

**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-I

**HS122J: HISTORY OF ANCIENT INDIA**  
**THEORY-4Credits: 60 HOURS**  
**Course Overview:**

**Credits: THEORY-4, TUTORIAL: 2**  
**Maximum Marks: 100, Minimum Marks:36**

This course deals with the history and archaeology of Indian subcontinent from stone ages up to the early medieval times. By imparting basic understanding of the different category of sources the learner will be acquainted with the various stone-age cultures, civilizations, chiefdoms, kingdoms and empires that flourished in the Indian subcontinent. The course explores the forces that resulted in the origin, growth and development of different socio-economic and political structures. The course also discusses state formation and empire building process in the Indian Sub-continent.

### **Course Learning Outcomes:**

After successful completion of the course the learners are expected:

- a. To understand the significance of various categories of sources.
- b. To understand the origin, growth and development of various cultures in Indian subcontinent.
- c. To appreciate the importance of various processes of interaction and accommodation in the making of Indian plural culture.
- d. To appreciate the value of heritage.

### **Unit – I**

- I.** Archaeological and Literary Sources: Significance
- II.** Pre and Proto-History: Paleolithic, Mesolithic, Neolithic and Chalcolithic Culture-Features.
- III.** Indus Valley Civilization: Features and Decline.

### **Unit-II**

- I.** Vedic Times: Polity, Economy and Culture.
- II.** Second Urbanization: Causes.
- III.** Jainism, Buddhism: Teachings
- IV.** Janapadas, Mahajanapadas and the Rise of Magahda.

### **Unit-III**

- I.** Mauryan Empire: Polity and Decline.
- II.** Central Asian Contacts: Indo-Greeks, Saka-Parthians and Kushans-Impact.
- III.** Sangam Age: An Introduction
- IV.** Rise of Satvahanas

## Unit-IV

- I. Gupta Empire: Polity and Administration
- II. Harshavardhana: Samanta System and State of Buddhism.
- III. Rise of Regional Kingdoms: Pallavas, Chalukyas, Rashtrakutas and Cholas

## TUTORIALS (2 CREDITS; 30 HOURS)

### Tutorial-I:

- I. Debates/ Group discussions on select themes of the course
- II. Essay on any of the following:
  - A. Sculptures
  - B. Numismatics
  - C. Epigraphy
  - D. Artifacts

### Tutorial-II:

- I. Debates/ Group discussions on importance of historical sites
- II. Guided Heritage Walk: Visit and Report Writing on any of the archeological sites

## Suggested Readings

- F.R.A. Allchin and Allchin, B. 1995, *The Origins of a Civilization*. Delhi: Viking.
- Rajan Gurukkal, 2010, *Social Formations of Early South India*. New Delhi: Oxford University Press.
- D. N. Jha, 1998, *Ancient India: A Historical Outline*, New- Delhi.
- D.D. Kosambi, *An Introduction to the Study of Indian History* (Bombay, 1956).
- K.A. NilakantaSastri, *A History of South India* Oxford University of Press, 1967.
- R.S. Sharma, 2003, *Perspectives in Social and Economic History of Ancient India*, Delhi: Munshiram Manoharlal
- R. S. Sharma, 2005, *India's Ancient Past*, Oxford University Press.
- R.S. Sharma, *Aspects of Political Ideas and Institutions in Ancient India*, Mac Millan, New Delhi, 1983
- Upinder Singh, 2009. *A History of Ancient and Early Medieval India from the stone age to the 12th century*. Delhi: Pearson Longman.
- Romila Thapar, *Asoka and the Decline of the Mauryas*, Oxford University Press.
- Romila Thapar, *Early India*, Penguin Books, 2002.
- Romila Thapar, *Interpreting Early India*, Delhi, 1999. Oxford University Press

## **SEMESTERS-II**

**HS222J: HISTORY OF MEDIEVAL INDIA**

**THEORY (4 Credits: 60 HOURS**

**Course Overview**

**Credits: THEORY-4, TUTORIAL: 2)**

**Maximum Marks: 100, Minimum Marks:36**

The course discusses the establishment and expansion of Delhi Sultanate and subsequently the Mughal Empire. The Working of State and Administrative Structures are discussed in historical perspective. The engagement of State with people and mode of governance find due space. The antagonistic interest and unresolved conflict between monarchy and nobility is underscored to explain rise and fall of different dynasties and parties in Medieval India. The paper also explores the socio-economic forces that shaped the medieval milieu. The pivotal role played by Bhakti-Sufi traditions in the making of composite Indian cultures is accorded prominence.

