

Post-Graduate Department of History
University of Kashmir



Syllabus
For the
Four Year Under-Graduate Programme
In History
At Under-Graduate Level
Under NEP 2020

FRAMEWORK FOR FYUG PROGRAMME IN HISTORY-(NEP-2020)
COURSE TITLES WITH CREDIT WEIGHTAGE FOR ALL THE SEMESTERS (FYUP) FOR
HISTORY AS A MAJOR

Semesters	Course Code	Course Type	Course Title	Credits	
				Theory	Tutorial
I	HS122J	CT1	History of Ancient India	4	2
II	HS222J	CT1	History of Medieval India	4	2
III	HS322J	CT1	History of Modern India	4	2
IV	HS422J1	CT1	History of Ancient Kashmir	3	1
	HS422J2	CT2	Socio-Cultural History of Ancient India	4	2
	HS422J3	CT3	Economic History of Ancient India	4	2
V	HS522J1	CT1	History of Medieval Kashmir	3	1
	HS522J2	CT2	Socio-Cultural History of Medieval India	4	2
	HS522J3	CT3	Economic History of Medieval India	4	2
VI	HS622J1	CT1	History of Modern Kashmir (1846-1947)	3	1
	HS622J2	CT2	Indian National Movement	4	2
	HS622J3	CT3	Economy and Society of Modern India (1757-1947)	4	2
VII	HS722J1	CT1	World History-I	3	1
	HS722J2	CT2	Historiography	4	2
	HS722J3	CT3	Sources of Ancient Indian History	4	2
VIII	HS822J1	CT1	World History-II	3	1
	HS822J2	CT2	Sources of Medieval Indian History	4	2
	HS822J3	CT3	Sources of Modern Indian History	4	2

SEMESTER-V

HS522J1-CT1: HISTORY OF MEDIEVAL KASHMIR

Credits: Theory-03, Tutorial: 01

THEORY (3 CREDITS)

COURSE OVERVIEW:

The course aims to enable the students to have a comprehensive understanding of medieval Kashmir. The course addresses the unfolding of the historical trajectory of Kashmir from the establishment of the Sultanate to the end of the Khalsa Darbar rule. The important themes, changes, and continuities in regional economy, society, and polity are addressed. The course offers a rich view by exposing the regional historical peculiarities and processes.

LEARNING OUTCOMES:

After the successful completion of the course the learners are expected to:

1. Develop understanding among learners about the political and administrative setup in medieval Kashmir.
2. Appreciate the role of devotional movements in making composite culture of Kashmir.
3. Develop holistic understanding of the changes and continuities in economy, society and culture throughout the period.

UNIT-I.

- A. Foundation and Consolidation of Sultanate in Kashmir
- B. Economic and Cultural Changes under Sultans: Contribution of Zain-ul-Abiden
- C. Emergence of Islam: Role of Sufis and Rishis

UNIT-II

- A. Foundation and Consolidation of Mughal Rule
- B. Changes in Economy
- C. Cultural Developments

UNIT-III.

- A. Establishment of Afghan Rule
- B. Socio-Economic Impact of Afghan rule
- C. Sikh Rule: An Assessment

TUTORIAL-I

A. Guided visit and report writing on any local medieval monument, trade route or craft center

Suggested Readings

- M. Mattoo, *Kashmir under the Mughals (1586-1752)*, Golden Horde Ent., Srinagar, 1988.
- Abdul Qaiyum Rafiqi, *Sufism In Kashmīr, From The Fourteenth To The Sixteenth Century*, Al-Rafiq Publishing House, 2003.
- Krishna Mohan, *Early Medieval History of Kashmir*, Meharchand Publications, Delhi, 1981.
- M. Ishaq Khan, *Kashmir's Transition to Islam: The role of Muslim Rishi's 15th to 18th century*, Manohar, Delhi, 2002.
- Mohammad Ashraf Wani, *Islam in Kashmir: 14th to 16th Century*, Oriental Publication House, Srinagar, 2004.
- Mohib-ul-Hassan, *Kashmir Under Sultans*, Gulshan Publishers, Srinagar, 2002.
- P. N. K. Bamzai, *A History of Kashmir: Political, Social, Cultural From Earliest Times To The Present Day*, Gulshan Books, Srinagar.
- R. K. Parmu, *A History of Sikh Rule in Kashmir*.
- S. C. Ray, *Early History and Culture of Kashmir*, 1957.

SEMESTER-V

HS522J2-CT2: SOCIO-CULTURAL HISTORY OF MEDIEVAL INDIA

Credits: Theory-04, Tutorial: 02

THOERY 4 Credits

COURSE OVERVIEW:

The medieval period being a period of great cultural change, entailed the fusion of various socio-cultural beliefs, practices, and philosophies that shaped the composite culture of India. The cultural synthesis is best reflected in medieval Indian art, architecture, painting, and devotion. The paper highlights the working of medieval society and culture. It offers perspectives on important themes like social structure, gender, and medieval aesthetics.

