 20**

**Course Description**

This course offers a brief introduction to the history of ancient Kashmir. It attempts to explore the archaeology and history of Kashmir from the stone ages up to the 10<sup>th</sup> century CE. The learner will be acquainted with the various stone-age cultures, kingdoms and empires of ancient Kashmir. Moreover, the relations Kashmir shared with its neighbouring areas is also an integral part of this course. In nutshell, this course intends to familiarise the learners with a basic understanding of the past of Kashmir.

**Expected Learning Outcomes:**

The learners are expected to understand the:

- a. Significance of various categories of sources in relation to the reconstruction of the past.
- b. Origin and growth of various cultures, civilizations, kingdoms and empires of ancient Kashmir.
- c. Nature of relations Kashmir shared with her neighbouring regions.

**Unit-I**

- A. Sources: Archaeological and Literary
- B. Prehistoric Kashmir
- C. Kashmir and Central Asia: Indo-Greeks and Kushanas

**Unit-II**

- A. Karkota Empire: Lalitadiya's Conquests
- B. Utpala Empire: Economy
- C. Women in Ancient Kashmir

**Selected Readings:**

- Agrawal, R. C. (1998). *Kashmir and its Monumental Glory*. New Delhi: Aryan Books International.
- Bamzai, P. (1962 (rep. 1973)). *A History of Kashmir*. (2nd ed.). New Delhi: Metropolitan Book Co.
- Bandey, A. A. (2009). *Prehistoric Kashmir*. New Delhi: Dilpreet Publishing house.
- Gaur, G. S. (1987). Semthan Excavation : A Step towards bridging the gap between the Neolithic and the Kushan Period in Kashmir. In B. D. Chattopadhyaya, & B. M. Pande (Eds.), *Archaeology and History; Essays in memory of shri A Ghosh*. (Vol. 1, pp. 327-337). Delhi: Agam Kala Prakshan.
- Kak, R. C. (1933 (reprint 2002)). *Ancient Monuments of Kashmir*. Srinagar: Gulshan Publishers.
- Lone, Abdul Rashid. (2017). The Art and Archaeology of Early Historic Harwan. in *Indian Journal of Archaeology* (Vol. 2, No.4). pp. 514-523.
- Lone, Abdul Rashid. (2019). A Site Catchment Analysis at Semthan, Anantnag District, Jammu and Kashmir. *Man and Environment*. Vol. XLIV. No.1., PP. 90-104.
- M.A. Shah & Lone, Abdul Rashid. (2021). Semthan: A Hellenistic Post in Kashmir Himalaya. *STUDIAHERCYNIA*. Charles University, Prague. Vol. 25, No.2, Pp.136 -149.

History of Ancient India (200 BCE – 600 CE)  
HS22301CR

Credits: (4) (L+T)  
Maximum Marks: 100  
Minimum Marks: 40

**Course Description**

This course introduces the learners to the history of ancient south Asia from the post-Mauryan period up to the decline of the Gupta Empire. It attempts to understand the process of interaction, innovation and accommodation on account of foreign invasions. The course focuses on the emergence of various kingdoms of south India. It also introduces the learners with the developments made in the field of literature, science, philosophy and technology under the Guptas. It further explores the process of urban decay and the decline of foreign trade during the Guptas.

**Expected Learning Outcomes:**

The learners are expected to understand:

- Impact of foreign contacts on the socio-cultural and political landscape of south Asia.
- Process of State formation in Deccan and south India.
- Growth and development of religion, society and technology under Guptas.
- The nature of economy under Guptas.

**Unit I. Post Mauryan India (200 BCE - 300 CE)-I**

- Polities in Flux: Shungas and Kanvas
- Central Asian Contacts: Indo-Greeks, Shakas, Pahlavas and Kushanas: Contestations and Territorial Extent.

**Unit II. Post Mauryan India (200 BCE - 300 CE)-II**

- Satvahanas: Origin and Relations with Sakas
- Pre-State to State in Early Tamilakam
- Society: The Caste Order.

