

**Department of History
University of Kashmir**



**SYLLABUS
FOR
MASTERS IN HISTORY (NEP-2020)**

W.E.F ACCEADAMIC SESSION 2025



School of Social Sciences
P.G. Department of History
Programme: Masters in History
Syllabus Programme: Masters in History (NEP-2020)

Programme Description: The postgraduate programme in History is designed to provide students with a deep, critical, and expansive understanding of the past and its relevance to contemporary issues. The course equips students with advanced knowledge of historical developments across temporal, regional, and thematic dimensions—encompassing Indian, South Asian, global histories and regional histories. The programme emphasizes upon critical engagement with sources, methodological diversity, and theoretical reflexivity to enable the learners to explore a wide spectrum of topics, including political formations, social structures, economic transformations, cultural practices, environmental change, gender relations, and legal regimes—while engaging with Colonial, Nationalistic, Marxist, Subaltern, Postcolonial, and Postmodern perspectives.

In tune with the vision of New Education Policy this programme trains students in historical methods, including archival research, oral history, ethnography, and digital humanities, archaeology and fosters the ability to read across disciplinary boundaries by integrating insights from the social sciences, environmental studies, and cultural theory. Through seminars, fieldwork, and research projects, students learn to handle a variety of sources—textual, visual, material, oral, and digital—and critically examine their production, circulation, and silences. The course also foregrounds the ethical dimensions of historical inquiry and the historian's responsibility in producing socially relevant and inclusive knowledge.

Programme Learning Outcomes (PLO's)

- ✓ **PLO1.** Acquire comprehensive knowledge of key historical periods, themes, and processes across South Asian, regional and global contexts, with a strong understanding of key debates and theoretical approaches.
- ✓ **PLO2.** Integrate insights from allied disciplines to enrich historical understanding and analyze diverse schools of historiography—from classical to postcolonial—and engage critically with how historical knowledge has been produced, contested, and revised over time.
- ✓ **PLO3.** Interpret and critique diverse historical sources (archival, textual, oral, visual, material, digital) with attention to context, bias, silences, and power dynamics, applying rigorous methods of source criticism and historical analysis to develop source-based, evidence-driven historical arguments.
- ✓ **PLO4.** Understand transregional phenomena such as imperialism, capitalism, revolutions, migrations, and pandemics and situate local and national histories within the wider dynamics of world history.
- ✓ **PLO5.** Develop historical imagination and critical understanding of historical continuity and transformation across temporal scales—Ancient, Medieval, Colonial, and Post-Colonial—enabling students to trace long-term social, political, cultural, and economic processes, interrogate periodization and rupture, and situate present realities within deeper historical trajectories.
- ✓ **PLO6.** Understand the relevance of historical thinking in contemporary social and political issues, and employ methods drawn from oral history, ethnography, microhistory, memory studies, and digital humanities etc. to reconstruct voices, experiences, and events that are often marginalized in conventional historical narratives.
- ✓ **PLO7.** Frame researchable questions, conduct independent investigations, and produce original contributions to historical knowledge, and recognize the ethical responsibilities of the historian, including sensitivity to silenced voices, archival absences, power relations in knowledge production, and the need for inclusive, plural, and socially engaged historical narratives.



School of Social Sciences
P.G. Department of History
Programme: Master in History

SEMESTER-I

Course Code	Tittle of the Course	Type of Course	Credits	Max. Marks (Internal)	Max. Marks Extern al
MHSTCAI125	Ancient India-I	CORE	4	28	72
MHSTCAI125	Medieval India-I	CORE	4	28	72
MHSTCHM125	History of Modern India-I	CORE	4	28	72
MHSTCAK125	ANCIENT KASHMIR	CORE	3	21	54
MHSTCWH125	WORLD HISTORY-I	CORE	3	21	54
MHSTCHG125	HISTORIOGRAPHY-I	CORE	3	21	54
MHSTDLA125	1. UNEARTHING THE PAST: LITERARY AND ARCHAEOLOGICAL SOURCES OF ANCIENT INDIA	DCE (Student has to opt one)	3	21	54
MHSTDMS125	2. SOURCES OF MEDIEVAL INDIA				
MHSTDMS125	3. READING THE PAST: SOURCES OF MODERN INDIA				
Total Credits			24	600	



SEMESTER-II

Course Code	Tittle of the Course	Type of Course	credits	Max. Marks CIA	Max. Marks External
MHSTC AN225	ANCIENT INDIA-II	CORE	4	28	72
MHSTCME 225	MEDIEVAL INDIA-II	CORE	4	28	72
MHSTCHI 2 25	HISTORY OF MODERN INDIA-II	CORE	4	28	72
MHSTCMK 225	MEDIEVAL KASHMIR	CORE	3	21	54
MHSTCWO 225	WORLD HISTORY-II	CORE	3	21	54
MHSTCFW 225	FIELD WORK	CORE	3	21	54
MHSTDRE2 25	RESEARCH ETHICS	DCE (Student has to opt one))	3	21	54
MHSTDSK2 25	SOURCES OF MODERN KASHMIR				
Total Credits		24	600		



SEMESTER-III

Course Code	Tittle of the Course	Type of Course	Credits	Max. Marks CIA	Max. Marks External
MHSTCAT325	ANCIENT INDIA-III	CORE	4	28	72
MHSTCSE325	SOCIETY AND ECONOMY IN MEDIEVAL INDIA	CORE	4	28	72
MHSTCIP325	INDIAN NATIONAL MOVEMENT AND POST-INDEPENDENCE ERA (1885-1964)	CORE	4	28	72
MHSTCMD325	MODERN KASHMIR	CORE	3	21	54
MHSTCWD325	WORLD HISTORY-III	CORE	3	21	54
MHSTCHT325	HISTORIOGRAPHY-II	CORE	3	21	54
MHSTDHA325	1. HISTORICAL METHODS: INTERDISCIPLINARY APPROACHES AND EMERGING PRACTICES	DCE (Student has to opt one))	3	21	54
MHSTDDM325	2. HISTORICAL METHOD: DECODING ANCIENT TEXTS AND MATERIAL CULTURE				
Total Credits			24	600	



DEPARTMENT OF HISTORY, UNIVERSITY OF KASHMIR

SEMESTER-IV

(CW+R)

Course Code	Tittle of the Course	Type of Course	Credits	Max. Marks CIA	Max. Marks External
MHSTPDI ₄₂₅	PROJECT DISSERTATION	DISSERTATION	20	140	360
MHSTPDI ₄₂₅	1. THE HISTORIAN’S CRAFT: MEMORY, ORAL HISTORY AND MICROHISTORIES	DCE (Students has to opt One)	4	28	72
	2. ARCHAEOLOGY—THEORY AND METHOD				
	3. HISTORICAL METHOD AND MEDIEVAL INDIAN HISTORY				
TOTAL CREDITS	24			600	

SEMESTER-IV

(CW+CW)

COURSE CODE	Tittle of the Course	Type of Course	Credits	Max. Marks CIA	Max. Marks External
MHSTCTA ₄₂₅	Themes in Ancient India	CORE	4	28	72
MHSTCTM ₄₂₅	Themes in Medieval India	CORE	4	28	72
MHSTCTI ₄₂₅	Themes in Modern India	CORE	4	28	72
MHSTDTW ₄₂₅	Themes in World History	CORE	4	28	72
MHSTD _{TM} 425	Themes in Modern Kashmir	CORE	4	28	72
MHSTDHC ₄₂₅	The Historian’s Craft: Memory, Oral History, Microhistory	DCE (Student has opt to One)	4	28	72
MHSTDAT ₄₂₅	Archaeology—Theory And Method				
MHSTDHM ₄₂₅	Historical Method And Medieval Indian History				
TOTAL CREDITS				600	



School of Social Sciences
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SEMESTER-I

Course Code	Tittle of the Course	Type of Course	Credits	Max. Marks (Internal)	Max. Marks External
MHSTCAI125	Ancient India-I	CORE	4	28	72
MHSTCAI125	Medieval India-I	CORE	4	28	72
MHSTCHM125	History of Modern India-I	CORE	4	28	72
MHSTDAK125	Ancient Kashmir	CORE	3	21	54
MHSTDWH125	World History-I	CORE	3	21	54
MHSTDHG125	Historiography-I	CORE	3	21	54
MHSTDLA125	Unearthing The Past: Literary And Archaeological Sources Of Ancient India	DCE (Student has to opt one)	3	21	54
MHSTDMS125	Sources Of Medieval India				
MHSTDSI125	Reading The Past: Sources Of Modern India				
Total Credits			24	600	



School of Social Sciences

Department of History

Programme: Masters in History

Syllabus Programme: Masters in History (NEP-2020)

Semester –I

Course Code: Title
(MHSTCAI125, Ancient India-I)

Credits: 04; Total Contact Hrs. 60
Max. Marks: 100

Course Description:

This course explores the early history and archaeology of the Indian subcontinent from the Stone Ages to the Persian and Macedonian invasions. It covers stone-age cultures, tool technologies, subsistence patterns, the introduction of iron, Vedic culture, and the rise of the Second Urbanization. It also examines religious dissent, early political developments (6th –4th century BCE), and the impact of foreign invasions on ancient India.

Course Learning Outcomes: After the completion of this course, the students will be able to:

CLO1: Critically examine early human societies in the Indian subcontinent by analysing archaeological evidence of Palaeolithic and Neolithic life, including subsistence patterns, technological innovations, and symbolic expressions such as rock art.

CLO2: Assess the emergence and features of Chalcolithic and Harappan cultures, with an emphasis on urban planning, economy, belief systems, and the causes of decline of the Indus Valley Civilization.

CLO3: Interpret the socio-economic and political developments of the Vedic period, including the impact of iron technology and cultural transitions marked by OCP and PGW phases.

CLO4: Evaluate the processes of state formation, religious developments, and economic changes during the period of Mahajanapadas and Second Urbanisation, while understanding the implications of foreign invasions.

Unit I.

- A. Perceptions of the Past
- B. Palaeolithic Hunter-Gatherers: Tools, Sites, Subsistence
- C. The Mesolithic Transition; Symbolism, Rock Art
- D. Neolithic Cultures: Beginnings of Farming, Mehrgarh and its significance; Ash Mounds of South India

Unit II.

- A. Chalcolithic Cultures: Antecedents to the Harappan Culture
- B. Indus Valley Civilization: Chronology, Sites, distribution and belief system
- C. Economy: Agriculture, Arts and Crafts, Trade; Decline

**Unit III.**

- A. Vedic Society and Culture: Continuity and changes
- B. Vedic Polity and Economy;
- C. Introduction of Iron and its Impact: Debate; OCP, PGW cultures

Unit IV.

- A. Janapadas and Mahajanapadas; Rise of Magadha
- B. Jainism, Buddhism and Ajivikism—Emergence and Philosophy
- C. Second Urbanisation: Society and Economy
- D. The Persian and Macedonian Invasions

CLO-PLO Matrix for the course

UNIT-WISE CLOs	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	Average (CLO)
1	3	3	3	2	3	2.5	3	2.78
2	3	3	3	2	3	3	3	2.85
3	2	2	3	3	3	3	3	2.71
4	3	3	3	3	3	3	3	3
Average (PLO)	2.75	2.75	3	2.5	3	2.87	3	2.41

Selected Readings:

- Agrawal, D. P., & Chakrabarti, D. K. (Eds.). (1979). *Essays in Indian protohistory*. Delhi: B.R. Publishing Corporation.
- Allchin, F. R., & Allchin, B. (1995). *Origins of a civilization: The prehistory and early archaeology of South Asia*. New Delhi: Viking.
- Chakrabarti, D. K. (1990). *The external trade of the Indus Civilization*. New Delhi: Munshiram Manoharlal.
- Gurukkal, R. (2010). *Social formations of early South India*. New Delhi: Oxford University Press.
- Jha, D. N. (1998). *Ancient India: In historical outline*. New Delhi: Manohar Publishers.
- Kosambi, D. D. (1956). *An introduction to the study of Indian history*. Bombay: Popular Book Depot.
- Lahiri, N. (Ed.). (2000). *The decline and fall of the Indus Civilization*. Delhi: Permanent Black.
- Majumdar, R. C. (1952). *Ancient India*. Delhi: Motilal Banarsidass.
- Mathpal, Y. (1974). *Prehistoric Indian rock paintings*. Delhi: Oxford University Press.
- Ratnagar, S. (1991). *Enquiries into the political organization of Harappan society*. Pune: Ravish.
- Ratnagar, S. (2001). *Understanding Harappa: Civilization in the Greater Indus Valley*. New Delhi: Tulika Books.
- Ratnagar, S. (1981). *Encounters: The westerly trade of the Harappa civilization* (2nd ed.). New Delhi: Oxford University Press



- Sastri, K. A. N. (1955). *A history of South India: From prehistoric times to the fall of Vijayanagar*. New Delhi: Oxford University Press.
- Sharma, R. S. (2006). *India's ancient past*. New Delhi: Oxford University Press.
- Singh, U. (2024). *A history of ancient and early medieval India: From the Stone Age to the 12th century*. New Delhi: Pearson Education India. 2nd edition
- Thapar, R. (1990). *A history of India*. London: Penguin Books.
- Thapar, R. (1994). *Interpreting early India*. New Delhi: Oxford University Press.
- Thapar, R. (2003). *The Penguin history of early India: From the origins to AD 1300*. New Delhi: Penguin Books.
- Roy, K. (1994). *The emergence of monarchy in North India: Eighth–fourth centuries B.C., as reflected in the Brahmanical tradition*. New Delhi: Oxford University Press.
- Tripathi, V. (1976). *The Painted Grey Ware: An Iron Age culture of northern India*. Delhi: Concept Publishing Company.
- Tripathi, V. (2001). *The age of iron in South Asia: Legacy and tradition*. Delhi: Aryan Books International.
- Sahu, B. P. (Ed.). (2006). *Iron and social change in early India*. New Delhi: Oxford University Press.
- Basham, A. L. (1951). *History and doctrines of the Ajivikas: A vanished Indian religion*. London: Luzac & Co.
- Ray, H. P. (2007). *Memory as history: The legacy of Alexander in Asia*. New Delhi: Aryan Books International



School of Social Sciences

Department of History

Programme: Masters in History

Syllabus Programme: Masters in History (NEP-2020)

Semester –I

Course Code: Title
(MHSTCAI125, Medieval India I)

Credits: 04; Total Contact Hrs. 60
Max. Marks: 100

Course Description:

The course discusses diverse primary sources and contemporary historiography to understand how authority was imagined, articulated and manifested. The course familiarizes the students about the administrative structure of polities, and institutional innovations. The course attempts to critically evaluate the role of ideologues in shaping political thought and legitimizing or contesting state authority. Due space has been given to regional and supra-regional political formation to make the course inclusive.

Course Learning Outcomes: After the completion of this course, the students will be able to:

CLO1: Evaluate the nature and working of political and administrative structure in Delhi Sultanate.

CLO2: Appreciate the nuances of religious and devotional movements during medieval period.

CLO3: To analyse the dynamics of kingship, nobility, and statecraft, highlighting cooperation, conflict, and the development of governance in medieval India.

CLO4: Trace out the emergence of regional powers and their contribution in medieval Indian history.

Unit I

- A. Sources: An Introductory Overview
- B. Delhi Sultanate: Foundation and Territorial Conquests.
- C. Administrative Apparatus of Sultanate.