As the paper unfolds, the historical discussion moves from North to South India where the rise and working of majestic Vijayanagara empire with flourishing economy is discussed. The Bahmani Kingdom that became the harbinger of Synthesis of Indo-Islamic culture finds its due space. The Rise of Marathas under Shivaji marks the beginning of resistance to Mughal rule culminating into the decline of the Mughal empire itself. The paper attempts to introduce the learners to changing contours of Medieval Indian history.

### **Course Learning Outcomes:**

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

- a. Engage with the medieval period in Indian History
- b. Develop an understanding of power relations and administrative structures
- c. Understand the negotiation between the monarchy and nobility that accounted for changes in polity and administrative mechanisms
- d. Evaluate the rise and working of supra-regional kingdoms and emergence of regional resistance to empires.
- e. Understand socio-economic forces that shaped the medieval ways of life

### **Unit – I**

- I. Foundation and Expansion of Sultanate
- II. Administration: Central and Provincial
- III. Agrarian Economy under Sultans

### **Unit-II**

- I. Vijayanagara Empire: State and Economy
- II. Bahmani Kingdom: Administration and Nobility
- III. Bhakti-Sufi Traditions: Main Teachings

### **Unit-III**

- I. Foundation and Consolidation of Mughal Empire
- II. Mughal Administration: Central and Provincial
- III. Agrarian system: Revenue Assessment and Collection

### **Unit-IV**

- I. Decline of Mughal Empire
- II. Medieval Architecture: Salient Features
- III. Rise of Marathas: Role of Shivaji

### **TUTORIALS (2 CREDITS; 30 HOURS)**

#### **Tutorial-I:**

- I. Debates/ Group discussions on select themes relevant to the course
- II. Towards the Making and Development of Heritage Museum: Collection of Artifacts

#### **Tutorial-II:**

- I. Debate/ group discussion on medieval architecture/ monuments
- II. Guided tour and report writing on any prominent Mughal garden/monument.

#### **Selected Readings**

- Burton Stein, 1989, *Vijaynagra*, Cambridge University press, Cambridge.
- Satish Chandra, 2003, *Medieval India*, Orient Blackswan, New Delhi.
- B.D Chattopadhyay, 1998, *The Making of Early Medieval India*, O.U.P., New Delhi.
- U. N. Day, 1959, *Administrative System of Delhi Sultanate*, Kitab Mahal, Allahabad.
- Michel Fisher, 2016, *A Short History of Mughal Empire*, London.
- Irfan Habib, 2008, *Medieval India-A Study of Civilization*, National Book Trust, New Delhi.
- Irfan Habib, *Agrarian System of Mughal India 1556-1707*, 2013, OUP, India.
- A. B. M Habibullah, 1945, *The Foundation of Muslim Rule in India*, Sh. Muhammad Ashraf, Lahore.
- Peter Jackson, 1999, *The Delhi Sultanate: A Political and Military History*, CUP, Cambridge.
- Nobru Krishma, 1992, *Towards a New Formation; South Indian Society Under Vijaynagra Rule*, Oxford University Press, New Delhi.
- K. A Nizami, 1961, *Some Aspects of Religion and Politics in the Thirteenth Century India*, AMU,
- K. A NilakantaSastri, 1955, *A History of South India*, Oxford University Press, London.
- Sunil Sharma, 2007, *The Emergence of Delhi Sultanate, 1192-1286*, Permanent Black, Ranikhet.
- H S.A.S. Rizvi, 1987, *The Wonder That was India, A Survey of the History of Culture of the Indian Sub-continent from the coming of Muslims to the British Conquest 1200-1700*, Vol. II, Sidwick & Jackson, London

## **SEMESTER-III**

**HS322J: HISTORY OF MODERN INDIA**  
**THEORY 4 Credits: 60 HOURS**

**Credits: THEORY-4, TUTORIAL: 2**  
**Maximum Marks: 100, Minimum Marks:36**

### **Course Overview:**

This course offers a comprehensive exploration of the history of modern India, covering the period from the inception of British rule in India till its demise in 1947. It examines the different historical processes that shaped the politico-economic and socio-cultural structures/ aspects of life during the colonial period and helps in developing among the learners a nuanced understanding of the functioning and impact of colonialism. How the British empire was reared and sustained and what were the different ways and methods through which the colonized responded to colonialism are critically analysed to broaden the historical imagination of the learners. Through well thought out tutorial and assignments an attempt is made to take the learners out of the classroom settings to promote experiential learning, appreciate the value of heritage and gather history from ground.