LEARNING OUTCOMES

After the completion of the course, the learners are expected to

1. Study the growth of composite socio-cultural life.
2. Explain gender relations in medieval India.
3. See the role of devotional movements in the development of composite culture.
4. Explain and appreciate art, architecture and painting in medieval India

UNIT-I

- A.** Indian Society on eve of Turkish Conquest: An Overview
- B.** Social Mobility in Delhi Sultanate

UNIT-II

- A.** Social Structure of Mughal India
- B.** Women in Mughal India

UNIT-III.

- A.** Sufism in India: Major Orders and their Role
- B.** Bhakti Movement: Saints and Teaching
- C.** Sikhism: Emergence and Teaching

UNIT-IV

- A.** Architecture under Sultans
- B.** Mughal Architecture and Painting

TUTORIAL-I

- B. Guided Visit to any medieval historical monument or Mughal Garden and report writing on it.

TUTORIAL-II

- A. Moderated discussion and reading of any prominent work on Medieval Indian society and Culture

Suggested Readings

- N. N. Bhattacharya, *Medieval Bhakti Movement in India*, Manohar, Delhi, 1999.
- Catherine B. Asher, *Architecture of Mughal India*, Cambridge University Press, Delhi, 1992.
- K. A. Nizami, *Some Aspects of Religion and Politics in India during the 13th Century*, Aligarh Muslim University, Aligarh, 1961.
- Percy Brown, *Indian Architecture*, D. B. Taraporevala Sons & Co., Delhi, 1956.
- Percy Brown, *Indian Painting Under the Mughals A.D. 1550-1760*, Y. M. C. A. Pub., Calcutta, 1953.
- Rekha Pandey, *Religious Movement in Medieval India*, Gyan Publishing House, Delhi, 2005.
- S. Nurul Hasan, *Religion, State and Society in Medieval India*, Oxford University Press, Delhi, 2005.
- S. P. Verma, *Mughal Painters and their Work*, Oxford University Press, Delhi, 1993.
- Shahabuddin Iraqi, *Bhakti Movement in Medieval India Social and Political Perspectives*, Manohar, Delhi, 2009.
- S. R. Sharma, *The Religious Policy of the Mughal Emperors*, Oxford University Press, 1940.
- Tara Chand, *Influence of Islam on Indian Culture*,
- Yusuf Husain, *Glimpses of Medieval Indian Culture*
- Ebba Koch, *Mughal Architecture: An outline of its History and Development (1526-1858)*, OUP, Delhi, 2001.
- Monica Juneja, *Architecture in Medieval India*, Permanent Black, Delhi, 2001.

SEMESTER-V

HS522J3-CT3: ECONOMIC HISTORY OF MEDIEVAL INDIA

Credits: Theory-04, Tutorial: 02

THEORY 4 CREDITS

COURSE OVERVIEW:

The economy of medieval India is a subject of great scholarly engagement. The paper discusses medieval agrarian production, technology and taxation from a historical perspective. Besides the agrarian sector, the non-agrarian sector of medieval India, i.e. trade, crafts, monetization and urbanization, find their due space. The paper attempts to evaluate the forces of production, subsistence and appropriation of surplus in agrarian and non-agrarian sectors of the medieval Indian economy.

LEARNING OUTCOMES:

After the completion of the course, the learners are expected to

1. Understand the major economic institutions of medieval India
2. Appreciate the working of trade, commerce and indigenous banking of medieval India.
3. Map the contours of the urban economy of medieval India
4. Explain the working of overseas and inland trade.

UNIT-I.

- A. Economic Consequences of the Turkish Conquest
- B. Revenue Assignment: Grants and Taxation under Sultans
- C. Vijayanagara Economy

UNIT-II

- A. Agrarian Production in Mughal Empire
- B. Methods of Revenue Assessment and Revenue Collection

UNIT-III

- A. Craft Production in Medieval India
- B. Urbanization in Medieval India

UNIT-IV.

- A. Indigenous Banking and Currency
- B. Inland and Maritime Trade

TUTORIAL-I

- A. Guided tour and report writing on a medieval trade route/craft center/trade center or Museum

TUTORIAL-II

- A. Book review/reading or moderated discussion on any classical or recent work on medieval Indian economy

Suggested Readings

- Irfan Habib, *The Agrarian System of Mughal India*, Oxford University Press, Delhi, 1963
- T. V. Mahalingam, *Economic Life in the Vijayanagar Empire*, University of Madras, Madras, 1951.
- Tapan Raychaudhuri & Irfan Habib, ed. *The Cambridge Economic History of India c. 1200-1750*, Vol. I, Cambridge University Press, 1982.
- K.N. Chaudhuri, *Trade and Civilization in the Indian Ocean*, CUP, 1985.
- K.N. Chitnis, *Socio-Economic History of Medieval India*, Atlantic, New Delhi, 2022
- Irfan Habib, *Essay in Indian History: Towards a Marxist Perspective*, Talika Books, Delhi, 2015
- Satish Chandra, *Essays on Medieval Indian History*, OUP, Delhi, 2003

SEMESTER-VI

HS622J1: HISTORY OF MODERN KASHMIR

Credits: Theory-03, Tutorial: 01

THEORY 3 CREDITS

COURSE OVERVIEW:

This course intends to develop basic understanding of how Jammu and Kashmir State was founded by Maharaja Gulab Singh and what was its impact on the economy and society. The course also underlines how the people responded to policies of the Dogra autocracy. The movements launched by the people are discussed to underline the role of masses in putting colonialism to end.