Unit II

- A. Kingship and Nobility: Cooperation and Conflict
- B. Statecraft and Authority.
- C. War and Diplomacy on North-Western Frontier

Unit III

- A. Sufism in India: Shrines and evolution of Composite Culture



B. Bhakti Movement: Nature and Contribution.

Unit IV

A. Vijayanagara Empire: Foundation, Nature of State, Role of Raya and Nayakas

B. Bahamani Kingdom: Establishment, Role of Mahmud Gawan, Culture.

CLO-PLO Matrix for the course

UNIT-WISE CLOs	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	Average (CLO)
1	3	3	3	2	3	2.5	3	2.78
2	3	3	3	2	3	3	3	2.87
3	3	3	3	3	3	3	3	3
4	2	3	3	3	3	3	3	2.85
Average (PLO)	2.75	3	3	2.5	3	2.87	3	2.87

Selected Readings:

- Chattopadhyay, B. D., 1998. *The Making of Early Medieval India*, New Delhi, Oxford University Press.
- Chand, Tara, 1963. *Influence of Islam on Indian Culture*, Allahabad, Indian Press.
- Day, U. N., 1959. *Administrative System of Delhi Sultanate 1206-1413*, Allahabad, Kitab Mahal.
- Flatt, Emma J., 2019. *The Courts of the Deccan Sultanates: Living Well in the Persian Cosmopolis*, Cambridge University Press.
- Habib, Mohammad & Nizami, K.A. 1982. *A Comprehensive History of India, Vol. 5*, New Delhi, Peoples Publishing House.
- Habibullah, A. B. M., 1961. *The Foundation of Muslim Rule In India*, Allahabad, Central Book Depot.
- Hamadani, Aga Hussain, 1992. *North Western Frontier Polity of Sultans of Delhi*, New-Delhi, Atlantic Publishers.
- Jackson, Peter, 1999. *The Delhi Sultanate: A Political and Military History*, Cambridge University Press.
- Jackson, Peter, 2024. *From Genghis Khan to Tamerlane: The Reawakening of Mongol Asia*, Yale University Press.
- K. A. Nizami, K. A. 2002. *Some Aspects of Religion and Politics in 13th Century India*, New Delhi, Oxford University Press.
- Karashima, Nobru, 1992. *Towards a New Formation; South Indian Society under Vijaynagra Rule*, New Delhi, Oxford University Press.
- Kumar, Sunil, 2007. *The Emergence of Delhi Sultanate*, New Delhi, Permanent Black.
- Lal, K. S. 1987. , *History of Khaljis*, New Delhi, Manohar Publications.
- Nigam, S.B. P., 1968. *Nobility under the Sultans of Delhi*, Manohar Publications.
- Rizvi, S. A. A., 1994. *History of Sufism in India. Vol. 2*. New, Delhi, Manohar.



- Sastri, Nilakanta, 1997. *A History of South India*, New Delhi, Oxford University Press.
- Sharma, Krishna, 1987. *Bhakti and the Bhatki Movement-A New Perspective*, New Delhi, Manohar Publications.
- Sharma, Sunil, *Amir Khusrau: The Poet of Sultans and Sufis*
- Siddiqui, I. H. 2006. *Authority and Kingship Under the Sultans of Delhi: (thirteenth-Fourteenth Centuries)*, Manohar Publishers.
- Singh, Vipul, 2009. *Interpreting Medieval India*, Vol.I, New Delhi, Macmillian Publishers.
- Stein, Burton, 1990. *The New Cambridge History of India: Vijayanagara*. Vol. 1. Cambridge University Press.
- Stein, Burton, 1995. *Peasant State and Society in Medieval South India*, New- Delhi, Oxford University Press.
- Tripathi, P. P. *Some Aspects of Muslims Administration*, Allahabad, The Indian Press.



School of Social Sciences

Department of History

Programme: Masters in History

Syllabus Programme: Masters in History (NEP-2020)

Semester –I

Course Code: Title
(MHSTCHMI125, History of Modern India-I)

Credits: 04; Total Contact Hrs. 60
Max. Marks: 100

Course Description:

This course is designed to offer an understanding of the historical processes that led to the establishment of British rule in India. The beginning of colonialism is situated in the context of the 18th century developments in the Indian sub-continent and learners are acquitted with conventional and alternative perspectives for the understanding of modern India. How the British justified empire building in India and which ideologies and institutions guided their rule are discussed in detail. While recognizing the agency of the colonized, this course also offers a detailed discussion on the causes, nature and forms of resistance against British colonialism. Nevertheless, the course discusses the construction, theory and practices of indirect rule in India to make the learners understand and appreciate the multifarious forms of British colonialism- its varied manifestations- in South Asia. Princely India/ order is also used as analytical category to understand the functioning of colonialism from a regional standpoint which the British openly described as its counter image, alibis of the empire.

Course Learning Outcomes: After the completion of this course, the students will be able to:

CLO1: Develop a nuanced understand of the different perspectives on modern Indian history and have knowledge of the different political developments that resulted in the foundation of British rule in India

CLO2: Know about the ideologies and processes employed by the British to justify, legitimate and secure their rule in India.

CLO3: Understand the causes and nature of discontent in British India and the ways and means through which the colonized responded to the colonizer.

CLO4: Develop a fair understanding of Indirect rule in India, its theory and practice and the shifting relationship between British and the princes and Indian National Movement and the Princely States

Unit I

- A. Approaches Towards the Understanding of Modern Indian History
- B. Eighteenth Century India: Polity; Emergence of Regional Powers



C. Foundation of British Rule: Debate

Unit II

A. Consolidation of the Empire:

- I. Imperial Ideologies of Governance: Orientalism, Liberalism and Paternalism
- II. Colonial Law and Civil Services

B. Parliament and the Empire: Constitutional Development (1773-1853)

C. Foreign and Frontier Policy

Unit III.

A. Peasant and Tribal Uprisings: Causes and Nature

B. Revolt of 1857: Causes, Nature and Significance

C. Transition to Crown Raj and the New Administrative Set up

Unit. IV.

A. Indirect Rule in India: Theory and Practice

B. Princes and British Imperialism

C. Reforming the Princely States: Administrative Modernization

CLO-PLO Matrix for the course

UNIT-WISE CLOs	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	Average (CLO)
1	3	3	3	3	3	3	3	3
2	3	3	3	2	3	3	3	2.85
3	3	2	3	3	3	3	3	2.71
4	3	3	3	3	3	3	3	3
Average (PLO)	3	2.75	3	2.5	3	2.87	3	2.87

Suggested Readings:

- Alavi, Seema, ed. 2002, The Eighteenth Century in India. New Delhi: Oxford University Press.
- Asher and Talbot, 2006, India Before Europe, Cambridge University Press.
- Bandyopadhyay, Shekhar, 2004, From Plassey to Partition. Orient Longman.
- Bose, Sugata and Jalal, Ayesha. 2004. Modern South Asia. Oxford University Press.
- Cain, P. J and A.G Hopkins, 1993, British Imperialism: Innovation and Expansion, 1688- 1914. London and New- York: Longman.
- Chabbra, G.S., 1962, Advanced Study in the History of Modern India. Sharanjit Books.



- Cohn, Bernard, 1966, Colonialism and its forms of Knowledge, Oxford University Press.
- Desai, A. R., 1979, Peasant Struggles in India. Bombay: Oxford University Press.
- Dutt, R.C., 1956, Economic History of India under Early British Rule, London.
- Dutt, R.P. 1949, India Today, Bombay
- Fisher, Michael, 1993, Introduction to the Politics of the British annexation of India, 1757-1857. Delhi: Oxford University Press.
- Gandhi, Rajmohan, 2009, Tale of Two Revolts, Penguin Books India.
- Ghosh, S. C., 1995, The History of Education in Modern India, 1757-1986. Hyderabad: Orient Longman.
- Guha, Ranajit, 1994, Elementary Aspects of Peasant Insurgency in Colonial India. Delhi: Guha, Ranajit, ed., 1997,
- Habib, Irfan, 1995, Essays in Indian History Towards Marxist Perception, Tulika Books.
- Howa, Stephen, ed., 2009, Imperial Histories Reader, London; Routledge
- Husain, Iqbal, ed., 2006, Karl Marx on India, Tulika Books
- Inden, Ronald, 1981, Imagining India, Oxford: Clarendon Press.
- Jones, Kenneth W., 1994, Socio-Religious Reform Movements in British India.
- Kumar, Dharma, ed., 1982. Cambridge Economic History of India, vol.2. Cambridge: Cambridge
- Ludden, David, Reading Subaltern Studies, Permanent Black.
- Marshall, P.J. ed., 2003, The Eighteenth Century in Indian History- Evolution or Revolution. Oxford University Press.
- Marshall, P.J., 2005, The Making and Unmaking of Empires, Oxford University Press.
- Metcalf, Barbara and Metcalf, Thomas, 2006, A Concise History of Modern India, Cambridge University Press.
- Metcalf, Thomas, 1971, Modern India, Macmillan Company.



School of Social Sciences

Department of History

Programme: Masters in History

Syllabus Programme: Masters in History (NEP-2020)

Semester –I

Course Code: Title
(MHSTCAK125, Ancient Kashmir)

Credits: 03; Total Contact Hrs. 45
Max. Marks: 75

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 learner 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.

Course Learning Outcomes: After the completion of this course, the students will be able to:

CLO1: Interpret the relationship between material culture, environmental change, and external influences in shaping the prehistoric and early historic lifeways of Kashmir.

CLO2: Critically examine the evolution of state formation, dynastic transitions, and economic organization in early medieval Kashmir, particularly under the Karkotas, Utpalas, and Loharas.

CLO3: Evaluate the intersections of gender, religious ideologies, and architectural developments in early Kashmir, with an emphasis on diverse belief systems and their societal roles.

UNIT I.

- A. Material Culture and Historical Imagination
- B. From Lake to Landform: Paleo-environment & Landscape
- C. Prehistoric Lifeways: Palaeolithic, Neolithic and Megalithic Phases: site distribution, tools and socio-economic practices
- D. Cross-Cultural Currents: Indo-Greek and Kushana Presence in Kashmir

UNIT II.

- A. Kashmir under the Hunas: Dynamics of Political Transition
- B. Formation of Early Medieval State in Kashmir under the Karkotas
- C. Dynastic Transition and Political Developments under the Utpalas and Loharas



D. The Economic Foundations of Early Medieval Kashmir: Agricultural Surplus, Craft Production and Trade Networks

UNIT III.

- A. Gender and Power: The Social and Political Position of Women in Early Kashmir
- B. Between Ritual and Philosophy: Naga, Buddhist, and Trika Shaivism in Early Kashmir
- C. Evolution of Religious Architecture in Ancient Kashmir

CLO-PLO Matrix for the course

UNIT-WISE CLOs	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	Average (CLO)
1	3	3	3	2	3	2.5	3	2.78
2	3	3	3	2	3	3	3	2.85
3	2	2	3	3	3	3	3	2.71
Average (PLO)	2.75	2.75	3	2.5	3	2.87	3	2.41

Suggested Reading:

- Agrawal, D. (1992). *Man and Environment in India through the Ages*. New Delhi: Books and Books.
- Agrawal, D. P. (1982). The Kashmir Karewas--A Multidisciplinary Perspective. *Man and Environment*, VI, 1-4.
- Agrawal, D. P., Dodia, R., Kotali, B. S., Razdan, H., & Sahni, A. (1990). The Plio-Pleistocene Geologic and Climatic Record of the Kashmir Valley. *Man and Environment*, XV (1), 57-71.
- 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.
- Bandey, A. A. (2004-2005). The Plastic Art of Ancient Kashmir: History and Chronology. *The Journal of Central Asian Studies*, XV (1), 63-76.
- Bhan, J. L. (1986). Tile-A Vital Link. in G. M. Buth (Ed.), *Central Asia and Western Himalayas--A Forgotten Link* (pp. 43-50). Jodhpur: Scientific Publishers.
- Bisht, R. S. (1986). Reflection on Burzahom and Semthan Excavations and Later Mythological periods in Kashmir valley. in G. M. Buth (Ed.), *Central Asia and Western Himalayas- A Forgotten Link* (pp. 51-58). Jodhpur: Scientific Publishers.
- Cunningham, A. (1848, September). An essay on the Arian Order of Architecture, as exhibited in the temples of Kashmir. *Journal of the Asiatic Society* , 241-327.
- Deambi, B. K. (n.d.). Kushana Conquest of Ki-Pin and Ladakh. *Journal of Central Asian Studies*, 69-79.
- Fabri, C. (1955). Akhnur Terracottas. *Marg*, VIII (2), 53-64.



- Fisher, R. E. (1989). Stone Temples. in P. Pal (Ed.), *Art and Architecture of Ancient Kashmir* (pp. 29-40). Bombay: Marg Publishers.
- Fisher, R. E. (1989). The Enigma of Harwen. in P. Pal (Ed.), *Art and Architecture of Ancient Kashmir* (pp. 1-16). Bombay: Marg Publications.
- Ganhar, J. N., & Ganhar, P. N. (1956). *Buddhism in Kashmir & Ladakh*. Delhi: Munshiram Manoharlal.
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- M.A. Shah & Lone, Abdul Rashid. (2021). Semthan: A Hellenistic Post in Kashmir Himalaya. *STUDIA HERCYNIA*. Charles University, Prague. Vol. 25, No.2, Pp.136 -149.
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- Lone, Abdul Rashid. (2017). The Art and Archaeology of Early Historic Harwan. in *Indian Journal of Archaeology* (Vol. 2, No.4). pp. 514-523.
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- Sahni, D. R. Pre-Muhammadan Monuments of Kashmir. in *Annual Report 1915-1916* (pp. 49-78). Delhi: Archaeological Survey of India.
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- Siudmak, J. (2013). *The Hindu-Buddhist Sculpture of Anceint Kashmir and its Influences*. Leiden: BRILL.
- Stein, M. A. (1900 (reprint 1961). *Kalhana's Rajatarangini*. Delhi: Motilal Banarsidass.
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DEPARTMENT OF HISTORY, UNIVERSITY OF KASHMIR

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School of Social Sciences

Department of History

Programme: Masters in History

Syllabus Programme: Masters in History (NEP-2020)

Semester –I

Course Code: Title
(MHSTCWH125, World History-I)

Credits: 03; Total Contact Hrs. 45
Max. Marks: 75

Course Description:

This course offers a comprehensive survey of world history from the dawn of human civilization to the 14th century. It traces the emergence and development of major civilizations examining their social structures, political systems, economic foundations, cultural achievements, and belief systems. The course also examines global interactions through trade, migration, conflict, and cultural exchange. Key themes include the formation and collapse of empires, technological innovations, intellectual and artistic developments, and the evolving relationships between people and their environments. By engaging with a variety of historical sources, students will develop critical thinking, research, writing, and presentation skills. Through collaborative and individual activities, they will learn to interpret historical evidence, understand multiple perspectives, and connect the past to the present.

Expected Learning Outcomes: after the successful compilation of the course learners are expected to:

CLO1: Analyse the interconnectedness and diversity of major civilizations

CLO2: Explain the Socio-Religious and economic development West Asia and Europe

CLO3: To analyse the major challenges and transformative forces of the High Middle Ages in Europe

UNIT-I

- A. Mesopotamian Civilization: Emergence And Main Features
- B. Nile Civilization: Main Features
- C. Classical Greece: Polity And Economy
- D. Roman Civilization And Early Christianity

UNIT-II

- A. Rise And Spread Of Islam
- B. Islamic Civilization: Advancements In Science, Mathematics And Philosophy



C. Feudalism In Europe: Emergence And Features

UNIT-III

A. High Middle Ages In Europe: Black Plague, Church, Society And Crusades,

B. Decline Of Feudalism: Debate

C. Rise Of Monarchs And Growth Of Towns And Trade

CLO-PLO Matrix for the course

UNIT-WISE CLOs	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	Average (CLO)
1	3	3	3	2	3	2.5	3	2.78
2	2	2	3	3	3	3	3	2.71
3	3	3	3	3	3	3	3	3
Average (PLO)	2.75	2.75	3	2.5	3	2.87	3	2.41

Suggested Readings

- Roger B. Beck, Et al. (2010) *World History: Patterns of Interaction*, McDougal Little.
- F. Braudalle, (1995), *The History of Civilization*, London: Penguins
- Bradley, K. (1994). *Slavery and Society at Rome*, Cambridge: Cambridge University Press,
- Brunt, P.A. (1966). “*The Roman Mob*,” *Past and Present*, London: David Books.
- Scarre, C. and B. Fagan. (2008). *Ancient Civilisations*. New Jersey: Pearson.
- Anderson, P. (1988). *Passages from Antiquity to Feudalism*. London and New York: Verso
- Cipolla, C. (Ed.) (1972). *The Fontana Economic History of Europe*, Volume I, The Middle Ages, Collins/Fontana Books
- Merrington, J. (1978) “*Town and Country in the Transition to Capitalism*”, in R.H. Hilton (Ed.), *The Transition from Feudalism to Capitalism*. London: Verso.
- Berkey, J. (2002). *The Formation of Islam. Religion and Society in the Near East, 600– 1800*, Cambridge: Cambridge University Press.
- Crone, P. (1999). “*The Rise of Islam in the World.*” in Francis Robinson and Ira M. Lapidus (Ed.), *The Cambridge Illustrated History of the Islamic World*, Cambridge: Cambridge University Press.
- M.M. Postan (Ed.), *The Cambridge Economic History of Europe*, Volume 1. Cambridge: Cambridge University Press.
- Donner, F.M. (2010). *Muhammad and the Believers at the Origins of Islam*. Harvard: Harvard University Press.
- Donner, F.M. ed. (2016). *The Expansion of the Early Islamic State*, London and New York: Routledge.