### **Course Learning Outcomes:**

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

- a. Develop proper understanding of the historical processes and dynamics that led to the establishment of British rule in India
- b. Understand the nature and purpose of British rule in India
- c. Develop a nuanced understanding of the different events and episodes in Modern India history by locating them [events/ episodes] in a space-time context.
- d. Appreciate the contribution of masses and leaders in the struggle for freedom

### **UNIT I**

- I. Foundation of British rule: Battle of Plassey; Battle of Buxar
- II. Expansion of British Empire: Subsidiary Alliance and Doctrine of Lapse
- III. Consolidation of British Empire: Orientalism and Utilitarianism

### **UNIT II**

- I. Economic Impact of British Rule
- II. Growth of Modern Education-Macaulay's Minute and Woods Dispatch
- III. Socio-Religious Reform Movements-Brahmo Samaj, Aligrah Movement and Arya Samaj

### **UNIT III**

- I. Revolt of 1857-Causes, Nature and Significance
- II. Indian National Congress-Role of Moderates and Extremists
- III. Muslim League- Foundation and Role
- IV. Gandhian Era: Non-Cooperation and Civil Disobedience Movement

## UNIT IV

- I. Major Constitutional Developments [ Acts of 1909, 1919 & 1935]: Salient Features
- II. Second World War and Indian Politics-Crips Mission and Quit India Movement
- III. Cabinet Mission and Mountbatten Plan
- IV. Freedom and Partition: Debate

## TUTORIALS (2 CREDITS; 30 HOURS)

### TUTORIAL I:

- I. Debates/Group discussions on select themes relevant to the course
- II. Biographical essay on any of the freedom fighters or social reformers of Modern India.

### TUTORIAL II:

- I. Debates/ Group discussions on any course relevant documentary/book/report of historical importance
- II. Guided visit to Archives and Report writing

### Selected Readings

- B.L. Grover, Advanced History of Modern India
- Thomas Metcalf; Ideologies of the Raj, 1997, Cambridge University Press, Cambridge
- B. Metcalf and T. Metcalf, Concise History of Modern India, 2001, Cambridge University Press, Cambridge.
- Sumit Sarkar, Modern Times (1880-1950's), 2014, Orient Blackswan, New Delhi
- Ishita Banerjee-Dube, A History of Modern India, 2014, CUP, India
- Seema Alavi, ed. 2002, *The Eighteenth Century in India*. New Delhi: Oxford University Press.
- Shekhar Bandyopadhyay, 2004, *From Plassey to Partition and After*. Orient Longman.
- Sugata Bose and Ayesha Jalal, 2004. *Modern South Asia*. Oxford University Press..
- Bipan Chandra, et. al, 1989. *India's Struggle for Independence*, New Delhi: Penguin Books India.
- Kenneth W Jones, 1994, *Socio-Religious Reform Movements in British India*, Cambridge: Cambridge University Press.



## **SEMESTER- IV**

### **HS422J1: HISTORY OF ANCIENT KASHMIR**

**Credits: Theory-03, Tutorial: 01**

#### **THEORY (3 Credits)**

#### **Course Overview:**

This course intends to familiarize the learners with the history of Ancient Kashmir. It attempts to explore the archaeology and history of Kashmir from the stone ages up to the 12<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.

#### **Learning Outcomes:**

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

- a. Understand the significance of various categories of sources for writing the history of ancient Kashmir
- b. Develop an understanding of the origin and growth of various cultures, civilizations, kingdoms and empires of ancient Kashmir.
- c. Know about the nature of relations between Kashmir and the neighbouring regions

#### **Unit-I**

- I. Sources: A Brief Survey
- II. Pre-Historic Kashmir: Paleolithic and Neolithic Cultures
- III. Indo-Greeks and Kushanas: Impact

#### **UNIT-II**

- I. Kashmir under Huns
- II. Karkotas, Utpalas and Loharas: Political and Administrative Developments
- III. Early Medieval Economy: Agriculture, Crafts and Trade

#### **UNIT-III**

- I. Kashmir as a Seat of Learning
- II. Position and Contribution of Women
- III. Religious Traditions: Naga, Buddhist and Trika Sivaism

## TUTORIALS (1 CREDITS)

### Tutorial:

- I. Debates/Group discussions on select themes relevant to the course
- II. Guided Heritage Walk: Visit and Report Writing on any of the prominent Ancient sites/ Monuments.