**Unit III. Society, Economy and Art (200 BCE - 300 CE)**

- Gandhara, Mathura and Amravati Schools of Art
- Economy: Agriculture, Crafts and Guilds and Indo-Mediterranean Trade

**Unit IV. Gupta Empire—I**

- Sources
- Foundation and Consolidation: Samudragupta and his Conquests.
- Administration

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**Religion in Ancient India**  
**HS22005OE**

**Credits: (4) (L+T)**  
**Maximum Marks: 50**  
**Minimum Marks: 20**

**Course Description:**

The course deals with the religious traditions of Indian subcontinent. It deals with the literature, philosophy and teachings of various religious traditions emerged during ancient times. The paper aims at enabling the students to understand and appreciate the role of religion in shaping human behavior.

**Objectives/ Expected Learning Outcomes:**

The learners are expected to:

- A. Understand the significance of various texts in the understanding of religion.
- B. Understand the origin, growth and development of various religious traditions of the Indian subcontinent.
- C. Appreciate the importance of religion in our day to day life.
- D. Understand the contribution made by various Indians scholars in the field of religion.

**Unit-I**

- A. In Search of the Roots of Religion
- B. Sources

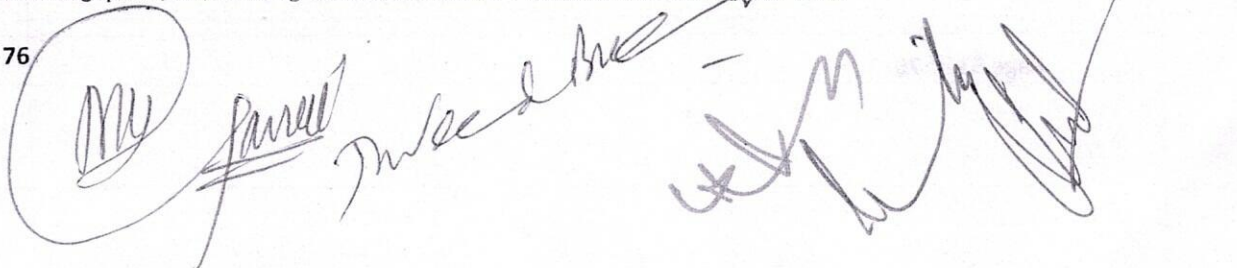
**Unit-II**

Making of Religious Traditions

- I. Vedic and Brahaminic
- II. Buddhism
- III. Jainism

**Selected Readings:**

- Basham A L, 1975, *A Cultural History of India*, Oxford University press,
- Irfan Habib, *Religion in Indian History*, Tulika Books, 2007.
- Jose Ignacio Cabezon, ed. *Buddhism, Sexuality, and Gender* (Sri Satguru Publications, Delhi), 1992.
- KunalChakrabarti: *Religious Process: The Puranas and the Making of a Regional Tradition*, 2001.
- N.N. Bhattacharyya: *History of the Tantrik Religion*, 1982.
- N.N.Bhattacharyya : *History of Shakta Religion*, 1974.
- N.N.Bhattacharyya, ed., *Tantric Buddhism*, 1999.
- NilimaChitgopekar : *Encountering Shivaism : The Deity, the Milieu, the Entourage*, 1998.
- NilimaChitgopekar, ed., *Invoking Goddesses: Gender Politics in Indian Religion*, 2002.



**History of Ancient India (300 CE to 1200CE)**  
**HS22401CR**

**Credits: (4) (L+T)**

**Maximum Marks: 100**

**Minimum Marks: 40**

**Course Description:**

The course focuses on the historical processes that developed in the Gupta and post Gupta era of Indian history. It focuses on the emergence of various regional kingdoms of north and south India. The course highlights the contributions made by the Indians in the fields of education, science and philosophy. The course attempts to introduce the learners with various historical perspectives on the early medieval Indian history.