LEARNING OUTCOMES:

After the completion of the course, the learners are expected to:

1. Critically engage with some of the important contemporary political, economic and social issues.
2. Appreciate the contribution of common masses and political leaders in bringing changes.

UNIT-I

- A. The Foundation of Jammu and Kashmir State
- B. Nature of Dogra State
- C. Establishment of British Residency

UNIT-II

- A. Land Reforms
- B. Health and Education
- C. Emergence of Political Awakening: Uprising of 1931

UNIT-III

- A. Muslim Conference: Foundation and Role
- B. National Conference: Naya Kashmir Manifesto
- C. Ideological scenario towards the end of British Paramountcy

TUTORIALS-I

- A. Life sketches of any one of the following:
 - I. Shaikh Mohammad Abdullah/Prem Nath Bazaz.

B. Visiting State Archives

Suggested Readings

- Bamzai, P.N.K., *Socio-Economic History of Kashmir (1846-1925)*, New Delhi: Metropolitan, 1987.
- Bazaz, Prem Nath, *The History of Struggle for Freedom in Kashmir, Cultural and Political, From the Earliest Times to the Present Day*, New Delhi: Kashmir Publishing Company, 1954.
- Bhushan, Vidya, *State Politics and Government: Jammu and Kashmir*, Jammu: Jay Kay Book House, 1985.
- Birdwood, Lord, *Two Nations and Kashmir*, London: Robert Hale Limited, 1956.
- Dhar, D. N., *Socio-Economic History of Kashmir Peasantry*, Srinagar: Centre for Kashmir Studies, 1989.
- Ganai, Muhammad Yusuf, *Kashmir's Struggle for Independence (1931- 1990)*, Srinagar: Mohsin Publications, 2003.
- Ganai, M.Y., Shiraz Ahmad Dar & Muhammad Ibrahim Wan (ed.), *Kashmir: Past and Present*, Srinagar, Jay Kay Publishers, 2020.
- Ganju, M., *Textile Industry in Kashmir*, Delhi: Premier Publishing Co., 1945.
- Gervis, Pearce, *This is Kashmir*, London: Cassell and Company Ltd., 1954.
- Gias-ud-din, Peer, *Understanding the Kashmiri Insurgency*, Jammu: Jay Kay Books House, 1992.
- Grover, Verinder, (ed.), *Kashmir: A Study of Kashmir: Yesterday and Today, (3 vols.)*, New Delhi: Deep and Deep Publications, 1995.
- Gupta, Sisir, *Kashmir: A Study of India-Pakistan Relations*, New Delhi: Asia Publishing House, 1967.
- Handa, R.L., *History of Freedom Struggle in Princely States*, New Delhi: Central News Agency, 1968.
- Hangloo, R.L., 'Agrarian Conditions and Peasant Protest in the Princely State of Kashmir (1846-1931)' in Y. Vaikuntham (ed.), *People's Movements in the Princely States*, Manohar: New Delhi, 2004.
- Hangloo, R.L., *Agrarian System of Kashmir, 1846-1889*, New Delhi: Commonwealth Publishers, 1995.
- Jasbir Singh, *The Economy of Jammu and Kashmir*, Jammu: Radha Krishan Anand & Co., 2004.
- Kak, Shakti, 'The Agrarian System of the Princely State of Jammu and Kashmir: A Study of Colonial Settlement Policies, 1860-1905' in Waltraud Ernst and Biswamoy Pati, (ed.), *India's Princely States: People, Princes and Colonialism*, London: Rutledge, 2007.

- Khan, Ghulam Hassan, *Freedom Movement in Kashmir (1931-40)*, New Delhi: Light and Life Publishers, 1980.
- Kour, Ravinderjit, *Political Awakening in Kashmir*, New Delhi: APH Publishing, 1996.
- Lawrence, Walter R., *The Valley of Kashmir*, London: Oxford University Press, 1895.
- Saraf, Muhammad Yusuf, *Kashmir's Fight for Freedom*, Vol. I (1819-1946) Lahore: Ferozsons, 1977; Vol. II (1946-1978), Lahore: Ferozsons, 1979.
- Schofield, Victori., *Kashmir in Conflict: India, Pakistan, and the Unending War*. Front Cover. Viva Books, 2004.
- Wirsing, Robert G., *India, Pakistan, and the Kashmir Dispute on Regional Conflict and its Resolution*, New Delhi: Rupa & Co., 1995.
- Zutshi, Chitralkha, *Languages of Belonging: Islam, Regional Identity and the Making of Kashmir*. New Delhi: Permanent Black, 2004.
- Zutshi, U.K., *Emergence of Political Awakening in Kashmir*, Delhi: Manohar, 1986.