DEPARTMENT OF HISTORY, UNIVERSITY OF KASHMIR

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- Perry, Marvin, (1990) *Western Civilization: A Brief Survey*, Houghton Company, Boston.
- Bruns & Burns, (1995) *Western Civilization, Vol-I*, Penguin, London.



School of Social Sciences

Department of History

Programme: Masters in History

Syllabus Programme: Masters in History (NEP-2020)

Semester –I

Course Code: Title
(MHSTCHG125, Historiography-I)

Credits: 03; Total Contact Hrs. 45
Max. Marks: 75

Course Description:

The course discusses the evolution of history writing from the ancient to modern period. The contribution of different schools to development of history writing is critically elaborated. The course creates resonance between the development of philosophy, knowledge system and history writing across ages. The course offers a comprehensive view of theoretical side of history as an academic discipline.

Course Learning Outcomes: After the completion of this course, the students will be able to:

CLO1: Appreciate the role played by civilizations in preserving and documenting history

CLO2: Understand the development of critical rational and scientific history.

CLO3: Analyse the theoretical, Ideological and methodological advancements in history writing.

Unit-I:

- A. Greek-Roman Historiography.
- B. Christian Historiography.
- C. Muslim Historiography with Special Reference to Ibn-e- Khaldun.

Unit-II:

- A. Renaissance Historiography.
- B. Scientific Revolution – Impact on History Writing.
- C. Enlightenment Historiography: Vico's Contribution.
- D. Romanticist Historiography.

Unit-III:

- A. Positivism: Ranke and Comte.
- B. Historicism: Introduction and Features.
- C. Materialistic Interpretation of History.

**CLO-PLO Matrix for the course**

UNIT-WISE CLOs	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	Average (CLO)
1	3	3	3	2	3	2.5	3	2.78
2	3	3	3	2	3	3	3	2.85
3	3	3	2	3	3	3	3	2.85
Average (PLO)	3	3	2.5	2.5	3	2.87	3	2.41

Suggested Readings:

- Bentley, M. (ed.), 1997. *Companion to historiography*. London: Routledge.
- Branes, H.E., 1962. *A history of historical writing*. New York: Dover Publications.
- Braudel, F., 1982. *On history*. Chicago: University of Chicago Press.
- Collingwood, R.G., 1946. *The idea of history*. Oxford: Oxford University Press.
- Gooch, G.P., 1952. *History and historians of the nineteenth century*. London: Longmans Green.
- Spalding, R. and Parker, C., 2007. *Historiography: An introduction*. Manchester: Manchester University Press.
- Marwick, A., 1998. *The nature of history*. 3rd ed. London: Palgrave.
- Rosenthal, F. (trans.), 1967. *Muqaddimah: An introduction to history* by Ibn Khaldun. 2nd ed. Princeton, NJ: Princeton University Press.
- Sheikh Ali, B., 2019. *History: its theory and method*. 2nd ed. New Delhi: Laxmi Publications.
- Southgate, B., 1996. *History: What and why?* London: Routledge.
- Sreedharan, E., 2009. *A textbook of historiography*. Hyderabad: Orient Blackswan.
- Upadhyay, S.B., 2016. *Historiography in the modern world*. Oxford: Oxford University Press.
- White, H., 1973. *Metahistory: The historical imagination in nineteenth-century Europe*. Baltimore: Johns Hopkins University Press.
- Hamilton, P., 1996. *Historicism*. London: Routledge. (New Critical Idiom Series).



School of Social Sciences

Department of History

Programme: Masters in History

Syllabus Programme: Masters in History (NEP-2020)

Semester –I

Course Code: Title

Credits: 03; Total Contact Hrs. 45, Max. Marks: 75

(MHSTDLA125, Unearthing the Past: Literary and Archaeological Sources of Ancient India)

Course Description:

This course introduces the key sources for studying ancient Indian history, including archaeological remains, epigraphy, numismatics, and ancient texts. It covers Vedic, Buddhist, Jain, and South Indian literature—particularly Sangam texts—and surveys foreign accounts, helping students critically engage with both material and textual evidence.

Course Learning Outcomes: After the completion of this course, the students will be able to:

CLO1: Identify and assess the significance of various historical sources—archaeological, epigraphic, and numismatic—for reconstructing early Indian history.

CLO2: Examine the evolution of scripts and languages and evaluate the religious literature of the Vedic, Brahmanical, Buddhist, and Jain traditions in their historical context.

CLO3: Critically analyse regional and foreign textual traditions, including Sangam literature, *Rajatarangini*, *Arthashastra*, and Greco-Roman/Chinese accounts, to understand diverse perspectives on ancient India.

Unit I: Interpreting the Past — Sources and Material Cultures

- A. Introduction to historical sources
- B. Archaeological remains of Stone Age cultures
- C. Overview of epigraphy and numismatics

Unit II: Language, Script, and Sacred Texts

- A. Evolution of scripts and languages
- B. Survey of Vedic and Brahmanical literature
- C. Introduction to Buddhist and Jain literary traditions

**Unit III: Regional Texts and Global Accounts**

- A. Sangam literature and early Tamil culture
- B. Secular writings: Rajatarangini and *Arthashastra*
- C. Foreign accounts and their historical significance

CLO-PLO Matrix for the course

UNIT-WISE CLOs	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	Average (CLO)
1	3	3	3	2	3	2.5	3	2.78
3	2	2	3	3	3	3	3	2.71
4	3	3	3	3	3	3	3	3
Average (PLO)	2.75	2.75	3	2.5	3	2.87	3	2.41

Selected Readings:

- Brundage, A. (2017). *Going to the sources: A guide to historical research and writing* (6th ed.). UK: Wiley-Blackwell.
- Sreedharan, E. (2009). *A textbook of historiography: 500 B.C. to A.D. 2000*. Hyderabad: Orient Blackswan.
- Ali, B. S. (1978). *History: Its theory and method*. Madras: Macmillan.
- Beyin, A., & Wright, D. K. (2023). Introduction: History of Stone Age archaeology and paleoenvironmental framework for hominin evolution in Africa. In J. Wilkins & D. Olszewski (Eds.), *Handbook of Pleistocene Archaeology of Africa: Hominin Behavior, Geography, and Chronology* (pp. 1–40). Cham, Switzerland: Springer.
- Kosambi, D. D. (1981). *Indian numismatics* (B. D. Chattopadhyaya, Ed.). New Delhi: Orient Longman.
- Dani, A. H. (1997). *Indian epigraphy* (Original work published 1986). New Delhi: Munshiram Manoharlal.
- Casey, P. J. (1986). *Understanding ancient coins: An introduction for archaeologists and historians*. London: B. T. Batsford.
- Goldman, R. P. (Ed.). (1984). *The Ramayana of Valmiki: An epic of ancient India* (Vol. 1). Princeton, NJ: Princeton University Press.
- Guha-Thakurta, T. (2004). *Monuments, objects, histories: Institutions of art in colonial and postcolonial India*. Delhi: Permanent Black.
- Nilakanta Sastri, K. A. (1972). *Sangam literature: Its cults and cultures*. Madras: Swathi Publications.
- Gupta, P. L. (1981). *Coins: The source of Indian history*. New Delhi: Bharatiya Vidya Prakashan. (Note: If this is a different Parmeshwari Lal Gupta edition, please confirm the publisher.)



- Philips, C. H. (Ed.). (1961). *Historians of India, Pakistan and Ceylon*. London: Oxford University Press.
- Thapar, R. (1999). *Sakuntala: Texts, readings, histories*. New Delhi: Kali for Women.
- Sharma, R. S. (2005). *India's ancient past*. New Delhi: Oxford University Press.
- Singh, U. (2024). *A history of ancient and early medieval India: From the Stone Age to the 12th century*. Delhi: Pearson Longman. 2nd edition.
- Smith, J. D. (2009). *The Mahabharata*. London: Penguin Books.
- Conze, E. (Trans.). (1959). *Buddhist scriptures*. London: Penguin Books.
- Dundas, P. (2002). *The Jains* (2nd ed.). London: Routledge.
- Thapar, R. (1999). *Interpreting early India*. New Delhi: Oxford University Press.
- Pollock, S. (2006). *The language of the gods in the world of men: Sanskrit, culture, and power in premodern India*. Berkeley, CA: University of California Press
- Kautilya. (1991). *Arthashastra* (R. Shamasastri, Trans.). Bangalore: Government Press. (Original work published 1915)
- Kautilya. (1960–1965). *The Kautiliya Arthasastra* (R. P. Kangle, Ed. & Trans.; 3 vols.). Bombay: University of Bombay.
- Beal, S. (Trans.). (1906). *Si-Yu-Ki: Buddhist records of the Western world*. London: Kegan Paul, Trench, Trubner & Co. Ltd.
- Al-Biruni. (1910). *Alberuni's India: An account of the religion, philosophy, literature, geography, chronology, astronomy, customs, laws and astrology of India about A.D. 1030* (E. C. Sachau, Trans.) (2 vols.). London: Kegan Paul, Trench, Trübner & Co



School of Social Sciences

Department of History

Programme: Masters in History

Syllabus Programme: Masters in History (NEP-2020)

Semester –I

Course Code: Title

Credits: 03; Total Contact Hrs. 45

Max. Marks: 75

(MHSTDMS125, Sources of Medieval India)

Course Description: The paper explores the classification and reception of sources by different historiographical schools, highlighting how these perspectives shape our understanding of the medieval period. It brings attention to vernacular histories that have often been overlooked in mainstream narratives. The course is designed to equip learners with the skills necessary to engage with historical sources in a professional and critical manner. Students will gain hands-on experience in handling a variety of source materials and will be encouraged to assess their relative significance and limitations.

Course Learning Outcomes: After the completion of this course, the students will be able to:

CLO1: Identify and classify the various categories of sources for the study of Medieval India.

CLO2: Understand how different historiographical schools have received and interpreted these sources, and appreciate historical knowledge as shaped by diverse perspectives.

CLO3: Gain hands-on experience in analyzing selected historical sources through practical engagement.

Unit I

- A. Persian Sources of Medieval India: Types and Significance.
- B. Source Criticism and Methods.
- C. Reception of Sources: Imperialist, Nationalist and Marxist schools.

Unit II

- A. Epigraphy and Numismatics.
- B. Vernacular History: Prem Akhyan, Janam Sakhis and Bakhhar.
- C. Travelogues: Significance and Limitations.

Unit III



- A) Painting as text.
- B) Hagiography Literature.
- C) Selective Readings and Critical appreciations on Primary Sources Khusrau/Barani/ Babur/Abul Fazal/Jahangir/ Lahori/ Azam Didmari/Hassan Khoehami.

CLO-PLO Matrix for the course

UNIT-WISE CLOs	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	Average (CLO)
1	3	3	3	2	3	2.5	3	2.78
2	3	3	3	2	3	3	3	2.85
3	2	2	3	3	3	3	3	2.71
Average (PLO)	2.75	2.75	3	2.5	3	2.87	3	2.41

Selected Readings:

- Mukhia, H. (1998). "Medieval India": An Alien Conceptual Hegemony? *The Medieval History Journal*
- Bloch, M. (1992). *The Historian's Craft*. Manchester University Press.
- Carr, Edward Hallett, (1961). *What is History?*. New York: Vintage Books.
- Mukhia, H. (1976). *Historians and Historiography during the reign of Akbar*, Vikas Publishing House Pvt. Ltd.
- Bernier, François, 1826. *Travels in the Mogul Empire*. Translated by Irving Brock, W. Pickering.
- Hasan, Muhibul. *Historians of Medieval India*, Meeakshi Prakashan.



School of Social Sciences

Department of History

Programme: Masters in History

Syllabus Programme: Masters in History (NEP-2020)

Semester –I

Course Code: Title

Credits: 03; Total Contact Hrs. 45

Max. Marks: 75

(MHSTDSM125, Reading the Past: Sources for Modern Indian History)

Course Description:

This course offers a critical introduction to the rich and diverse sources that underpin the study of modern Indian history. It explores a wide array of materials—ranging from official colonial archives, administrative reports, census data, and legal records to vernacular newspapers, autobiographies, oral testimonies, travelogues, paintings, and literature. By foregrounding the politics of source production, circulation, and interpretation, the course encourages students to understand the nature of historical knowledge and trace out how silences and erasures became part of the historical sources and how historians have used, contested, and reimagined these sources in writing the history of colonial and early postcolonial India. Through hands-on engagement with select primary texts and historiographical debates, students will develop critical skills in historical reasoning, source analysis, and methodological reflexivity.

Course Learning Outcomes: After the completion of this course, the students will be able to:

CLO1: Identify and classify a wide range of primary sources used in writing modern Indian history, including archival, printed, oral, and visual materials and appreciate their relative significance

CLO2: Understand the historical contexts in which various types of sources are produced and the implications of those contexts for interpretation and reconstructing the past.

CLO3: Critically examine the reliability and bias in variety of historical sources, including documents, letters, speeches, visual materials, and artefacts and enhance skills in contextual interpretation, allowing students to place historical sources within their specific historical, social, and cultural contexts.

UNIT-I

1. Archive: Nature and Significance
2. What are Primary and Secondary Sources?

UNIT-II



1. Official Documents-Administrative Reports, Gazetteers, Censuses etc.: Significance
2. European Accounts, Ethnographic works: Salient features
3. Private Diaries, Newspapers, Biographies

UNIT-III

1. Folklore, Myths and Literature
2. Oral histories, Memory and Museums

CLO-PLO Matrix for the course

UNIT-WISE CLOs	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	Average (CLO)
1	3	3	3	2	3	2.5	3	2.78
2	3	3	3	2	2	3	3	2.85
4	3	3	3	3	3	3	3	3
Average (PLO)	3	3	3	2.5	2.66	2.87	3	2.86

Suggested Readings:

- Michel-Rolph Trouillot, (2015), Silencing the Past- Power and the Production of History, Beacon, Boston
- Michelle Caswell, (2013), Urgent Archives Enacting Laboratory Memory Work · Urgent Archives: Enacting Laboratory Memory Work, Routledge, London.
- Louise Craven, (2020), what are Archives? Cultural and Theoretical Perspectives: a Reader, Routledge, London
- Jamie A. Lee, (2021), Producing the Archival Body, Routledge, London
- Paul Atkinson,
- Beverly Southgate, (2005), What is History For? Routledge, London
- Alun Munslow, (2010), The Future of History? Palgrave, Basingstoke
- N.K. Danzing, (1997), Interpretive Ethnography: Ethnographic Practices for the 21st Century, Sage, Oaks.
- M. Donnelly & Claire Norton, (2018), Doing History, Routledge, London



School of Social Sciences

Department of History

Programme: Masters in History

Syllabus Programme: Masters in History (NEP-2020)

SEMESTER-II

Course Code	Title of the Course	Type of Course	credits	Max. Marks CIA	Max. Marks External
MHSTC AN225	ANCIENT INDIA-II	CORE	4	28	72
MHSTCME 225	MEDIEVAL INDIA-II	CORE	4	28	72
MHSTCHI2 25	HISTORY OF MODERN INDIA-II	CORE	4	28	72
MHSTCMK 225	MEDIEVAL KASHMIR	CORE	3	21	54
MHSTCWO 225	WORLD HISTORY-II	CORE	3	21	54
MHSTCFW2 25	FIELD WORK	CORE	3	21	54
MHSTDRE2 25	RESEARCH ETHICS	DCE (Student has to opt one)	3	21	54
MHSTDSK2 25	SOURCES OF MODERN KASHMIR				
Total Credits		24	600		



DEPARTMENT OF HISTORY, UNIVERSITY OF KASHMIR
Department of History

Programme: Masters in History

Syllabus Programme: Masters in History (NEP-2020)

Semester –II

Course Code: Title

**Credits: 03; Total Contact Hrs. 60
Max. Marks: 100**

(MHSTCAN225, Ancient India—II)

Course Description:

This course examines the political, socio-economic, and cultural changes in India from the Mauryan period to the early Common Era. It covers Mauryan administration, Ashoka's Dhamma, economic and artistic developments, and post-Mauryan polities. The course also explores Central Asian influences, Indo-Mediterranean trade, South Indian state formation during the Sangam Age, and concludes with a comparative study of early Indian art traditions.