### Selected Readings:

- R. C. Agrawal, (1998). *Kashmir and its Monumental Glory*. New Delhi: Aryan Books International.
- P.N.K. Bamzai, (1962 (rep. 1973). *A History of Kashmir*. (2nd ed.). New Delhi: Metropolitan Book Co.
- M.A. Wani & Aman Ashraf, (2017), *Prehistory of Kashmir*, Oriental Publishing House, Srinagar.
- M.A. Wani & Aman Ashraf, (2023), *The Making of Early Kashmir: Intellectual Networks and Identity Formation*, Routledge, India.
- A. A Bandey, (2009 ). *Prehistoric Kashmir*. New Delhi: Dilpreet Publishing House.
- S.C. Ray, 1970, *Early History and Culture of Kashmir*, Munshiram Manoharlal, New Delhi.
- Krishna Mohan, 1981, *Early Medieval History of Kashmir*, Meharchand Lachmandas Pub. New Delhi.
- R. C Kak, (1933 (reprint 2002). *Ancient Monuments of Kashmir*. Srinagar: Gulshan Publishers.
- S. L. Shali, (1993). *Kashmir : History and Archaeology Through the Ages*. Delhi: Indus Publishing Company.
- M. A Stein, (1900 (reprint 1961). *Kalhana's Rajatarangini*. Delhi: Motilal Banarsidass.
- V.N. Drabu, *Kashmir Polity (600-1200 AD)*, Bahri Publications, New Delhi.

## SEMESTER-IV

**HS422J2: SOCIO-CULTURAL HISTORY OF ANCIENT INDIA Credits: THEORY-4, TUTORIAL: 2**  
**THEORY 4 Credits: 60 HOURS Maximum Marks: 100, Minimum Marks:36**

## Course Overview:

This is a specialized course discussing in detail the different aspects of social and cultural history of ancient India. Here the learners are made to understand the nature and functioning of different socio-cultural structures and their role in shaping the matrix of the society. It endeavors to employ different perspectives to develop a holistic understanding of the socio-cultural matrix of the time. The processes that facilitated the emergence of various religious traditions and dissenting voices are discussed in detail. Moreover, this course also underlines the valuable contributions made by Indians in the field of philosophy, science, mathematics and education. In particular, the course brings in focus the status and contribution of women during the period.

### Course Learning Outcomes:

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

- a.** Develop proper understanding of the socio-cultural structure of Ancient India
- b.** Understand the forces that shaped the socio-cultural matrix of the time under reference
- c.** Know the emergence and significance of different religious traditions
- d.** Appreciate the contribution made by Indian philosophers and women in different walks of life.

## Unit – I

- I. Perspectives on Ancient India Society: Colonial, National and Marxist
- II. Vedic Society: Varna, Jati, Pursaharthas and Samaskaras
- III. Vedic Religion

## Unit-II

- I. Non-Conformist Movements: Emergence, Philosophy and Impact
- II. Mauryas: Social Milieu and the Policy of Dhamma
- III. Post-Mauryan Developments: Impact on Society and Religion
- IV. Sangam Age: Socio-Cultural Developments

## Unit-III

- ## I. Gupta and Post-Gupta Times

- a. Social Change and Cultural Developments
- b. Religious Developments: Shaivism, Vaishnavism and Shakti Cult
- III. Development in Education and Language During Ancient India

#### Unit-IV

- I. Women in Ancient India
- II. Contribution of Indians to Philosophy, Science and Mathematics
- III. Art and Architecture: Buddhist and Brahmanic-Features

#### TUTORIALS (2 CREDITS; 30 HOURS)

##### Tutorial-I:

- I. Debates/ Group discussions on select themes relevant to the course
- II. Essay on any prominent monuments of Ancient India

##### Tutorial-II

- I. Review on any prominent work on Socio-Cultural history of Ancient India
- II. Screening and report on any authentic documentary on the history of Ancient India