SEMESTER-VI

HS622J2: INDIAN NATIONAL MOVEMENT

Credits: Theory-04, Tutorial: 02

THEORY 4 CREDITS

COURSE OVERVIEW:

The course aims at imparting basic understanding of the genesis and the role of Indian National movement. It engages with the different theories of nationalism and highlights the different ways and methods adopted by the Indian leaders to coalesce the masses against the British rule. The pressing social and economic issues of the period are discussed to enrich understanding of British colonialism and its impact on Indian economy and society. What attitude the different sections of the Indian society adopted towards Indian National Movement and British imperialism is discussed in detail. The reasons for the emergence of communalism as an antithetical force to nationalism is also discussed. How the Indian nationalists responded to international crisis and developments in the Princely states, are also discussed in this course.

LEARNING OUTCOMES:

After the completion of the course, the learners are expected to:

1. Learn about the rise of modern political consciousness in India.
2. Know about the methods of political work during the course of freedom struggle.
3. Understand the reasons for the political disempowerment of different sections of the society and how the nationalist leaders addressed such issues
4. Develop an understanding of the legacies of Indian National Movement.

UNIT-I

- A. Historiography of Indian Nationalism
- B. Emergence of Organized Nationalism: Debate on the Foundation of Indian National Congress
- C. Nationalist Critique of Colonialism

UNIT-II

- A. Moderates and Extremists; Lucknow Pact
- B. World War-I and Indian Nationalism
- C. Emergence of Gandhi as National Leader
- D. Socialistic orientation of Indian National Movement

UNIT-III

- A. Rise and Growth of Communalism

- B. Women and National Movement**
- C. Peasants and National Movement**
- D. Depressed Classes and National Movement**

UNIT-IV

- A. Indian Capitalist Class and National Movement**
- B. Working Class and National Movement**
- C. Freedom Struggle in Princely States**

TUTORIAL-I:

- A. Group discussions on select themes of the course**
- B. Essay on any one of the following:**
 - I. Theories of Nationalism
 - II. Legacies of Indian National movement
 - III. De-Industrialization and Economic underdevelopment

TUTORIAL II:

- A. Guided tour to places of Historical importance: Archives, Shrines, Museums**
- B. Review of prominent books**

Suggested Readings

- A.R. Desai, *Social Background of Indian Nationalism*, Popular Prakash Pvt. Ltd, 2012,
- Bapin Chandra, et.al, *India's Struggle for Independence*, Penguin India, 2000
- Bapin Chandra, *History of Modern India*, Orient Blackswan, 1999
- Shekhar Bandhopadyay, *From Plessey to Partition and After*, Orient Blackswan, 2014
- Shekhar Bandhopadyay, *Nationalist Movement of India*, Oxford University Press, 2008
- Ishita Banerjee-Dube, *A History of Modern India*, Cambridge University Press, 2014
- Sumit Sarkar, *Modern India (1885-1947)*, Pearson Education, 2014
- Sumit Sarkar, *Modern Times*, Orient Blackswan, 2015
- B. L. Grover and Alka Mahender Mehta, *A New Look at Modern Indian History*, Shree Ram Publishers, 2021
- Irfan Habib, *The National Movement: The Struggle for Freedom (1919-1947)*, Tulika Publishers, 2022

SEMESTER-VI

HS622J3: ECONOMY AND SOCIETY OF MODERN INDIA (1757-1947)

Credits: Theory-04, Tutorial: 02

THEORY 4 CREDITS

COURSE OVERVIEW:

The course offers an understanding of British colonialism and its various manifestations in the Indian subcontinent. The course offers a detailed discussion of the economic structures, agrarian systems, and social dynamics during the colonial period and critically engages with varied effects of colonialism on different social and economic aspects of the Indian society. The colonial social policy and Indian response to it are discussed in detail. Furthermore, the role of socio-religious reformers in countering colonial critique of Indian society and religion is highlighted. This course also looks at how British colonialism affected the life and condition of different sections of Indian society viz. peasants, tribals, women, depressed classes, working classes etc.

LEARNING OUTCOMES:

After successful completion of the course the learners are expected to:

1. Develop a comprehensive understanding of the economic and social transformations in India during the British colonial rule.
2. Develop the ability to critically analyze historical documents, economic policies, and social reform movements.
3. Apply historical analysis to understand the complex relationships between economic changes and societal developments.
4. Critically evaluate the impact of colonialism on different sections of Indian society.