Course Learning Outcomes: After the completion of this course, the students will be able to:

CLO1: Develop a critical understanding of the Mauryan state system, administrative mechanisms, Ashoka's socio-religious policies, and the economic base that sustained imperial authority.

CLO2: Examine the evolution of post-Mauryan political entities alongside developments in art and architecture, and engage with key debates on the causes and nature of the Mauryan decline.

CLO3: Interpret the impact of Indo-Greek, Shaka, Pahlava, and Kushana interactions on the Indian subcontinent, with emphasis on changes in political structures, economic practices, and trade networks.

CLO4: Analyze the processes of state formation in early South India and evaluate the cultural contributions of the Satvahanas, Western Shatrapas, and the regional art traditions of Gandhara, Mathura, and Amravati.

Unit I.

- A. Mauryan Empire: Polity, Administration
- B. Ashoka's Dhamma and Social change
- C. Mauryan Economy

Unit II.

- A. Art and Architecture
- B. Decline: Debate
- C. Post Mauryan Polities: Shungas, Kanvas and Kharavela

Unit III



DEPARTMENT OF HISTORY, UNIVERSITY OF KASHMIR

- A. Central Asian Contacts: Indo-Greeks, Shakas, Pahlavas and Kushanas: Contestations and Impact
- B. Post Mauryan Economy: Agriculture, Crafts, guilds.
- C. Indo-Mediterranean Trade

Unit IV

- A. Sangam Age: State formation in Early Tamilakam, Megaliths
- B. Satvahanas, Western Shatrapas
- C. Gandhara, Mathura and Amravati Schools of Art

CLO-PLO Matrix for the course

UNIT-WISE CLOs	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	Average (CLO)
1	3	3	3	2	3	2.5	3	2.78
2	3	3	3	2	3	3	3	2.85
4	3	3	3	3	3	3	3	3
Average (PLO)	3	3	3	2.3	3	2.83	3	2.83

Selected Readings:

- Thapar, R. (2003). *The Penguin history of early India: From the origins to AD 1300*. New Delhi: Penguin Books.
- Jha, D. N. (1998). *Ancient India: In historical outline*. New Delhi: Manohar Publishers.
- Singh, U. (2024). *A history of ancient and early medieval India: From the Stone Age to the 12th century*. New Delhi: Pearson Education India. 2nd edition
- Majumdar, R. C. (1952). *Ancient India*. Delhi: Motilal Banarsidass.
- Lahiri, N. (2015). *Ashoka in ancient India*. Ranikhet: Permanent Black.
- Lahiri, N. (2022). *Searching for Ashoka: Questing for a Buddhist king from India to Thailand*. Permanent Black.
- Nilakanta Sastri, K. A. (reprint 1988). *The age of the Nandas and Mauryas*. Banaras: Motilal Banarsidass.
- Charles River (2017). *The Maurya Empire: The history and legacy of ancient India's greatest empire*. Boston: CreateSpace Independent Publishing Platform.
- Mookerji, R. K. (1966). *Chandragupta Maurya and his times* (4th ed.). Delhi: Motilal Banarsidas
- Thapar, R. (1997). *Asoka and the decline of the Mauryas* (Revised ed.). New Delhi: Oxford University Press.
- Sharma, D. P. (2018). *Mauryan art and architecture: 321–185 B.C.* New Delhi: Kaveri Books.
- Singh, M. (2016). *Mauryan India as reflected in Indica of Megasthenes: An historical overview*. New Delhi: ABS Publications.
- Raychaudhuri, H. (1923) 2000. *Political history of ancient India: From the accession of Parikshit to the extinction of the Gupta dynasty*. Delhi: Oxford University Press
- Mukherjee, B. N. (1988). *The rise and fall of the Kushāṇa Empire*. Calcutta: Firma KLM.



DEPARTMENT OF HISTORY, UNIVERSITY OF KASHMIR

- Habib, I. (2013). *A People's History of India 6: Post Mauryan India, 200 BC – AD 300: A Political and Economic History*. New Delhi: Tulika Books.
- Jha, D. N. (1967). *Revenue system in post-Maurya and Gupta times*. Calcutta: Punthi Pustak.
- Gurukkal, R. (2016). *Rethinking classical Indo-Roman trade: Political economy of eastern Mediterranean exchange relations*. New Delhi: Oxford University Press.
- De Romanis, F., & Maiuro, M. (Eds.). (2015). *Across the ocean: Nine essays on Indo-Mediterranean trade*. Leiden: Brill.
- Sastri, K. A. N. (1958). *A History of South India: From Prehistoric Times to The Fall of Vijayanagar*. New Delhi: Oxford University Press.
- Thirunavukkarasu, K. D. (1994). *Chieftains of the Sangam Age*. Chennai: International Institute of Tamil Studies



School of Social Sciences

Department of History

Programme: Masters in History

Syllabus Programme: Masters in History (NEP-2020)

Semester –II

Course Code: Title

Credits: 03; Total Contact Hrs. 60

Max. Marks: 100

(MHSTCME225, Medieval India II)

Course Description:

This course explores the dynamic interplay between political institutions, religious ideologies, and imperial practices in India from the early sixteenth to the mid-eighteenth century. The course analyses the changes and continuities from Delhi Sultanate to Mughal Empire. The negotiations between the empire and different power holders during medieval period are properly envisioned. The course deals with the rise of regional polities and subsequent power contestations in late seventeenth and early eighteenth century.

Course Learning Outcomes: After the completion of this course, the students will be able to:

CLO1: Relationship between Statecraft, Ideology, and institutional framework

CLO2: Policies and performances of Mughal Empire for its consolidation and expansion.

CLO3: Evolution and working of political and administrative structure under Mughals.

CLO4: Emergence and contribution of regional powers in medieval Indian history.

Unit I

- A. Sources; Types and Significance
- B. Foundation of Mughal rule
- C. The Sur Interregnum: Political Economy and Administrative Efficiency
- D. Expansion, Integration and Consolidation of Mughal rule.

Unit II

- A. Administrative Apparatus of Mughal empire
- B. Nobility: Parties and Politics, Cultural Contributions
- C. Nature of State, and Sovereignty

Unit III

- A. The Deccan Question: Socio-Economic Implications
- B. Mughal- Rajput Relations: Accommodation and Resistance
- C. Foreign Policy of Mughal Emperors

**Unit IV**

- A. Emergence of Sikhism, and Mughal-Sikh Interface
- B. Shivaji and Maratha State: Foundation, Expansion and Administration
- C. Crisis and Collapse: Debating Mughal Decline
- D. Eighteenth Century India: Crisis, Continuity and Change

CLO-PLO Matrix for the course

UNIT-WISE CLOs	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	Average (CLO)
1	3	3	3	2	3	2.5	3	2.78
2	3	3	3	2	3	3	3	2.85
3	2	2	3	3	3	3	3	2.71
4	3	3	3	3	3	3	3	3
Average (PLO)	2.75	2.75	3	2.5	3	2.87	3	2.41

Suggested Readings:

- Moin, A. Azfar, 2012. *The Millennial Sovereign: Sacred Kingship and Sainthood in Islam*. Columbia University Press.
- Asher, Catherine B. & Talbot, 2008. *Cynthia India Before Europe*, Cambridge University Press.
- Koch, Ebba, 2023. *The Planetary King: Humayun Padshah, Inventor and Visionary on the Mughal Throne*, Mapin Publishing, 2023.
- Hasan, Farhat, 2021. *Paper, Performance and the State: Social Change and Political Culture in Mughal India*, Cambridge University Press.
- Hasan, Farhat, 2001. *State and Locality in Mughal India: Power Relations in Western India, c. 1572-1730*, Cambridge University Press, Cambridge.
- Anwar, Firdous, 2001. *Nobility under Mughals*, Manohar Publications, New Delhi.
- Mukhia, Harbans, 1976. *Historians and Historiography During the Reign of Akbar*, AAKAR.
- Mukhia, Harbans, 1980. *The Mughals of India. Vol. 5*. John Wiley & Sons..
- Hassan, Ibn-e, 1980. *Central Structure of Mughal Empire*, New Delhi, Manohar Publications.
- Habib, Irfan, 2000. *Medieval India-I*, New-Delhi, Oxford University Press.
- Qanungo, K. R., 1965. *Sher Shah and His Times*. Orient Longmans.
- Ali. M. Athar, 2006. *Mughal Indian studies in Polity, Society and culture*, New Delhi, Oxford



University Press.

- Bhargava, Meena (ed), 2010. *Exploring Medieval India 16th-18th Century*, New Delhi, Blackswan, 2010.
- Fisher, Michel. H., 2016. *A Short History of Mughal Empire*, New Delhi, Bloomsbury Publishing House.
- Hasan, Muhibul. *Historians of Medieval India*, Meeakshi Prakashan.
- Alam, Muzafar & Subramaniam, Sanjay (ed), 2002. *The Mughal State*, New Delhi, Oxford University Press.
- Alam, Muzafar, 2007. *Languges of Political Islam in India*, , New Delhi, Permanent Black.
- Farooqi, N. R., 1986, *Mughal-Ottoman Relations: A Study of Political and Diplomatic Relations between Mughal India and the Ottoman Empire, 1556-1748*, The University of Wisconsin-Madison.
- Saran, P., 1974. *The Provincial Government of the Mughals, 1526-1658*, New Delhi, Asian Publishing House.
- Kha, Refaat Ali, 1976. *The Kachhwahas under Akbar and Jahangir*, New Delhi, Kitab Publishing House.
- Kinra, Rejeev, 2020. 'Revisinting the History and Historiohraphy of Mughal Pluralism', ReOrient, Vol. 5, No. 2.
- Alvi, Seema (eds), 2007, *The Eighteenth Century in India, Debates in Indian History and Society*, New Delhi, Permanent Book. 2007.
- Day, U. N., 1970. *The Mughal Government*, New Delhi, Manohar Publications.
- Grewal, J.S., 1988. *The History of Sikhs*, Cambridge University Press.



School of Social Sciences

Department of History

Programme: Masters in History

Syllabus Programme: Masters in History (NEP-2020)

Semester –II

Course Code: Title

Credits: 03; Total Contact Hrs. 60

Max. Marks: 100

(MHSTCHI225, History of Modern India-II)

Course Description:

The course offers an understanding of colonialism, the forms of knowledge that sustained and strengthened it and the economic and social impact of colonialism. It begins with a discussion on Imperial archive as a colonial institution to canonize, crystallize and classify the knowledge required by the colonial state. Different forms of colonial knowledge are discussed to help learners develop a nuanced understanding of colonialism as a cultural project. The course also offers a detailed discussion on different aspects of colonial economy and society in light of recent scholarship. For the purpose of developing sound understanding of historical process the course combines the approaches based on archival work and ethnography so that the learners appreciate the value of ethnographic gaze for historical imagination. This course also makes a detailed and critical analysis of different social and economic changes that occurred in India under colonialism. While making analysis of the changes/ developments, insights and methods from various schools of historical investigation are employed to develop a fair and dispassionate understanding of British rule in India and its nature and impact.

Course Learning Outcomes: After the completion of this course, the students will be able to:

CLO1: The learners would be able to understand the nature and significance of imperial archive and ethnographic works and underscore the intricate relationship between colonialism and Knowledge production

CLO2: The learners would get to know how British restructured the agrarian landscape and understand the nature, purpose and impact of the process of ‘modernization’

CLO3: The learners would be able to critically analyze the social and economic changes effected under colonialism

CLO4: Develop fair understand of colonialism as a cultural project of control and its style of functioning and exploitation

Unit-I



1. Imperial Archive and Colonial Ethnography
2. The Epistemological State: Colonialism and Knowledge production
3. Colonial Economy: Phases and Features
4. Agrarian Landscape: Imaginary and Settlements

Unit II.

1. Drain of Wealth: Debate
2. Railways and Irrigation
3. (De)-industrialization: Conventional Approaches and Alternative Perspectives
4. Commercialization of Agriculture: Nature and Impact- Debate

Unit. III

1. Indian Capitalistic Development
2. Famine and Famine Policy
3. Fiscal Policy
4. Colonial discourse on Disease and Medicine: Cholera and Plague

Unit. IV.

1. Colonial interventions in Tribal Economy and Society
2. Colonial Education: Nature, Purpose, Development and Impact
3. Revivalist and Reform Movements
4. Colonial Social Policy

CLO-PLO Matrix for the course

UNIT-WISE CLOs	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	Average (CLO)
1	3	3	3	2	3	2.5	2.5	2.78
2	3	3	3	2	3	3	3	2.85
3	2	2	3	3	3	3	3	2.71
4	3	3	3	3	3	3	3	3
Average (PLO)	2.75	2.75	3	2.5	3	2.87	2.87	2.41

Suggested Readings:

- Bipan Chandra, 1989, India's Struggle for Independence .New Delhi: Penguin BooksIndia.



DEPARTMENT OF HISTORY, UNIVERSITY OF KASHMIR

- Bagchi, A. K., 1972, Private Investment in India, 1900-1939, Cambridge University Press.
- Bandyopadhyay, Shekhar, 2004, From Plassey to Partition, OrientLongman.
- Basu, Aparna, 1981, Essays in the History of Indian Education, NewDelhi.
- Basu, Aparna, 1974, The Growth of Education and Political Developments in India, Oxford
- Bhatia, B.M, 1963, Famines in India, Asia PublishingHouse
- Bhattacharya, S and R.Thapar, 1986.Situating Indian History for Sarvepalli Gopal, Oxford UniversityPress. —
- Bhattacharya, Sabyasachi, 1971, Financial Foundations of the British Raj, Simla
- Bhattacharya,S., 1998, Introduction to the Contested Terrain: Perspectives on Education in India, OrientLongman.
- Bose, Sugata and Jalal, Ayesha, 2004, Modern South Asia, Oxford UniversityPress.
- Bose,Sugata, 1993, Peasant Labour and Colonial Capital, Cambridge UniversityPress.
- Chabbra,G.S., 1962, Advanced Study in the History of Modern India. SharanjitBooks.
- Chand, Tara., 1961, History of the Freedom Movement in India. Delhi.
- Chandra, Bipin, 1966, Rise and Growth of Economic Nationalism in India. New Delhi: Peoples PublishingHouse.
- Chandra,Bipin, 1979, Nationalism and Colonialism in Modern India. New Delhi:Orient Longman.
- Chandra,Bipin, 2009, History of Modern India. OrientBlackswan.
- Charles Worth, Neil, 1982, British Rule and Indian Economy,1800-1914.Macmillan.
- Chatterji, B., 1992, Trade, Tariffs and Empire. Oxford University Press.
- Copland, Ian, 1982, The British Raj and Indian Princes. Orient Longman.
- De,Barun, 1976, Essays in the Honour of S.C. Sarkar. People's Publishing House.
- Desai, A. R., 1959, Social Background of Indian Nationalism. Popular BookDepot.
- Dirks, Nicholas, 1992, Castes of Mind, Princeton Books.
- Dutt, R. P., 1949, India Today, Bombay
- Dutt, R.C., 1903, Economic History of India in the Victorian Age. London.
- Farquhar, J. N., 1967, Modern Religious Movements in India, MunshiramManoharlal.
- Fisher, Michel H., 1991, Indirect Rule in India, Oxford UniversityPress.
- Forbes, Geraldine, 1998, Women in Modern India. Cambridge UniversityPress.
- Ghosh, S. C., 1995, The History of Education in Modern India. OrientLongman.
- Guha, Ramachandra, 2010, Makers of Modern India, Penguin Books India.