##### Selected Readings:

- Atindra Nath Bose, *Social and Rural Economy of Northern India, 600 BC – 200 AD*, 2 Vols. Firma K. L. Mukhopadhyay, Calcutta, 1961.
- B.D Chattopadhyaya, *Aspects of Rural Settlements and Rural Society in Early Medieval India*, OUP, 2005
- B.D Chattopadhyaya, *The Making of Early Medieval India*. K.P Baghchi and co. 1995.
- D. N Jha, 1993, *Economy and Society in Early India*, Munshiram Manoharlal Publishers.
- D. N Jha, 1998, *Ancient India: A Historical Outline*, New- Delhi.
- D.N Jha, ed., *Society and Ideology in India, Essays in Honour of Professor R.S.Sharma*, 1996.
- B. N Luniya, *Evolution of Indian Culture*.
- B. N Luniya, *Life and Culture in Ancient India*
- N. Q Pankaj, *State and Religion in Ancient India*.
- A. J Rawal, *Indian Society, Religion and Mythology*
- S. S Raychaudry, *Socio-Economic and Cultural History of India*
- B.P. Sahu, 2006, *Iron and Social Change in Early India*. New Delhi: Oxford University Press
- R. S Sharma, 2003, *Perspectives in Social and Economic History of Ancient India*. Delhi: Munshiram Manoharlal.
- R.S Sharma, *Material Culture and Social Formations in Ancient India*, 1983.
- R.S Sharma, *The State and Varna Formation in the Mid-Ganga Plains*, Manohar Publications, New Delhi, 1996
- Ram Sharan Sharma, *Social Changes in Early Medieval India (c.AD 500-1200)*, 1969.

## **SEMESTER-IV**

**HS422J3: EECONOMIC HISTORY OF ANCIENT INDIA**

**Credits: THEORY-4, TUTORIAL: 2)**

**THEORY: 4 Credits: 60 HOURS**

**Maximum Marks: 100, Minimum Marks:36**

### **Course Overview:**

This course offers a thorough examination of the economic structures, trade practices, and other associated developments in ancient south Asia. With a focus on agrarian and non-agrarian economies, it investigates the economic structures, institutions, and factors that influenced the economies of ancient India. In this course, we also look at trade and commerce trends as well as India's economic ties to other contemporary civilizations. This entails researching trade routes, traded goods, exchange methods, and the effects of trade on the economy. Furthermore, this course sheds insight on the operation of the important economic institutions of ancient periods, such as guilds, marketplaces, and other economic organizations.

### **Course Learning Outcomes:**

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

- a. Develop a fair understanding of the key features, structures, and mechanisms of economic activities during ancient period.
- b. Gain insights into the agricultural practices in ancient India, including the types of crops grown, irrigation methods, and agricultural technologies employed.
- c. Acquire deeper knowledge of commodity composition and trade routes and trading practices trading practices that were prevalent during ancient India.
- d. Understand the forces that determined the contours of economic change during ancient India.

### **Unit-I**

- I. Stone Age Economies: Paleolithic, Mesolithic and Neolithic
- II. Indus Valley Civilization: Agriculture, Craft and Trade

### **UNIT-II**

- I. Vedic Economies: Continuities and Changes
- II. Second Urbanization: Agrarian expansion, Crafts and Trade

### **UNIT-III**

- I. Mauryan Economy: Agrarian and Non-Agrarian
- II. Post Mauryan Developments: Guild System and the Indo-Mediterranean Trade

### **UNIT-IV**

- I. Gupta Economy: Agriculture and Land grants, Craft production and Trade
- II. Economy under Cholas
- III. Perspectives on early Medieval Economy

## TUTORIALS (2 CREDITS; 30 HOURS)

### Tutorial-I:

- I. Debates/Group discussions on select themes relevant to the course
- II. Guided tour of Museums/ sites and report writing on objects of historical importance

### Tutorial-II:

- I. Debates/ Group discussions on prominent works on economic history of ancient India
- II. Mapping crafts of the locality and report writing on any prominent local craft in a historical perspective.

### Selected Readings

- R. Thurnwald, *Economics in Primitive Communities*, Oxford University Press, 1969.
- Romila Thapar, *Cultural Pasts*
- -----, *Essays in Early Indian History*, OUP, 2000.
- -----, *From Lineage to State*, OUP, 3rd impression, 1993.
- Marshall Sahlins, *Stone Age Economics*, Aldine De Gruyter/New York, 1972.
- R.S. Sharma, *Material and Cultural Formation in Ancient India*, Macmillan.
- -----, *Perspective in Social and Economic History of Early India*, Munshiram Manoharlal Publishers Pvt. Ltd. New Delhi, 1995.
- Romila Thapar, *Early India: From the Origin to AD 1300*, Penguin, 2002.
- Singh, Upinder. 2009. *A History of Ancient and Early Medieval India: From the Stone Age to the 12<sup>th</sup> Century*. Delhi: Pearson.
- Romila Thapar, *Asoka and the Decline of the Mauryas*, Oxford University Press
- Romila Thapar. *Black Gold: South Asia and Roman Maritime Trade*. South Asia, Vol. XV. No. 2. 1992