UNIT-I:

- A.** Historiography of Colonial Economy
- B.** Mercantilism and the Decline of Indigenous Industries
- C.** The Drain Theory

UNIT-II:

- A.** Restructuring the Agrarian Landscape: Permanent, Ryotwari and Mahalwari Settlements
- B.** Commercialization of Agriculture

- C. De-industrialization Debate
- D. Rise of Modern Industry

Unit III:

- A. Colonial Social Policy
- B. Modern Education: Nature and Purpose
- C. Socio-religious reform movements: Conceptual Debate

Unit IV:

- A. Tribal Economy and Society
- B. Non-Brahmans and Dalits: Status and Position in Society
- C. Women Question

TUTORIAL-I:

- A. Group discussion on select themes of the course
- B. Essays on any one of the following:
 - I. Theories of colonialism
 - II. Colonialism and modernization
 - III. Orientalism
 - IV. Liberalism and Utilitarianism
 - V. Paternalism

TUTORIAL-II:

- A. Visit to Archives and Museums and Report writing
- B. Guided visit to places of social and economic importance and submission of reports thereafter- handicraft centers, weaving communities, Fruit Mundies, Pilgrimage centers etc.
- C. Oral History of Traditional Social Spaces/ Prominent craftsmen/ Agriculturalists

Suggested Readings

- Thomas Metcalf; *Ideologies of the Raj*, Cambridge University Press, Cambridge, 1997
- B. Metcalf and T. Metcalf, *Concise History of Modern India*, Cambridge University Press, Cambridge, 2001
- Sumit Sarkar, *Modern India (1885-1947)*, Macmillan India, 1985.
- Sumit Sarkar, *Modern Times (1880-1950's)*, Orient Blackswan, New Delhi, 2014
- Ishita Banerjee-Dube, *A History of Modern India*, CUP, India, 2014

- Seema Alavi, ed. *The Eighteenth Century in India*. New Delhi: Oxford University Press, 2002
- Shekhar Bandyopadhyay, 2004, *From Plessey to Partition and After*. Orient Longman, 2015
- Sugata Bose and Ayesha Jalal, *Modern South Asia*. Oxford University Press, 2004
- Bipan Chandra, et. al, *India's Struggle for Independence*, New Delhi: Penguin Books India, 1989.
- Kenneth W Jones, 1994, *Socio-Religious Reform Movements in British India*, Cambridge: Cambridge University Press.
- B. L. Grover and Alka Mahender Mehta, *A New Look at Modern Indian History*, Shree Ram Publishers, 2021
- Irfan Habib, *The National Movement: The Struggle for Freedom (1919-1947)*, Tulika Publishers, 2022
- Thomas R. Metcalf, *Ideologies of the Raj*, CUP, India, 1998
- Suresh Chandra Ghosh, *Essays on Modern India*, Orient Blackswan, 2017.
- Sailendra Nath Sen, *An Advanced History of Modern India*, Primus, 2017.
- B.R. Tomlinson, *The Economy of Modern India-1860-1970*, CUP, 1998.
- Dilip. M. Menon, *Cultural History of Modern India*, Orient Blackswan, 2006.
- Dharma Kumar & Tapan Raychaudhuri, *The Cambridge Economy History of Modern India*, CUP, 2005.

SEMESTER-VII

HS722J1: WORLD HISTORY-I

Credits: Theory-03, Tutorial: 01

THEORY 3 CREDITS

COURSE OVERVIEW:

This course examines the major events and turning points of world history from the 13th century to the Nineteenth century. The course provides a guide line to the students in investigating the foundational ideas that shaped the modern world in the Europe, Asia, and the Americas, and also explores the economic, political, and social revolutions that have transformed human history. This rigorous study of modern history examines recurring themes, such as social history, democratic government, and the relationship between history and the arts, allowing students to draw connections between the past and the present, across cultures, and among multiple perspectives.

LEARNING OUTCOMES:

After successful completion of the course the learners are expected to:

1. Investigate civilizations in Africa, Asia, Europe, and the Americas and explore how they have changed over time.
2. Utilize case studies of important periods and themes to explore change and continuity in World History;
3. Analyze technological, political, social, and economic revolutions in world history
4. Describe cultural characteristics of societies over time, including the role of women, religion, and art and literature, and investigate the effects of technological innovation on economic and social change.

UNIT-I

- A. Feudalism: Decline
- B. Renaissance: Features
- C. Reformation: Significance

UNIT-II

- A. Glorious Revolution (1688)
- B. American Revolution (1776)
- C. French Revolution (1789)

UNIT-III

- A. Rise of Nationalism
- B. Capitalism and Industrial Revolution
- C. Socialist and Labor Movements

TUTORIAL-I

Essay on any one of the following:

- I. Enclosure Movement
- II. Mercantilism
- III. Unification of Italy
- IV. Unification of Germany