School of Social Sciences

Department of History

Programme: Masters in History

Syllabus Programme: Masters in History (NEP-2020)

Semester –II

Course Code: Title

Credits: 03; Total Contact Hrs. 60

Max. Marks: 100

(MHSTCMK225, Medieval Kashmir)

Course Description:

The course begins with the foundation of Sultanate in Kashmir. After going through the course, learner will understand about different dispensations that ruled over Kashmir during the period. The economic changes and continuities that Kashmir witnessed under these regimes forms the core subjects of the paper. The advent of Islam and its impact on Kashmiri society, and contacts with the neighbouring world has been given due space. The different dimensions of society and culture of medieval Kashmir have been included.

Course Learning Outcomes: After the completion of this course, the students will be able to:

CLO1: Develop a proper understanding of the circumstances that led to the foundation of Sultanate and subsequently contributed to the spread of the Islam;

CLO2: Understand the bases of economy and different technological interventions;

CLO3: Understand how Kashmir was brought under control by the empires in its neighbour and what changes were affected.

Unit-I

- A. Prominent Sources of Medieval Kashmir: A Brief Survey.
- B. Foundation and Consolidation of Sultanate.
- C. Spread of Islam: Causes and Stages.

Unit II

- A. Economy under Sultans.
- B. Transmission of Technology from Neighbouring World.
- C. Society and Culture.

Unit-III

- A. Foundation and Consolidation of Mughal Rule.
- B. State and Economy under Mughals
- C. Afghan Rule: Society and Economy
- D. Sikh Rule: Society and Economy
- E. Monuments of Medieval Kashmir.

**CLO-PLO Matrix for the course**

UNIT-WISE CLOs	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	Average (CLO)
1	3	3	3	2	3	3	3	2.85
2	3	3	3	3	3	3	3	3
3	2	2	3	3	3	3	3	2.71
Average (PLO)	2.75	2.75	3	2.5	3	3	3	2.41

Suggested Reading:

- Ahmad, Aziz, 'Conversion to Islam in the Valley of Kashmir', *Central Asiatic Journal*, 23, 1-2, Wiesbaden: Otto Harrassowitz, 1979.
- Baron Charles Hugel, *Travels in Kashmir and the Panjab (1835-36)*, transl. (from the German) Major T.B. Jervis, London, 1845, Reprinted in LPP Delhi, 2000.
- C.E. Bates, *A Gazetteer of Kashmir and the Adjacent Districts of Kishtwar Badrwar, Jamu, Naoshera, Punch and the valley of Kishen Ganga*, New Delhi, 1980.
- Wilson H.H., *Gazetteer of Kashmir and Ladakh*, Vivek publishing House, New Delhi, 1974.
- Dhar, D.N., *Socio-economic History of the Kashmir Peasantry from Ancient Times to the Present Day*, Srinagar: Centre for Kashmir Studies, 1989.
- Digby, Simon, 'Export Industries and Handicraft Production under the Sultans of Kashmir', *Indian Economic and Social History Journal*. 44; 407, 2007.
- Digby, Simon, 'Between Ancient and Modern Kashmīr: The rule and Role of the Sultans and Sufis (1200 – 1600)' in Pratapaditya Pal, ed. *The Arts of Kashmīr*. Florence: Five Continent Edition, 2007.
- Fawq, Mohammad al-Dīn, *Mukammal Tārīkh-i-Kashmir*. New Delhi: Farid Book Depot Ltd. (2011).
- Fawq, Mohammad al-Dīn, *Tārīkh-i Aqwām-i Kashmir*. Srinagar: Gulshan Books, (2011).
- Fawq, Moḥammad al-Dīn, *Tārīkh-i Kashmir*. New Delhi: Farid Book Depot Ltd., (2011).
- Fazili, M. A. (1983), *Hassan: Kashmir Historiographer*. Srinagar: Gulshan Publishers, (2011).
- Ferguson, James P., *Kashmir: An Historical Introduction*, London, Centaur Press, 1961.
- Francois Bernier, *Travels in the Mogul Empire A.D.1656-1668*, transl. on the basis of Irving Brock's version by A. Constable, with notes, 2nd edition revised by V.A. Smith, Delhi, Reprinted in LPP, 2005.
- Ganju, M., *Textile Industries in Kashmīr*, Delhi: Premier Publishing Company, 1945.
- Hangloo, R.L., *Agrarian System of Kashmir (1846-1889)*, New Delhi: Commonwealth Publishers, 1995.
- Hangloo, R.L., *The State in Medieval Kashmir*, New Delhi: Manohar, 2000.



- Hasan, Mohibbul, *Kashmir under the Sultāns*, Srinagar: Gulshan Publishers, 2002.
- Indu Banga, *Agrarian System of the Sikhs Late Eighteenth and Early Nineteenth Century*, New Delhi: 1978.
- Kak, R. C., *Ancient Monuments of Kashmir*, New Delhi, 1971.
- Kapoor, M. L., *Studies in History and Culture of Kashmir*, Jammu, 1976.
- Kapur, M. L., *A History of Medieval Kashmir (1320-1586)*, New Delhi: A.R.B. Publications, 1971.
- Kapur, M. L., *Kingdom of Kashmir*, Jammu: Kashmir History Publications, 2005.
- Kapur, M.L., *The History and Culture of Kashmir*, New Delhi: Anmol Publications, 1992.
- Sufi, G.M.D., *Kashir: Being a History from the Earliest Times to Our Own*, 2 vols, Light & Life Publishers, 1974.
- Kaw, M.A. 'Multicultural Traditions in Kashmir: Central Asian Linkages', *Journal of Peace Studies*, 17, 2 and 3, April-September, 2010.
- Kaw, Mushtaq A. 'Challenges to the Revenue Settlement Process in Late Sixteenth Century Kashmir', *The Journal of Central Asian Studies*, vol. 8 No. 1, 1997.
- Kaw, Mushtaq A. *The Agrarian System of Kashmīr, 1586 – 1819 AD*, Srinagar: Aiman Publications, 2001.
- Keenan, Brigid, *Travels in Kashmīr*, Delhi: Oxford University Press, 1989.
- Khan, M. Ishaq, *Kashmir's Transition to Islam: The Role of Muslim Rishis (Fifteenth to Eighteenth century)*, New Delhi: Manohar Publishers & Distributors, 1994.
- Khan, Mohammad Ishaq, *Perspectives on Kashmir*, Srinagar: Gulshan Publishers, 1983.
- Koul, Pandit Anand, *Archaeological Remains in Kashmir*, Mercantile Press, 1935.
- Koul, Pandit Anand, *Geography of the Jammu and Kashmir State*. Delhi: Life and Light Publishers, rpt. 1978.
- Koul, Pandit Anand. *The Kashmiri Pandit*, Delhi: Utpal Publishers, rpt. 1991.
- Lawrence, Walter, *The Valley of Kashmīr*, London: OUP, 1895.
- M.Y. Ganai, Shiraz Ahmad Dar & Muhammad Ibrahim Wan (ed.), *Kashmir: Past and Present*, Srinagar: Jay Kay Publishers, 2020.
- Mattoo, A. Majid, *Kashmir under the Mughals (1586-1752)*, New Delhi: 1988.
- Mohan Krishana, *Early Medieval History of Kashmir*, New Delhi: Meharchand Lachmandas Publications, 1981.
- Moorcroft, William & G. Trebeck, *Travels in the Himalayan Provinces of Hindustan and the Punjab; in Ladakh and Kashmir; in Peshawar, Kabul, Kunduz and Bokhara* (2 vols.) (1819-1825), London: John Murray, 1841.
- Parmu, R. K., *A History of Muslim Rule in Kashmir, 1320-1819*, New Delhi, People's Pub. House, 1969.
- Parmu, R. K., *A History of Sikh Rule in Kashmir*, Srinagar: Dept. of Education, Jammu and Kashmir Govt., 1977.
- Rabbani, G.M., *Kashmir: Social and Cultural History*, Delhi: Anmol Publications, 1986.
- Rafiqi, A.Q., *Sufism in Kashmir: From the 14th to the 16th Century*, Delhi, Bhartiya Publishing House, n.d.
- Rao, Aparna., ed. *The Valley of Kashmir: The Making and Unmaking of a Composite Culture?* Delhi: Manohar Publishers & Distributors, 2008.



- Ray S.C., *Early History and Culture of Kashmir*, Calcutta, 1957.
- Rishi, Master Asadullah, *Kashmir Aur Islam*, Anantnag: Jammu and Kashmir Islamic Research Publications, n.d..
- Sarna, Jasbir Singh, *Sikhs in Kashmir*, Delhi: National Book Shop, 1993.
- Sender, Henny, *The Kashmiri Pandit: A Study of Cultural Choice in North India*, Delhi: Oxford University Press, 1988.
- Shali, S. L., *Kashmir: History and Archeology Through Ages*, New Delhi: Indus Publications, 1993.
- Sharma, D. C., *Kashmir Agriculture & Land Revenue System under the Sikh rule, 1819-46 AD*, New Delhi: Rima Publishing House, 1986.
- Sharma, D.C., *Kashmir under the Sikhs*. Delhi: Seema Publications, 1983.
- Shiraz Ahnad Dar, 'The Other Side of Terrestrial Paradise: Kashmir and its Shawl Industry (c. 1420-1846)', *The Journal of Kashmir Studies*, Institute of Kashmir Studies, University of Kashmir, 2020, Vol. VII, pp. 144-156.
- Sufi, G. M. D. *Islamic Culture in Kashmir*, New Delhi: Capital Publishing House, 1996.
- Sufi, G. M. D, *Kashir: Being a History of Kashmir*, 2 Vols. Srinagar: Ali Mohammad and Sons, 2008.
- Tikku, G.L., *Persian Poetry in Kashmir 1339- 1846: An Introduction*, Los Angeles: University of California Press, 1971.
- Wani, Muhammad Ashraf, *Islam in Kashmir: fourteenth to sixteenth century*, Srinagar, Oriental Pub. House, 2004.
- Younghusband, Francis, *Kashmir*, London: Adam and Charles Black, 1911.
- Zutshi, NK, *Sultan Zain ul Abidin of Kashmīr*, Lucknow: Nupur Prakashan, 1976.



School of Social Sciences

Department of History

Programme: Masters in History

Syllabus Programme: Masters in History (NEP-2020)

Semester –II

Course Code: Title
(MHSTCWO225, World History-II)

Credits: 03; Total Contact Hrs. 45
Max. Marks: 75

Course Description:

This course provides a broad overview of global historical developments from the 14th to the 19th century, focusing on major political, economic, cultural, and intellectual transformations that shaped the modern world. Spanning the Renaissance to the rise of nationalism, students will explore how revolutionary ideas and movements emerged, interacted, and reshaped societies across continents. Throughout the course, students will develop skills in historical analysis, critical thinking, source interpretation, and comparative study. Emphasis will be placed on understanding cause and effect, continuity and change, and the interconnection of global events.

Course Learning Outcomes: After the completion of this course, the students will be able to:

CLO1: Understand the Socio-Cultural and Economic changes that took place in the early Modern European History

CLO2: Understand the political changes and development that took place in world upto the 18th century

CLO3: Analyse technological, political, social, and economic revolutions in world history

UNIT-I

- A. Renaissance and Humanism
- B. Reformation and Religious Conflicts
- C. Mercantilism and Atlantic Slave Trade

UNIT-II

- A. English Revolution: Causes, Nature and Impact
- B. Enlightenment: Thinkers and Ideas
- C. American Revolution: Causes, Nature and Impact
- D. French Revolution: Causes, Course and Impact

**UNIT-III**

- A. Industrial Revolution: Causes and Impact
- B. Nationalism in Europe: Key Debates
- C. Unification of Italy
- D. Unification of Germany

CLO-PLO Matrix for the course

UNIT-WISE CLOs	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	Average (CLO)
1	3	3	3	2	3	2.5	3	2.78
2	3	3	3	2	3	3	3	2.85
3	3	3	3	3	3	3	3	3
Average (PLO)	3	3	3	2.8	3	2.87	3	2.85

Selected Readings:

- Aston Thomas S, *The Industrial Revolution*, OUP, London, 1977.
- Anderson, Perry, *Passages from Antiquity to Feudalism*, London, 1981.
- Batachariya, Arun, *World Revolutions*, Ashish House, New Delhi, 1988.
- Bayly, C.A, *The Birth of Modern World (1780-1914)*, Blackwell, 2003.
- Baechler, Jean, John A. Hall and Michael Mann 1988, *Europe and the Rise of Capitalism*, Oxford, 1975.
- Burns, *Western Civilization*, OUP, 1999.
- Barnes Harry, *An Intellectual and Cultural History of the Western World*, Dover, New York, 2006.
- Crump, C.G & E.F. Jacob, *The Legacy of Middle Ages*, OUP, 1951.
- Davis H A, *An outline History of the World*, UK, 2007.
- D. Jacques, *Europe Between Revolutions, 1815-1848*, USA, 1978.
- David S Mason, *A Concise History of Modern Europe*, Orient Blackswan, India, 2012.
- David Parker, *Revolution and Revolutionary Tradition in the West 1560- 1991*, Routledge, London, 2000.
- Emerson, R., *From Empire to Nation: The Rise to Self-Assertion of Asian and African*. London, 1972.
- Hobsbawm, Eric, *The Age of Capital*, Widenfeild, London, 2010.
- Hobsbawm, Eric, *The Age of Empire*, Widenfeild, London, 2013.
- Hobsbawm, Eric, *The Age of Revolution*, Widenfeild, London, 2012,
- Furedi, F, *The Silent War: Imperialism and the Changing Perception of Race*. Rutgers.1999,



- Fergusson. W.K. *A Survey of European Civilization*, Houghton Company, Boston, 1958
- Ganshoff, F.L., *Feudalism*, UK, 1964.
- Gellner, E, *Nations and Nationalism*, Cornell University Press. 1986
- Gershoy Leo, *The French Revolution and Napoleon*, the University of Michigan. 1964.
- Grant, Temperly, *Europe in 19th and 20th Century*, Orient LongmanUSA1985.
- Hastings, A., *The Construction of Nationhood: Ethnicity, Religion, and Nationalism*, OUP, 1994.
- Holsti, K. J., *Peace and War: Armed Conflicts and International Order, 1648-1989*. Emile, U.K. 1991.
- Harman, C, *A Peoples History of the World*, Orient Longman, London, 2007.
- Lucas Henry S, *The Renaissance and Reformation*, the University of Michigan. 1960.
- Hill, C, *The Century of Revolution*, Routledge, London, 2006.
- Brotton, Jerry, *The Renaissance, A Very Short Introduction*, Oxford, 2006.
- James, D, Tracy, *The Rise of Merchant Empires*, Cambridge University



School of Social Sciences

Department of History

Programme: Masters in History

Syllabus Programme: Masters in History (NEP-2020)

Semester –II

Course Code: Title

Credits: 03; Total Contact Hrs. 45

Max. Marks: 75

(MHSTCFW225, FIELD WORK)



School of Social Sciences
Department of History
Programme: Masters in History
Syllabus Programme: Masters in History (NEP-2020)
Semester –II

Course Code: Title

Credits: 03; Total Contact Hrs. 45

Max. Marks: 75

(MHSTDRE225, Research Ethics in History)

Course Description:

The Course aims at introducing the learners to ethics in conducting research. The course deals with the theoretical moral concerns in historical research. The course will help learners in imparting practical training of doing history. Moreover, the learners are supposed to be sensitized the cultural and religious sensitivities while dealing with historical sources. The course aims to familiarise learners with intellectual property rights and plagiarism. The prospects and problems of E-resources are also included.