**Expected Learning Outcomes:**

The learners are expected to understand:

- a. Emergence of regional kingdom during the post-Gupta period.
- b. Growth and development of science, education and philosophy during ancient India.
- c. Nature of economy, polity and society during early medieval India.

**Unit I. Gupta Empire—II**

- A. Agrarian and Non-Agrarian Economy
- B. Society and Religious Change
- C. Cultural Developments

**Unit II. Post-Gupta-I**

- A. Harsha: Polity, Administration and Buddhism
- B. Chalukyas and Pallavas: Polity and Art
- C. Cholas: Polity and Administration

**Unit III. Early Medieval**

- A. Tripartite Struggle
- B. Perspectives on Early Medieval: Polity, Economy and Society.
- C. Feudalism Debate

**Unit IV.**

- A. Developments in Religion; Tantricism and Bhakti Cult
- B. Developments in Philosophy, Medical Sciences, Mathematics and Technology

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## Women in Ancient India

HS22007OE

**Credits: (4) (L+T)**

**Maximum Marks: 50**

**Minimum Marks: 20**

### Course Description:

The course explores the history of women in ancient India. It deals with the changing role of women at different periods of time. The paper aims at enabling the students to understand the contributions made by women in the development of human society. It the learners be introduced to various perspectives on the gender history.

### Objectives/ Expected Learning Outcomes:

The learners are expected to:

- Understand various perspectives on women history.
- Understand the changing role and position of women.
- Understand the contribution made by women in different walks of life.

### Unit-I

- Women and the Household: Colonial Prescriptions and Their Feminist Critique
- Position and Status of Women in the Upanisads
- Women and Work in Kautiliya's Arthashastra

### Unit-II

- Woman and Marriage
- Women and Property
- Women and Prostitution

### Selected Readings:

- Altekar, A.S., *The Position of Women in Hindu Civilisation*, second revised edition, chs. 8, 9.
- Barai, Kumudini, *Role of Women in the History of Orissa; From The Earliest Times to 1568 A.D.*, 1994
- Bhattacharji, Sukumari, *Women and Society in Ancient India*, 1994
- 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
- Godelier, Maurice, "The Origin of Male Domination". *New Left Review*, 127, May-June 1981.
- 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.

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## Oral History: An Introduction HS22008OE

**Credits: (4) (L+T)**  
**Maximum Marks: 50**  
**Minimum Marks: 20**

**Course Description:** This course is designed to offer basic understanding of the theory and practice of Oral history. The emergence and purpose of Oral history is discussed to make the learners appreciate the value of oral history as a way of supplementing and complementing the archival record and also to democratize the historical record. It underlines the importance of oral history as a powerful way to bring to the frame of history the people/communities that had hitherto remained hidden from history.

### Objectives/ Expected Learning Outcomes:

The learners are expected to:

- a. Understand how to conduct oral histories
- b. Know and understand the purpose of oral history especially its role in bringing people hidden from history to the frame of history

### Unit I:

- A. What is Oral History?
- B. The Evolution of Oral History

### Unit II:

- A. Oral History: Legal and Ethical Concerns
- B. Sharing Authority in Oral History

### Suggested Readings:

- Cave, Mark and Sloan, Steven, *Listening on the Edge: Oral History in the Aftermath of crises*. Oxford University Press, 2014.
- High, Steven. *Oral History at the Crossroads*
- High, Steven. *Oral History at the Crossroads: Sharing Authority in Practice*
- Ritchie, Donald, *The Oxford Handbook of Oral History*. Oxford University Press, 2011.
- Robert Perks and Alistair Thomson, Eds. (2<sup>nd</sup> edition) *The Oral History Reader*, NewYork: Routledge, 1998. [Second edition, 2006.]
- Ronald Grele, "Evidence", *Handbook of Oral History*, edited by: Charlton, Meyers and Sharpless (2006) pp. 43-104.
- Thompson, Paul, *The Voice of the Past: Oral History*, Oxford, Oxford University Press [Third edition 2000].