Suggested Readings

- Marven Perry, *World Civilization- A Brief Survey*, Houghton Mifflin Company, Dallas, 1990
- Edward Macnall Burns, Philip Lee Ralph, et.al, *World Civilization*, W.W. Norton & Company, Inc, 1986
- Charis Herman, *People's History of World From Stone Age to New Millennium*, Macmillan, 2017
- David Mason, *A Concise History of Modern Europe*, Rowman, 2017
- Fernand Braudale, *History of Civilization*, Pearson, 2001
- C.A. Bayle, *The Birth New World*, OUP, 2005
- Will Durant, *The Renaissance: A History of Civilization in Italy from 1304-1576 A.D.* Fine Communication, 1997
- Eric Hobsbawm, *Age of Capital 1848-1875*, Abacus, 1999
- Eric Hobsbawm, *Age of Revolution 1789-1848*, Abacus, 2001
- Eric Hobsbawm, *On Nationalism*, Abacus, 2022
- Jeery Brotton *The Renaissance: A Very Short Introduction*, OUP, 2006
- Robert C. Allen, *The Industrial Revolution: A Very Short Introduction*, OUP, 2017
- James Fulcher, *Capitalism: A Very Short Introduction*, OUP, 2016

SEMESTER-VII

HS722J2: HISTORIOGRAPHY

Credits: Theory-04, Tutorial: 02

THEORY 4 CREDITS

COURSE OVERVIEW:

The paper attempts to educate learners about the basic concept of history and their application in historical methods. The paper traces the development of history writing from the remotest period of Greco-Roman civilization. The metamorphosis of history, purpose, method, and tools across ages can be easily gleaned from the course. Moreover, the learners come across the challenges that were posed to historical scholarship and challenging its utility and subsequent responses from different schools of history. The paper endeavors to prepare learners for handling sources and rendering meaningful interpretations. The idea that history is perspectival in nature becomes too conspicuous and learners develop a critical yet meaningful outlook towards history.

LEARNING OUTCOMES:

After successful completion of the course the learners are expected to:

1. Understand the basic historiographical concepts and techniques.
2. Appreciate the value of internal as well as external criticism of sources.
3. Trace the evolution of historical scholarship from Greco-Roman up to Post-Modernist school.

UNIT-I.

- A. History and Historiography: An Introduction
- B. Facts and Interpretation
- C. Causation in History

UNIT-II

- A. Greco-Roman Historiography: Main Features
- B. Muslim Historiography with special reference to Ibn-i-Khaldun
- C. Renaissance Historiography

UNIT-III

- A. Scientific Historiography: Bacon and Descartes
- B. Enlightenment Historiography

C. Marxist Historiography

UNIT-IV.

A. Annales School

B. Subaltern Historiography

C. History and Postmodernism

TUTORIAL-I

A. Moderated Discussion on any Selected work of Prominent Historian/Classical author

TUTORIAL-II

A. Essay writing on any theme of Historiography/Book Review of any recent work on Historiography

Suggested Readings:

- Sheikh Ali, *History-Its Theory and Method*, Trinity, Bangalore, 1978.
- Carale Fink, 'Marc Bloch – A Life in History' *Journal of Modern History*, vol. 44, 1972, pp.447-539.
- Collingwood, *The Idea of History*, Oxford University Press, New York, 1956.
- H. Carr, *What is History*, Alfred A. Knopf, New York, 1962.
- Sreedharan, *A Textbook of Historiography*, Oriental Longman, Delhi, 2004.
- M. Bloch, *The Historian's Craft*, Manchester University Press, Manchester, 1954.
- Stuart Clask, 'The Annales Historians', in Q. Skinner (ed.), *The Return of Grand Theory in the Human Sciences*, pp.177-198.
- W. H. Walsh, *Philosophy of History; An Introduction*, Hutchinson's University Library, London, 1951.
- Patrick Gardiner, *Theories of History*, Free Press, Glencoe, 1959.
- Beverley Southgate, *History: What and Why?* Routledge, London, 1996.
- Shashi Bhushan Upadhyay, *Historiography in the World History*, OUP, Delhi, 2016

SEMESTER-VII

HS722J3: SOURCES OF ANCIENT INDIAN HISTORY

Credits: Theory-04, Tutorial: 02

THEORY 4 CREDITS

COURSE OVERVIEW:

The course aims at imparting basic understanding of various categories of sources in the reconstruction of India's ancient past. The learners will not only be able to understand different types of sources but will also be made to understand the source criticism. The learners will also be introduced to various historiographical schools on the ancient Indian history.

Learning Outcomes:

After the completion of the course the learners are expected to:

1. Understand various types of Historical sources
2. Understand the importance of sources in the reconstruction of past.
3. Understand various schools of historiography on ancient India.

Unit-I

- A. Sources: Meaning and types
- B. Archaeological Sources and their significances: Sites, Artifacts, Epigraphy and Numismatics

Unit-II

Religious Sources

- I. The Vedas, Epics, Puranas, and Dharmashastra Literature
- II. The Buddhist and Jain Literature
- III. Sangam Literature

Unit-III

Non-Religious Texts

- I. Arthashastra, Rajatarangini, Abhijnana Shakuntalam, Harshacharita
- II. Foreign Accounts: Indica, Si-Yu-Ki, Kitab-ul-Hind

Unit-IV

- I. Relative Significance of the Variety of Sources
- II. Source Criticism and the Perceptions on the Past: Colonial, Nationalist and Marxist