Course Learning Outcomes: After the completion of this course, the students will be able to:

CLO1: Understand and articulate key ideas/concepts related to research ethics in history and highlight moral concerns.

CLO2: Analyse historical sources with sensitivity to religious, ideological, gender cultural and ethnic contexts.

CLO3: Know the uses of E-resources and become aware of challenges like plagiarism and predatory platforms and remain mindful of intellectual property rights

Unit I:

A. Research ethics- Ideas and concepts.

B. History and moral concerns: Subjectivity and objectivity.

Unit II:

A. Handling sources: Religious and Ideological/ Cultural/Gender/Ethnic sensitivities.

B. Text-Context consonances and disparities.

Unit III:

A. Intellectual Property Rights.

B. Publication, Acknowledgement and Plagiarism.



C. E- Resources: Uses and Abuses.

CLO-PLO Matrix for the course

UNIT-WISE CLOs	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	Average (CLO)
1	3	3	3	2	3	2.5	3	2.78
2	2	2	3	3	3	3	3	2.71
3	3	3	3	3	3	3	3	3
Average (PLO)	2.66	2.66	3	2.66	3	2.87	3	2.41

Suggested Readings:

- Bloxham, D., 2020. *History and morality*. New York, NY: Oxford University Press.
- Carr, D., Flynn, T.R. and Makkreel, R.A. (eds.), 2004. *The ethics of history*. Evanston, IL: Northwestern University Press.
- Carr, E.H., 1983. *What is history?* London: Macmillan. (Originally published 1964).
- Hughes-Warrington, M., 2022. *Big and little histories: sizing up ethics in historiography*. London: Taylor & Francis.
- Jenkins, K., 1995. *On what is history?* London: Routledge.
- Jenkins, K., 1999. *Why history? Ethics and postmodernity*. London: Routledge.
- Southgate, B.C., 1996. *History: what and why? Ancient, modern, and postmodern perspectives*. London and New York: Routledge.



School of Social Sciences
Department of History
Programme: Masters in History
Syllabus Programme: Masters in History (NEP-2020)
Semester –I

Course Code: Title

Credits: 03; Total Contact Hrs. 45
Max. Marks: 75

(MHSTDSK125, Sources of Modern Kashmir)

Course Description:

This course provides a critical introduction to the diverse and complex sources that form the foundation of modern Kashmir history. It examines a broad spectrum of materials, including colonial archives, administrative reports, census data, legal documents, vernacular newspapers, autobiographies, travelogues, paintings, and literary works. Emphasizing the politics behind the creation, circulation, and interpretation of these sources, the course encourages students to question how historical knowledge is constructed. It also investigates the silences and omissions within sources, and how historians have challenged them. Through direct engagement with selected primary texts and key historiographical debates, students will strengthen their skills in historical analysis, critical thinking, and methodological awareness.

Course Learning Outcomes: After the completion of this course, the students will be able to:

CLO1: Identify and analyze a diverse range of primary sources—archival, printed, oral, and visual—used in reconstructing modern Kashmir history, while understanding their relative significance;

CLO2: Examine the context within which the sources were produced;

CLO3: Critically evaluate the reliability, perspective, and bias of historical sources.

Unit I

- A. Archives: An Introduction
- B. Primary and Secondary Sources
- C. Official Reports and Inquiry Commissions
- D. Administrative Reports, Censuses and Memorandums

Unit II

- A. Gazetteers, Revenue and Judicial Records
- B. Diaries, Novels, and Newspapers
- C. Travel Accounts, Biographies, Ethnographies and Photographs

**Unit III**

- A. Folklore
- B. *Band Pather* and *Ladi Shah*
- C. Poetry

CLO-PLO Matrix for the course

UNIT-WISE CLOs	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	Average (CLO)
1	3	3	3	3	3	3	3	2.85
2	2	2	3	3	3	3	3	2.71
3	3	3	3	3	3	3	3	3
Average (PLO)	2.66	2.66	3	3	3	3	3	2.90

Selected Readings:

- Azad, Abdul Ahad, *Kuliyat-e-Azad* (ed.), by Mohammad Yousuf Tang, Jammu and Kashmir Academy of Art, Cultural and Languages, 1986.
- Bates, Charles Elson, *A Gazetteer of Kashmir; Kishtwar, Badrawar, Jammu, Naoshera, Punch, and the Valley of the Kishan Ganga*, New Delhi: Light and Life publishers, 1980.
- Bazaz, Prem Nath, *The History of Struggle of Freedom in Kashmir*, Kashmir Publishing Co., New Delhi, 1954.
- Beg, Mohammad Afzal, *On the Way to Golden Harvest: Agriculture Reforms in Kashmir*, Ranbir Government Press, Jammu, 1951.
- Biscoe, Tyndale, *Kashmir in Sunlight and Shade*, Seeley, Service & Co. London, 1922.
- Braj. B. Kachru, *Kashmiri Literature*, Germany: Otto Harrassowitz Wisbaden, 1981.
- Charlton, Thomas, Lois E. Myers, and Rebecca Sharpless, *Handbook of Oral History*, AltaMira Press, 2006.
- Dar, Shiraz Ahmad & Farooq Ahmad, 'Promised Land: Peasant Movement in the Princely State of Jammu and Kashmir (1931-46)', *Social Scientist*, Vol. 51, No. 9/10 (604-605), September-October, 2023.
- Dar, Shiraz Ahmad (ed.), *Beyond Famines: State, Society and Politicization of Food in Kashmir (1846-1921 AD)*, Srinagar, JK Publishers, 2025.
- Dar, Shiraz Ahmad, 'Beyond the Fine Texture of Silk: The Development of an Industry and its Labour (c. 1586–1925 A.D.)', in M. Y. Ganai, Shiraz Ahmad Dar & Muhammad Ibrahim Wan (ed.), *Kashmir: Past and Present*, Srinagar: Jay Kay Publishers, 2020.
- Dar, Shiraz Ahmad, 'Dangerous Pleasures, Women's Silence: Prostitution in the Valley of Kashmir' in Tabasum Firdus & Ashfaq Maqsood Ali (ed.), *Gendering Women in the 20th Century: Critical Perspectives*, Srinagar: Jay Kay Publishers, 2021.
- Fayaz, Farooq, *Folklore and History of Kashmir*, Nonaposh Publications, Srinagar, 2001,
- Fayaz, Farooq, *Kashmir Folklore, A Study in Historical Perspective*, Gulshan Books, Srinagar, 2008.
- Fazili Manzoor, *Luk-e- Siyasat*, Mercantile Press, Srinagar, 1976.



- Fazili, Manzoor Ahmad, *Socialist Ideas and Movements in Kashmir (1919-1947)*, ed. by Irfan Fazili, Jay Kay Books, Srinagar, 2018.
- Fazili, Manzoor Ahmad. *Socialist Ideas and Movements in Kashmir, 1919-47*, New Delhi: Euraeka Publications 1980.
- Freund, Alexander and Alistair Thomson, eds. *Oral History and Photography*. Palgrave Studies in Oral History, 2011.
- Gadru, S.N, *Kashmir Papers: British Intervention in Kashmir*, Free thought Literature Company, Srinagar, 1973.
- Ganai, M.Y., Shiraz Ahmad Dar & Muhammad Ibrahim Wan (ed.), *Kashmir: Past and Present*, Srinagar, Jay Kay Publishers, 2020.
- *Gazetteer of Kashmir and Ladakh*, Delhi: Vekas Publishing House, 1974.
- Gluck, Sherna Berger and Daphne Patai, *Women's Words: the Feminist Practice of Oral History*, New York: Routledge, 1991.
- Gulam Nabi Aatish, *Koshur Folklore*, (self published), Srinagar, 2017.
- Gulshan Majid, *Look N Kashmir*, Srinagar: Jay Kay Books, 2013.
- [Hamilton](#), Paula., [Linda Shopes](#), [Oral History and Public Memories](#), [Temple University Press](#), 2008.
- Kalla, K. L. (ed.), *The Literary Heritage of Kashmir*, Delhi: Mittal Publications, 1985.
- Keenan, Brigid *Travels in Kashmir*, Oxford University Press, Delhi, 1989.
- Knight, Edward Frederick, *Where the Three Empires Meet*, Longmans Green & Co., London, 1916.
- Koul, Pandit Anand, *Geography of Jammu and Kashmir State*, Thacker, Spink & Co. Calcutta, 1925.
- Lawrence, Walter, *The India We Served*, Cassell and Company Ltd., London, 1928.
- Lawrence, Walter, *The Valley of Kashmir*, Oxford University press, London, 1895.
- Mahjoor, G. A., *The Best of Mahjoor*, (Translated by Triloki Nath Raina), Srinagar: J&K Cultural Academy Press, 1989.
- Majeed, Gulshan. (ed.), *Aspects of Folklore: With Special Reference to Kashmir*, Srinagar: Centre of Central Asian Studies, University of Kashmir, 1997.
- Majeed, Heena and Shiraz Ahmad Dar, *A Woman's Place: An Oral History of the Urban Women in Pre-Modern Kashmir*, Srinagar, JK Publishers, 2024.
- Malik, G. R. *Kashmiri: Cultural and Literature Some Glimpses*, Srinagar: Department of Kashmiri, University of Kashmir, 2006.
- Manzoor Fazili, *Lukeh Siyasat*, Department of Political Science, University of Kashmir, Srinagar, 1984.
- Maqbool Shah Kralwari, *Kuliyat-e-Maqbool*, (ed.), Tang, Mohammad Yousuf, Jammu and Kashmir Academy of Art, Cultural and Languages, 1968.
- Mohidin Hajini, Bhadr Pather te Rang Bawtshe, Personnel Collection, Budgam, 2008.
- Neve, Arthur, *Thirty Years in Kashmir*, Edward Arnold, London, 1913.
- Neve, Ernest. F., *Beyond the Pir Panjal*, Church Missionary Society, London, 1915.
- Neve, F. Ernest, *Things Seen in Kashmir*, Seeley Service and Co. Limited, London, 1931.
- Perks, Robert and Alistair Thomson, eds. *The Oral History Reader*. Routledge (Second Edition), 1998.
- Raina, Trilokinath, *The History of Kashmiri Literature*, New Delhi: Sahitya Academy, 1972.
- Raina, Trilokinath. (ed.), *Mahjoor and After: Modern Kashmiri Poetry*, New Delhi: Sahitya Akademi, 1998.
- Raina, Trilokinath. *An Anthology of Modern Kashmiri Verse*, Poona: National Defense Academy, 1972.
- Rao, Aparna, ed. *The Valley of Kashmir: The Making and Unmaking of a Composite Culture?* Delhi: Manohar Publishers & Distributors, 2008.
- Saqi, Moti Lal, *Kashir Luk Baeth*, Srinagar: Jammu and Kashmir Academy of Art, Cultural and Languages, 1965.



- Shafi Shouq and Munwar Naji , *Kashiri Adbuk Tawarikh*, Kashmiri Department, University of Kashmir, Srinagar, 1978.
- Shepherd, A.P., *Arthur Neve of Kashmir*, Church Missionary Society, London, 1926.
- *The Imperial Gazetteer of India*, Vol. xv, *Karachi to Kotayam*, Oxford: The Clarendon Press, 1908.
- Thorp, Robert, *Kashmir Misgovernment*, London, 1870.
- Vansina, Jan, *Oral Tradition as History*, University of Winconsin Press, Madison, 1985.
- Wakefield, William, *Kashmir; The Happy Valley*, Sampson Low, Marston, Searle, & Rivington, London, 1879.
- Younghusband, Francis, *Kashmir*, Adam and Charles Black, London, 1911.
- Yow, Valerie Raleigh., *Recording Oral History: A Guide for the Humanities and Social Sciences*, Walnut Creek, CA: AltaMira Press, 2005.



School of Social Sciences

Department of History

Programme: Masters in History

Syllabus Programme: Masters in History (NEP-2020)

SEMESTER-III

Course Code	Title of the Course	Type of Course	Credits	Max. Marks CIA	Max. Marks External
MHSTCAT325	ANCIENT INDIA-III	CORE	4	28	72
MHSTCSE325	SOCIETY AND ECONOMY IN MEDIEVAL INDIA	CORE	4	28	72
MHSTCIP325	INDIAN NATIONAL MOVEMENT AND POST-INDEPENDENCE ERA (1885-1964)	CORE	4	28	72
MHSTCMD325	MODERN KASHMIR	CORE	3	21	54
MHSTCWD325	WORLD HISTORY- III	CORE	3	21	54
MHSTCHT325	HISTORIOGRAPHY- II	CORE	3	21	54
MHSTDHA325	HISTORICAL METHODS: INTERDISCIPLINARY APPROACHES AND EMERGING PRACTICES	DCE (Student has to opt one))	3	21	54
MHSTDDM325	HISTORICAL METHOD: DECODING ANCIENT TEXTS AND MATERIAL CULTURE				
	Total Credits		24	600	



School of Social Sciences

Department of History

Programme: Masters in History

Syllabus Programme: Masters in History (NEP-2020)

Semester –III

Course Code: Title
(MHSTCAT325, Ancient India—III)

Credits: 04; Total Contact Hrs. 60
Max. Marks: 100

Course Description:

This course examines political, economic, and cultural developments from the Gupta Empire to the Early Medieval period in India. It covers Gupta administration, economy, religion, art, science, and interactions with the Vakatakas. It also explores the nature of the Early Medieval period, Harsha's reign, South Indian dynasties like the Chalukyas, Pallavas, and Cholas; India's external contacts with Southeast Asia and China, the Tripartite Struggle, and temple architecture.

Course Learning Outcomes: After the completion of this course, the students will be able to:

CLO1: Gain insights into the political organization, economic patterns, and the socio religious milieu of the Gupta period, with particular attention to administrative systems and literary developments.

CLO2: Explore the advancements in art, architecture, science, and technology during the Gupta era, and assess inter-dynastic relations and the factors contributing to the empire's decline.

CLO3: Engage with scholarly debates on the concept of 'early medieval', while tracing political developments under Harsha, the Chalukyas, Pallavas, and Cholas with a focus on governance and religious influences.

CLO4: Investigate India's external contacts with Southeast Asia and China, the nature of inter-dynastic rivalries during the Tripartite Struggle, and the architectural innovations in early medieval temple building.

Unit I

- A. Gupta Empire: Polity and Administration.
- B. Agrarian and non-agrarian economy
- C. Society, Religion and Literature

Unit II.