TUTORIAL-I

- A. Moderated Discussion on any Selected Primary source of Ancient India

TUTORIAL-II

- A. Guided tour to places of Historical importance: Museums & Ancient sites

Suggested Readings

- D. K. Chakrabarti, *A History of Indian Archaeology from the Beginning to 1947*. New Delhi: Munshiram Manoharlal Publishers Pvt. Ltd. 1988
- D.D.Kosambi., *Indian Numismatics*, ed. B.D. Chattopadhyaya, New Delhi, 1998
- A. H. Dani, *Indian Epigraphy*. New Delhi: Munshiram Manoharlal. 1997
- Robert .P Goldman, ed. *The Ramayana of Valmiki: An Epic of Ancient India*, Vol. 1. Princeton: Princeton University Press. 1984.
- K.A Nilakanta Sastri., *Sangam Literature: Its Cults and Cultures*, Madras, 1972.
- Lal Gupta. Parmeshwari, *Coins: The Source of Indian History*. 1981
- C.H. Philips, ed., *Historians of India, Pakistan and Ceylon*, London, Oxford University Press, 1961
- Romila Thapar, *Sakuntala: Texts, Readings, Histories, Kali for Women*, New Delhi, 1999.
- R. S. Sharma., *India's Ancient Past*, Oxford University Press, 2005
- Upinder Singh, *A History of Ancient and Early Medieval India from the Stone Age to the 12th century*, Delhi: Pearson, 2009.
- John D Smith, *The Mahabharata*. Penguin. 1998.
- E. Sreedharan, *A Textbook of Historiography*. Orient Blackswan, 2009.
- Thapar, Romila, *Interpreting Early India*, Oxford University Press, Delhi, 1999

SEMESTER-VIII

HS822J1: WORLD HISTORY-II

Credits: Theory-03, Tutorial: 01

THEORY 3 CREDITS

COURSE OVERVIEW:

This course surveys the transformations that redefined the world from the age of empires to the era of globalization. Through a chronological and thematic approach, students will examine key events, movements, and ideologies that defined the 20th century and continue to influence the contemporary world. Particular attention will be dedicated to ideological conflict, advances in communication and technology, impact of wars and the concepts of Social and economic progresses. The learners will also trace the experience of changes that upset and in some instances reinforced older patterns of insecurity and disadvantage. The course will use a diversity of evidence, from political manifestos to commercial advertisements, to explore attempts to reshape the world. Taking in all continents, and ranging from international systems to unique local patterns of work and leisure, this course provides a critical foundation from which to understand the ongoing legacies of the twentieth century world.

Learning Outcomes:

After the completion of the course the learners are expected to:

1. Understand major transitions, processes and developments in the history of the twentieth century World.
2. Gain an appreciation for the interconnectedness of global events during the 20th century and their impact on various regions and societies.
3. Analyze the role of imperialism, decolonization, and nationalism in shaping the post-World War I and post-World War II world order
4. Students will be able to analyze the role of ideology in shaping political systems during this period.

UNIT-I

- A. World War-I: Causes and Consequences
- B. Russian Revolution (1917)
- C. League of Nations

UNIT-II

- A. The Great Depression (1929)
- B. World War-II
- C. Formation of UNO and its Role
- D. De-colonization and National Movement in Asia and Africa

UNIT-III

- A. Beginning of Cold War
- B. Non-Alignment Movement: Role and Relevance
- C. Disintegration of USSR

TUTORIAL-I

- A. Write an essay on any of the Following
 - I. Rise of Fascism
 - II. Apartheid
 - III. Feminism
 - IV. Globalization
 - V. Chinese Revolution (1949)

Suggested Readings

- Marven Perry, *World Civilization- A Brief Survey*, Houghton Mifflin Company, Dallas, 1990
- Edward Macnall Burns, Philip Lee Ralph, et.al, *World Civilization*, W.W. Norton & Company, Inc, 1986
- Charis Herman, *People's History of World From Stone Age to New Millennium*, Macmillan, 2017
- David Mason, *A Concise History of Modern Europe*, Rowman, 2017
- Fernand Braudale, *History of Civilization*, Pearson, 2001
- Eric Hobsbawm, *Age of Extremis 1914-1991*, Abacus, 1989
- A J P Taylor, *The Origins of the Second World War*, Penguin, 1997
- Steven Grosby *Nationalism: A Very Short Introduction*, OUP, 2006
- Dane Kennedy, *Decolonization: A Very Short Introduction*, OUP, 2016
- Vladimir Milyutenko, *World War-II: Origins and Outcome*, Sterling Pub. 1990.
- S. Dockrill & g. Hughes, *Cold War History*, Palgrave, 2009.
- Norman Lowe, *Mastering Modern World History*, Palgrave, 2014.
- S. Huntington, *The Clash of Civilizations and the Remaking of World Order*, Penguin, 1996.

SEMESTER-VIII

HS822J2-CT2: SOURCES OF MEDIEVAL INDIA

Credits: Theory-04, Tutorial: 02

THEORY 4 CREDITS

COURSE OVERVIEW:

The medieval period is rich in literary and archeological sources. The paper introduces the learner to medieval historical literature in a number of genres, and languages. The paper not only emphasizes the literary sources to construct dynastic histories but also highlights the importance of numismatics and epigraphy. The paper explores the social and devotional history of medieval India. Some of the travel accounts included in the paper will help learner to understand the trade and commercial patterns of the time.

Learning Outcomes:

After the completion of the course the learners are expected to:

1. Understand the significance of various categories of archival sources in the construction and reconstruction of the past.
2. Understand devotional literature, and outline its importance in historical research.
3. Appreciate the importance of vernacular sources.

Unit I.

- A. Major categories of sources: An Introduction
- B. Prominent Chroniclers of Delhi Sultanate: Minhaj, Barani. Khusru, and Isami
- C. *Mal'fuz* Literature: Significance

Unit II.

- A. Major Chronicles of Mughal India: Abul Fazl, Badauni and Bhim Sen
- B. Autobiographies: Tuzuk-i-Babri, Humayunnama and Tuzuk-i-Jehangiri

Unit III.

- A. Vernacular Sources of Medieval India; Prem Akhyar, Bhakhar and Janam Sakhi
- B. Major Travelogues: Ibn-i Batuta, Fernao Niniz, Monserrate, Manucci and Bernier

Unit IV.

- A. Archeological Sources of Medieval India
 - i) Numismatics: A Brief Survey

- ii) Epigraphy: Major Inscriptions

TUTORIAL-I

- A. Guided Visit to any local museum/ Archives and report writing on Medieval Sources

TUTORIAL-II

- A. Reading and Moderated Discussion on any prominent literary source of Medieval India

Suggested Readings:

- Ali Athar, *Exploring Medieval India Through Persian Sources*, DK Print, 2020
- Harbans Mukhia, *Historians and Historiography During the Reign of Akbar*, Aakar Books, 2007.
- K. A. Nizami, *On History and Historians of Medieval India*, Manohar, Delhi, 1983.
- Muhibbul Hasan, *Historians of Medieval India*, Aakar Books, Delhi.
- Peter Hardy, *Historians of Medieval India*, Manohar, Delhi, 1987

SEMESTER-VIII

HS822J3: SOURCES OF MODERN INDIA

Credits: Theory-04, Tutorial: 02

THEORY 4 CREDITS

COURSE OVERVIEW:

This course offers an understanding of the different types of sources quintessential for writing the history of Modern India. It underlines the significance of archives, archival records, museums, private diaries, ethnographies, oral histories etc. for reconstructing the history of modern India. The limitations of the different types of sources are also highlighted to make the learners appreciate the value of multiple/ varied sources for writing inclusive histories.

Learning Outcomes:

After successful completion of the course the learners are expected to:

1. Appreciate the significance of different types of sources.
2. Identify and make use of different types of sources for reconstructing the past.
3. Acquire proficiency in critically analyzing a variety of historical sources, including documents, letters, speeches, visual materials, and artifacts.
4. Enhance skills in contextual interpretation, allowing students to place historical sources within their specific historical, social, and cultural contexts.

UNIT-I

- A. Archive and Archival records: Significance
- B. Official Surveys and Reports: Importance

UNIT-II

- A. Private Diaries
- B. Newspapers

UNIT-III

- A. Regional and Vernacular Literature:

B. Journals and Periodicals

UNIT-IV

- A. Oral History: Significance
- B. Visual and Material Culture
- C. Plays and Drama

TUTORIAL-I:

- a. Group discussion on themes relevant to the course
- b. Essay on any one of the following:
 - i. Primary sources of History writing
 - ii. Analysis of any documentary of historical importance

TUTORIAL-II

- a. Conducting Oral History of different communities and classes

Suggested Readings

- Wayne C. Booth, Gregory G. Colomb, and Joseph M. Williams, *The Craft of Research*, University of Chicago, 2016
- Miriam Dobson and Benjamin Ziemann, *Reading Primary Sources: The Interpretation of Texts from Nineteenth and Twentieth Century History*, Routledge, 2016
- Kate L. Turabian, *A Manual for Writers of Research Papers, Theses, and Dissertations*, University of Chicago, 2013
- Robert C. Williams, *The Historian's Toolbox: A Student's Guide to the Theory and Craft of History*, Routledge, 2020
- Bapin Chandra, *The Penguin History of Modern India: From 1773 to the Present*, Penguin, 2008
- Ainslie Embree and Stephen N. Hay, *Sources of Indian Tradition: Modern India and Pakistan*, Columbia University Press, 1988.
- Anthony Brundage, *Going to the Sources*, Wiley-Blackwell, 2008.
- Ruth R. Martin, *Oral History in Social Work*, Sage, 1995.
- Alun Munslow, *Narrative and History*, Palgrave, 1988
- H.G. Rawlinson, *Indian Historical Studies*, Uppal, 1987.
- Robert Perks and Alistair Thomson, *The Oral History Reader*, Routledge, 1998.