- A. Art and Architecture, Science and Technology
- B. Gupta-Vakataka relation
- C. Decline

Unit III

- A. Early Medieval: A conceptual debate
- B. Harsha: Polity, Administration and Buddhism
- C. Chalukyas and Pallavas: Polity
- D. Cholas: Polity and Administration

**Unit IV**

- A. Contacts with South-east Asia and China
- B. Tripartite Struggle: Gujara-Pratiharas, Palas and Rashtrakutas
- C. Early Medieval Temple Architecture

CLO-PLO Matrix for the course

UNIT-WISE CLOs	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	Average (CLO)
1	3	3	3	2	3	2.5	3	2.78
2	3	3	3	2	3	3	3	2.85
3	2	2	3	3	3	3	3	2.71
4	3	3	3	3	3	3	3	3
Average (PLO)	2.75	2.75	3	2.5	3	2.87	3	2.41

Suggested Readings:

- Thapar, R. (2003). *The Penguin history of early India: From the origins to AD 1300*. New Delhi: Penguin Books.
- Jha, D. N. (1998). *Ancient India: In historical outline*. New Delhi: Manohar Publishers.
- Singh, U. (2024). *A history of ancient and early medieval India: From the Stone Age to the 12th century*. New Delhi: Pearson Education India. 2nd edition
- Majumdar, R. C. (1952). *Ancient India*. Delhi: Motilal Banarsidass.
- Mookerji, R. K. (1947). *The Gupta Empire*. Bombay: Hind Kitabs Ltd.
- Gupta, P. L. (1974). *The Imperial Guptas* (Vol. 1 and 2). Varanasi: Vishwavidyalaya Prakashan.
- Jha, D. N. (1967). *Revenue system in post-Maurya and Gupta times*. Calcutta: Punthi Pustak.
- Sharma, R. S. (1987). *Urban decay in India (c. 300–c. 1000)*. New Delhi: Munshiram Manoharlal Publishers Pvt. Ltd.
- Sharma, R. S. (1965). *Indian feudalism*. Madras: Macmillan Publishers India Ltd
- Thaplyal, K. K. (1996). *Guilds in Ancient India: A Study of Guild Organization in Northern India and Western Deccan from Circa 600 BC to Circa 600 AD*. New Delhi: New Age International Ltd.
- Goyal, S. R. (2000). *Indian Art of the Gupta Age: From Pre-Classical Roots to the Emergence of Medieval Trends*. Jodhpur: Kusumanjali Book World.
- Huntington, S. L., & Huntington, J. C. (1985). *The art of ancient India: Buddhist, Hindu, Jain*. New York: Weatherhill.
- Williams, Joanna. 1982. *The Art of Gupta India: Empire and Province*. Princeton, New Jersey: Princeton University Press.
- Majumdar, R. C., & Altekar, A. S. (Eds.). (2006). *The Vākāṭaka–Gupta Age: Circa 200–550 A.D.* New Delhi: Motilal Banarsidass Publishers Pvt. Ltd.



- Chattopadhyaya, B. D. (1995). *The making of early medieval India* (2nd ed.). Delhi: K.P. Bagchi & Co.
- Pillai, R. (2022). *Harsha: The Fearless Warrior of Thanesar*. Mumbai: Jaico Publishing House.
- Srivastava, B. N. (1976). *Harsha and His Times: A Glimpse of Political History During the Seventh Century A.D.* Varanasi: Chowkhamba Sanskrit Series Offices.
- Kanisetti, A. (2022). *Lords of the Deccan: Southern India from the Chalukyas to the Cholas*. New Delhi: Juggernaut Books.
- Sastri, K. A. N. (1958). *A history of South India: From prehistoric times to the fall of Vijayanagar*. New Delhi: Oxford University Press.
- Dutta, V. (2025). *A Glimpse of the Former Glory of India: The Chola Empire*. New Delhi: BlueRose Publishers
- Panda, N. C., & Reddy, E. S. N. (2018). *Temple architecture of India*. Delhi: Bharatiya Kala Prakashan.
- Subramanian, T. S. (2023). *Epic Saga of the Cholas: Their Art, Temples and Heritage*. Chennai: THG Publishing Private Limited.



School of Social Sciences

Department of History

Programme: Masters in History

Syllabus Programme: Masters in History (NEP-2020)

Semester –III

Course Code: Title

Credits: 04; Total Contact Hrs. 60

Max. Marks: 100

(MHSTCSE325, Society and Economy in Medieval India)

Course Description:

This course examines the complex interplay between social structures and economic systems in medieval India, spanning the Delhi Sultanate through the Mughal period. It explores agrarian relations, revenue systems, trade, urbanization, technological developments, and cultural expressions to understand how society and economy were interlinked in shaping historical change.

Course Learning Outcomes: After the completion of this course, the students will be able to:

Clo1: To analyze the socio-cultural transformations in medieval India, focusing on caste, class, social mobility, and inter-community relations across different regions.

Clo2: To examine the agrarian systems, revenue structures, and technological developments that shaped the economic foundation of medieval India under the Delhi Sultanate and Mughal Empire.

Clo3: To explore the role of trade, urbanization, and craft production in the development of medieval Indian economies.

Clo4: To critically engage with historiographical debates on the socio-economic history of medieval India, assessing the potential for capitalist development and the long-term impact of these structures.

Unit I: Society and Culture in Medieval India

- A. Cultural Interactions in Delhi Sultanate
- B. Caste, Class and Social Mobility in Medieval India
- C. Women, Family and Public Spaces
- D. Development of Languages and Literatures

Unit II: Art, Architecture, and Cultural Synthesis

- A. Authority and Architecture under Sultans
- B. Imperial Ideology and Mughal Architecture
- C. Painting in Medieval India

**Unit III: Agrarian Economies**

- A. Agrarian Economy under Sultans
- B. Agrarian Methods of Assessment, and Collection under Mughals
- C. Revenue Extraction and Agrarian Crisis
- D. Vijayanagara Economy: Sacred Spaces and Economy

Unit IV: Trade, Craft, and Economy

- A. Indian Ocean Trade, Monetary System
- B. Crafts, Organization and Technologies
- C. Technology, Innovation and Potentialities of Capitalism

CLO-PLO Matrix for the course

UNIT-WISE CLOs	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	Average (CLO)
1	3	3	3	3	3	3	3	3
2	3	3	3	2	3	3	3	2.85
3	2	2	3	3	3	3	3	2.71
4	3	3	3	2	3	2.5	3	2.78
Average (PLO)	2.75	2.75	3	2.5	3	2.87	3	2.41

Suggested Readings:

- Ahmad, Aziz, 1999, *Studies in Islamic Culture in Indian Environment*, New Delhi, Oxford University Press.
- Azizu-din, S.M., 2005. *Madrassa Education in India*, , New Delhi, Kanishaka Publishers.
- Catherine, Asher, B., 1995. *Architecture of Mughal India*, Cambridge University Press.
- Bayly, C.A., 1983. *Rulers Townsmen and Bazaars- North Indian Society in the Age of British Expansion*, Cambridge University Press.
- Chandra, Satish, 2003. *Essays on Medieval India History*, New Delhi, Oxford University Press.
- Chaudhary , K.N., 1985. *Trade and Civilization in Indian Ocean*, New Delhi, Monohar Publishers.
- Gupta, Ashin Das and Pearson, M.N.(ed), 1999. *India and Indian Ocean*, New Delhi, Oxford University Press.
- Habib Irfan, Ray, Chaudary Tapan (ed), 1982. *Cambridge History of India Vol-I*, New Delhi, Cambridge University Press.
- Habib, Irfan, 2014. *Agrarian System of Mughal India (1556-1707)*, New Delhi, Oxford University Press.



- Habib, Irfan, 2002. *Essays in Indian history: Towards a Marxist Perception; With, The Economic History of Medieval India: A Survey*. Anthem Press.
- Hasan. S. Nurul, 1971. *Thoughts on Agrarian Relations in Mughal India*, New Delhi, Oxford University Press.
- Hassan, Basharat, 2024. 'Women and Law in the Seventeenth century Mughal India', *Journal of Women of the Middle East and the Islamic World*, Vol. 22, No.1.
- Jan, Qaiser Ahsan, *The Indian response to European technology and culture (AD 1498-1707)*.
- Pearson, M.N, 1998. *The Indian Ocean History People and The Sea*, New Delhi, Oxford University Press.
- Naqvi, Hamida Khatoon, 2019. *Agricultural, Industrial and Urban Dynamism under the Sultans of Delhi*.
- Nath, Pratyay, 2019. *Climate of Conquest: War, Environment, and Empire in Mughal North India*. Oxford University Press.
- Richards John.F., ed., 1988. *The Imperial Monetary System of Mughal India*, New Delhi, Oxford University Press.
- Roy and Bagchi, 2004. *Technology in Ancient and Medieval India*, New Delhi, Sandeep Prakashan.
- Singh, M. P, 1985. *Town Market mint and port in the Mughal Empire (1556-1707)*, New Delhi, Adam Publishers.
- Stein, Burton. *Peasant state and Society in Medieval South India*, New Delhi, Oxford University Press.
- Subramaniam, Sanjay, 1999. *Money and the Market in India (1100-1700)*, New Delhi, Oxford University Press.
- Beach, Milo Cleveland, 1987. *Early Mughal Painting*. Harvard University Press.
- Brown, Percy, 1942. *The Indian Architecture: The Islamic Period*, London, Oxford University Press.
- Chitnis K.N., 1999. Reprint, *Socio-Economic History of Medieval India*, New Delhi, Atlantic Publishers.
- Gandhi, Supriya, *Dara Shukoh, The Emperor Who Never Was*, Harvard University Press, 2020.
- Habib, Irfan, (ed.), 1998. *Medieval India I: Research in the History of India 1200-1750*, New Delhi, Oxford University Press
- Mishra, Rekha, 1967. *Women in Mughal India*, New Delhi, Manohar Publications.
- Verma, Som Prakash, 'Mughal Painting, Patrons and Painters', *Proceedings of the Indian History Congress*, Vol. 61.



School of Social Sciences

Department of History

Programme: Masters in History

Syllabus Programme: Masters in History (NEP-2020)

Semester –III

Course Code: Title

**Credits: 04; Total Contact Hrs. 60
Max. Marks: 100**

(MHSTCIP325, Indian Between 1885-1964: Colonial State, Indian National Movement and post-Independence Era)

Course Description:

This course offers a comprehensive exploration of modern Indian history from the foundation of the Indian National Congress in 1885 to the formative decades following independence, ending with the Nehruvian era in 1964. While critically examining the nature of British rule, the course traces the evolution of the diverse trajectories of resistance and accommodation that shaped the Indian national movement. The course investigates key political, social, and economic transformations under colonial rule, including the responses of princely states, the rise of mass politics, communal mobilizations, and the role of key ideologies and actors. Special attention is given to the processes of decolonization, partition, and the challenges of nation-building in the early post-independence period. Through a mix of thematic and chronological modules, the learners will engage with both prominent secondary texts and select primary sources to deepen their understanding of India's complex transition from colony to postcolonial nation-state.

Expected Learning Outcomes: By the end of this course, learners will be able to:

CLO1: Critically analyze the structure and functioning of the colonial state and its impact on Indian society, economy, and politics.

CLO2: Understand the forces that resulted in the emergence of Indian national Congress and know about the strategies that it adopted to confront the colonial state

CLO3: Understand the role of key individuals, institutions, and movements in shaping nationalist politics from 1885 to 1947 and interpret the complexities of Partition and decolonization, with attention to regional, communal, and gendered experiences.

CLO4: Assess the interactions between the colonial state, princely states, and understand the post-independence period (1947–1964) in terms of political consolidation, economic planning, institution-building, and the Nehruvian vision of modern India.

**UNIT-I**

- A. Nations and Nationalism: Theoretical Debate
- B. Historiography of Indian National Movement
- C. Indian National Congress: Foundation and the Formative years
- D. Militant Nationalists and Swadeshi Movement
- E. Foundation of All India Muslim League

UNIT-II

- A. World War-I and Indian Nationalism: Ghadar Party and Home Rule League
- B. Gandhi and Indian Nationalism
- C. Khilafat, Non-Cooperation Movement and Aftermath
- D. Civil Disobedience Movement
- E. State's People's Movements

UNIT- III

- A. Non- Brahman and Dalit Protest
- B. Capitalists, Working Classes, Peasants and Indian National Movement
- C. Constitutional Developments: Act of 1909, 1919 and 1935
- D. World War-II and Indian Politics- Cripps proposal, Cabinet Mission
- E. Freedom and Partition: Debate

UNIT-IV

- A. Underdevelopment as a colonial legacy
- B. Legacies of Indian National Movement
- C. Indian Constitution: Evolution and Salient features
- D. Nehruvian Era: Economic Planning and Land Reforms
- E. Foreign Policy: Non-alignment movement

CLO-PLO Matrix for the course

UNIT-WISE CLOs	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	Average (CLO)
1	3	3	3	3	3	3	3	3
2	3	3	3	2	3	3	3	2.85
3	2	2	3	3	3	3	3	2.71
4	3	3	3	2	3	2.5	3	2.78
Average (PLO)	2.75	2.75	3	2.5	3	2.87	3	2.41

Suggested Readings



- Aloysius, G., 1997. *Nationalism Without a Nation in India*, Oxford University Press.
- Amin, S., 1996, *Event, Metaphor, Memory: Chauri Chaura, 1922-1992*, Oxford University Press.
- Anderson, B., 1983, *Imagined Communities: Reflections on the Origin and Spread of Nationalism*, London.
- B.L Grover., 1967, *British Policy Towards Indian Nationalism*, Delhi.
- Bandyopadhyay, Shekhar, 2004, *From Plassey to Partition*, Orient Longman.
- Bayly, C.A., 1978, *Origins of Nationality in South Asia: Patriotism and Ethical Government in the Making of Modern India*. Delhi: Oxford University Press.
- Bose, Sugata and Jalal, Ayesha, 2004, *Modern South Asia*, Oxford University Press.
- Bridge, Carl., 1986, *Holding India to the Empire: The British Conservative Party and the 1935 Constitution*, Sterling.
- Brown, Judith M., 1972, *Gandhi's Rise to Power: Indian Politics, 1915-1922*, Cambridge University Press.
- Chakrabarty, D., 1989, *Rethinking Working Class History: Bengal, 1890-1940*. Princeton University Press.
- Chand, Tara. 1961. *History of the Freedom Movement in India*, Delhi.
- Chandra, Bipin, 1966, *Rise and Growth of Economic Nationalism in India*. New Delhi: Peoples Publishing House.
- Chandra, Bipin, 1979, *Nationalism and Colonialism in Modern India*. New Delhi: Orient Longman.
- Chandra, Bipin, 2009, *History of Modern India*, Orient Blackswan.
- Chandra, Bipin, 1993, *Communalism in Modern India*, Vikas Publishing House.
- Chandra, Bipin, Mridula Mukherjee, Aditya Mukherjee, K.N Panikar and Sucheta Mahajan. 1989. *India's Struggle for Independence*. New Delhi : Penguin Books India.
- Chatterjee, Partha, 1986, *Nationalist Thought and Colonial World: A Derivative Discourse*, Zed Books.
- Chatterjee, Partha, 1993, *The Nation and its Fragments: Colonial and Postcolonial Histories*. Princeton University Press.
- Desai, A.R., 1959. *Social Background of Indian Nationalism*, Popular Book Depot.
- Desika Char, S. V. 1983, *Readings in the Constitutional History of India, 1757-1947*. Delhi: Oxford University Press.
- Dutt, R.P., 1949. *India Today*, Bombay — Forbes, Geraldine, 1998. *Women in Modern India*, Cambridge University Press.
- Gallagher, J. G., Johnson, and A. Seal. 1973. *Locality, Province and Nation: Essays on Indian Politics, 1870-1940*. Cambridge University Press.
- Gordon, A. D D., 1978, *Businessmen and Politics: Rising Nationalism and a Modernizing Economy in Bombay, 1918-1933*.
- Guha, Ramachandra, 2010, *Makers of Modern India*, Penguin Books India.
- Guha, Ranajit, ed., 1997, *Subaltern Studies Reader*, Minneapolis: University of Minnesota Press.
- Guha, Ranajit, 1989. *Subaltern Studies: Writings on South Asian History and Society*, Oxford University Press.
- Gupta, A.K., ed., 1987, *The Struggle for Freedom in India, 1945-47*. Manohar.



School of Social Sciences

Department of History

Programme: Masters in History

Syllabus Programme: Masters in History (NEP-2020)

Semester –III

Course Code: Title

Credits: 03; Total Contact Hrs. 45

Max. Marks: 75

(MHSTCMD325, Modern Kashmir)

Course Description:

This course provides a foundational understanding of the formation of the Jammu and Kashmir State and its relationship with British colonial state. It explores public responses to Dogra autocracy and highlights popular movements that contributed to the end of Dogra rule. Covering key political and economic developments since 1947, the course examines how colonial legacies shaped post-independence era.

Expected Learning Outcomes: At the end of the course, the learners will be able to:

CLO1: Make the learners understand how British Colonialism operated and functioned in Kashmir

CLO2: Understand the response of the people to Dogra rule

CLO3: Understand the dynamics of the State-Centre relationship in the aftermath of the lapse of British Paramountcy

UNIT-I

- A. Treaty of Amritsar and the Establishment of Dogra rule
- B. Nature of the Dogra State
- C. Establishment and Role of British Residency

Unit- II

- A. Response to the Dogra Rule: Passive Resistance, The *Shawl Baf* Revolt and Silk Factory Revolt
- B. Emergence of Political Awakening and the Uprising of 1931
- C. The Institutionalization of Protests: Formation and Conversion of Muslim Conference
- D. Naya Kashmir Manifesto and the Kissan Mazdoor Conference

**Unit: III**

- A. Kashmir Question: Origin and Chequered History
- B. Article 370 and Delhi Agreement 1952
- C. Agrarian Reforms: Implementation and Impact
- D. Kashmir Accord 1975

CLO-PLO Matrix for the course

UNIT-WISE CLOs	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	Average (CLO)
1	3	3	3	2	3	2.5	3	2.78
2	2	2	3	3	3	3	3	2.71
3	3	3	3	3	3	3	3	3
Average (PLO)	2.66	2.66	3	2.66	3	2.87	3	2.41

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.
- Bhattachacharjea, Ajit, *Shaikh Mohammed Abdullah: Tragic Hero of Kashmir*, New Delhi: Roli Books, 2008.
- 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.
- Bose, Sumantra, *Kashmir: Roots of Conflict, Paths to Peace*, Cambridge: MA Harvard University Press, 2003.
- Campbell-Johnson, *Mission with Mountbatten*, London: Robert Hale Limited, 1951.
- Dar, Shiraz Ahmad & Farooq Ahmad, 'Promised Land: Peasant Movement in the Princely State of Jammu and Kashmir (1931-46)', *Social Scientist*, Vol. 51, No. 9/10 (604-605), September-October, 2023.
- Dar, Shiraz Ahmad, 'Beyond the Fine Texture of Silk: The Development of an Industry and its Labour (c. 1586–1925 A.D.)', in M. Y. Ganai, Shiraz Ahmad Dar & Muhammad Ibrahim Wan (ed.), *Kashmir: Past and Present*, Srinagar, Jay Kay Publishers, 2020.



- Dar, Shiraz Ahmad, 'Dangerous Pleasures, Women's Silence: Prostitution in the Valley of Kashmir' in Tabasum Firdus & Ashfaq Maqsood Ali (ed.), *Gendering Women in the 20th Century: Critical Perspectives*, Srinagar, Jay Kay Publishers, 2021.
- Dhar, D. N., *Artisans of Paradise: Art and Artisans of Kashmir from Ancient to Modern Times*, New Delhi: Himalayan Research and Cultural Foundation, 1999.
- Dhar, D. N., *Socio-Economic History of Kashmir Peasantry*, Srinagar: Centre for Kashmir Studies, 1989.
- Ganai, Abdul Jabbar, *Kashmir and National Conference and Politics*, Srinagar: Gulshan Publishers, 1984.
- Ganai, M.Y., Shiraz Ahmad Dar & Muhammad Ibrahim Wan (ed.), *Kashmir: Past and Present*, Srinagar, Jay Kay Publishers, 2020.
- Ganai, Muhammad Yusuf, *Kashmir's Struggle for Independence (1931- 1990)*, Srinagar: Mohsin Publications, 2003.
- Ganguly, Sumit, *The Crisis in Kashmir: Protest of War and Hopes of Peace*, Cambridge: Cambridge University Press, 1997.
- Ganju, M., *Textile Industry in Kashmir*, Delhi: Premier Publishing Co., 1945.
- Gervis, Pearce, *This is Kashmir*, London: Cassell and Company Ltd., 1954.
- Grover, Verinder, (ed.), *Kashmir: A Study of Kashmir: Yesterday and Today, (3 vols.)*, New Delhi: Deep and Deep Publications, 1995.
- Gupta, C. Das, *War and Diplomacy in Kashmir*, New Delhi: Sage Publications, 2002.
- 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.
- Hodson, H.V., *The Great Divide: Britain-India-Pakistan*, London: Hutchinson & Co., 1969.
- 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.
- Kapur, M.L., (ed.), *Maharaja Hari Singh (1895-1961)*, New Delhi: Har-Anand Publications, 1995.



- Kapur, M.L., *Social and Economic History of Jammu and Kashmir (1885-1925 A.D)*, New Delhi: Anmol Publications, 1992.
- Khan, Ghulam Hassan, *Freedom Movement in Kashmir (1931-40)*, New Delhi: Light and Life Publishers, 1980.
- Khan, Mohammad Ishaq, *History of Srinagar (1846-1947): A Study of Socio-Cultural Change*, Srinagar: Aamir Publications, 1978.
- Kour, Ravinderjit, *Political Awakening in Kashmir*, New Delhi: APH Publishing, 1996.
- Lawrence, Walter R., *The Valley of Kashmir*, London: Oxford University Press, 1895.
- Menon, V.P., *The Story of Integration of the Indian States*, Calcutta: Orient Longmans, 1956.
- Noorani, A.G., *Article 370: A Constitutional History of Jammu and Kashmir*, Delhi: Oxford University Press, 2011.
- Para, Altaf Hussain, *The Making of Modern Kashmir: Sheikh Abdullah and the Politics of the State*, New Delhi, Routledge, 2019.
- Rao, Aparna, ed. *The Valley of Kashmir: The Making and Unmaking of a Composite Culture?* Delhi: Manohar Publishers & Distributors, 2008.
- Saraf, D.N., *Arts & Crafts Jammu and Kashmir Land People Culture*, New Delhi: Abhinav Publications, 1987.
- Saraf, Muhammad Yusuf, *Kashmir's Fight for Freedom*, Vol. I (1819-1946) Lahore: Ferozsons, 1977; Vol. II (1946-1978), Lahore: Ferozsons, 1979.
- Schofield, Victoria, *Kashmir in Conflict: India, Pakistan, and the Unending War*. Front Cover. Viva Books, 2004.
- Whitehead, Andrew, *A Mission in Kashmir*, New Delhi: Penguin Viking, 2007.
- Wirsing, Robert G., *India, Pakistan, and the Kashmir Dispute on Regional Conflict and its Resolution*, New Delhi: Rupa & Co., 1995.
- Ziegler, Philip, *Mountbatten: The Official Biography*, London: Collins, 1985.
- Zutshi, Chitrlekha, *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.



School of Social Sciences

Department of History

Programme: Masters in History

Syllabus Programme: Masters in History (NEP-2020)

Semester –III

Course Code: Title

Credits: 03; Total Contact Hrs. 45

(MHSTCWD, World History III)

Max. Marks: 75

Course Description:

This course explores the dramatic global transformations that shaped the 20th century, a period marked by unprecedented conflict, ideological struggle, decolonization, social movements, and rapid globalization. Students will investigate how wars, revolutions, and international institutions redefined power structures and how technological and cultural developments connected the world in new ways. Throughout the course, students will build skills in historical inquiry, source evaluation, comparative analysis, and understanding the interconnectedness of global developments. The course encourages students to reflect on the legacy of the 20th century and its influence on the contemporary world.

Expected Learning Outcomes: Upon successful completion, students will have the knowledge and skills to:

CLO1: Understand major transitions, processes and developments in the history of the twentieth century World.

CLO2: Utilize case studies of important periods and themes to explore change and continuity in the twentieth century;

CLO3: Critically reflect upon the range of documentary resources and historical interpretations considered in the course.

UNIT-I

- A. World War-I: Causes, Nature and Consequences
- B. Russian Revolution: Causes and Consequences
- C. Interwar Period: League of Nations, Economic Depression and the Rise of Fascism and Nazism
- D. World War-II: Causes and Consequences

**UNIT-II**

- A. Cold War: Origin and Phases
- B. Decolonization of Asia and Africa
- C. Apartheid, Feminist Movement and Environmentalism

UNIT-III

- A. Non-Alignment Movements: Role and Relevance
- B. Collapse of Soviet
- C. Technological and Economic Globalization

CLO-PLO Matrix for the course

UNIT-WISE CLOs	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	Average (CLO)
1	3	3	3	3	3	3	3	3
2	3	3	3	2	3	3	3	2.85
3	3	3	3	3	3	3	3	3
Average (PLO)	3	3	3	2.8	3	3	3	2.85

Selected Readings:

- Albrecht-Carré, R., *The Meaning of the First World War*. Paul and Co, UK.1965
- Aston Thomas S, *The Industrial Revolution*, Oxford University Press. 1977.
- Burns & Burns :*World Civilizations*, Vol.B Oxford University Press, 1973
- Carr H E, *International Relations Between Two World Wars*, McMillan USA. 1968.
- Carole. K. Fink, *Cold War: An International History*, Meriputak, 2010.
- Cimballa, S. J, *The Politics of Warfare: The Great Powers in the Twentieth Century*, Pennsylvania StateUniversity Press. 1997.
- Davis H A, *An outline History of the World*, Paul & co UK, 2007.
- David S Mason, *A Concise History of Modern Europe*, Orient Blackswan, India, 2012.
- Emerson, R, *From Empire to Nation: The Rise to Self-Assertion of Asian and African*, CambridgeUniversity Press, 2001.
- Said, Edward, *The End of the Peace Process*, Vintage, New York, 2003.
- Carr, E.H, *Foundation of Planned Economy 1926-1929*, Macmillan, UK, 1976.
- Hobsbawm, Eric, *The Age of Extremes*, Widenfeild, London, 2013.
- Hobsbawm, Eric, *Nations and Nationalism Since 1780: Programme, Myth, Reality*Cambridge UniversityPress, 1992
- Fay S B, *The Origin of World War*, Free press UK. 2004.



- Fussell, P. *The Great War and Modern Memory*, Oxford UK: Oxford University Press. 1975.
- Grant, Temperly, *Europe in 19th and 20th Century*, Longman USA. 1985.
- Hastings, A, *The Construction of Nationhood: Ethnicity, Religion, and Nationalism*, Cambridge University Press. 1988
- Holsti, K. J. *Peace and War: Armed Conflicts and International Order, 1648-1989*. Paul & Co. 1991
- Harman, C, *A Peoples History of the World*, Orient Longman, London, 2007.
- Black, Jeremy, *War and the New Disorder in the 21st Century*, British Library, 2004.
- Black, Jeremy, *The Cold War: A Military History*, Reprobooks, New Delhi, 2009.
- K. Galbraith, John, *The Great Crash, 1929*, OUP, 1992.
- K Pavan, *Non Aligned Movement*, New Bharitiya Books, 2007
- Leslie Holmes, *Communism, A Very Short Introduction*, OUP, 2009.
- Macfarlane, Alan, 1987, *The Culture of Capitalism*, Oxford University Press.
- McAleavy, T, 1996, *Modern World History: International Relations from the First World War*, Oxford University Press



School of Social Sciences

Department of History

Programme: Masters in History

Syllabus Programme: Masters in History (NEP-2020)

Semester –III

Course Code: Title
(MHSTCHT, Historiography-II)

Credits: 03; Total Contact Hrs. 45
Max. Marks: 75

COURSE DESCRIPTION: The course aims at bringing out the different debates centered on nature and scope of history. The learners are expected to view history as a construct and product of historian's mind and craft. The meta-historical narrative and their deconstruction is incorporated. The idea and impact of New Historicism and Subaltern theories on history writing have been discussed.

Expected Learning Outcomes: The learners are expected to:

CLO1: Evaluate history as a constitutive discipline and product of the times.

CLO2: Understand emergence of renewed interest in history writing and its significance

CLO3: Appreciate the challenges posed by Postmodernism to history and response of historical scholarship.

UNIT-I:

- A. Croce and Collingwood.
- B. E.H. Carr on "What is History"
- C. Annals School.
- D. Conservative Empiricism.

UNIT-II:

- A. Revisionist: Neo-Marxist School: Antonio Gramsci, E.P. Thompson.
- B. Renewed Interest in the Philosophy of History- Spengler; Toynbee.
- C. New Historicism.

UNIT-III:

- A. History and post Modernism|: Foucault and Hayden White.
- B. Linguistic Turn.
- C. History of Ideas.
- D. Subaltern Historiography

*CLO-PLO Matrix for the course*

UNIT-WISE CLOs	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	Average (CLO)
1	3	3	3	2	3	2.5	3	2.78
2	3	3	3	2	3	3	3	2.85
3	2	2	3	3	3	3	3	2.71
4	3	3	3	3	3	3	3	3
Average (PLO)	2.75	2.75	3	2.5	3	2.87	3	2.41

Select Readings:

- Branes, H.E., 1962. *A history of historical writing*. New York: Dover Publications.
- Carr, E.H., (1964) 1983. *What is history?* London: Macmillan.
- Collingwood, R.G., 1946. *The idea of history*. Oxford: Oxford University Press.
- Elton, G.R., (1967) 1969. *The practice of history*. London: Fontana.
- Gardiner, J. (ed.), 1988. *What is history today?* Basingstoke: Macmillan.
- Jenkins, K. (ed.), 1997. *The postmodern history reader*. London: Routledge.
- Jenkins, K., 1995. *On what is history?* London: Routledge.
- Jenkins, K., 1991. *Re-thinking history*. London: Routledge.
- Lentricchia, F., 1989. *Foucault's legacy: A new historicism*. London: Routledge.
- Bentley, M. (ed.), 1997. *Companion to historiography*. London: Routledge.
- Sheikh Ali, B., 2019. *History: its theory and method*. 2nd ed. New Delhi: Laxmi Publications.
- Sreedharan, E., 2009. *A textbook of historiography*. Hyderabad: Orient Blackswan.
- Upadhyay, S.B., 2016. *Historiography in the modern world*. Oxford: Oxford University Press.
- Hughes-Warrington, M., 2019. *History as wonder: Beginning with historiography*. 1st ed. London: Routledge.
- Spalding, R. and Parker, C., 2007. *Historiography: An introduction*. Manchester: Manchester University Press.
- Drolet, M. (ed.), 2003. *The postmodernism reader: Foundational texts*. London: Routledge.



School of Social Sciences

Department of History

Programme: Masters in History

Syllabus Programme: Masters in History (NEP-2020)

Semester –III

Course Code: Title

**Credits: 03; Total Contact Hrs. 45
Max. Marks: 75**

(MHSTDHA325, Historical Methods: Interdisciplinary Approaches and Emerging Practices)

Course Description:

This course reimagines the practice of historical research in light of recent interdisciplinary currents in the social sciences. Departing from traditional historiography focused on schools of thought, this course emphasizes methodological innovations, cross-disciplinary borrowing, and the use of new tools and techniques in doing history. Making use of theoretical insights from sister disciplines viz. anthropology, ethnography, sociology, critical geography etc. the learners will explore how history can be practiced as a dynamic and reflexive exercise. The course blends conceptual inquiry with methodological training, encouraging students to approach sources, archives, and narratives with new theoretical and empirical lenses.

Course Learning Outcomes: After the completion of this course, the students will be able to:

CLO1: The learners will have able to articulate strengths and limits of major 20th- & 21st-century historical methods and archiving practices

CLO2: The learners will be able to explain how major interdisciplinary turns have expanded and contested conventional historical practice.

CLO3: The learners will be able to locate and critically appraise diverse source types (archival, ethnographic, quantitative, spatial, oral, digital), recognizing power relations embedded in their production.

**Unit I:**

- A. Beyond Historiography- What is Historical Method?
 - I. Interdisciplinary turn and challenges to historical orthodoxy
 - II. Situated knowledge and reflexivity: locating, organizing and verifying the sources
- B. Rethinking Archive:
 - I. Archive as subject and Institution
 - II. Power and archival production

Unit II:

- A. Ethnography as Method for History
 - I. Historical ethnography and thick description
 - II. Embedded narratives, informants, and context
- B. Quantitative History and Social Data:
 - I. Censuses, surveys, statistical inference
 - II. Limits and potential of quantification
- III. Conceptual History: Origins and Trajectories

Unit III.

- A. Discourse Analysis for Historians: Foucauldian discourse and historical formation
- B. Spatial History and Critical Geography: Cartography, landscapes, and territoriality
- C. Oral Histories and Testimonies: Ethics and vulnerability in oral histories
- D. Research questions in Historical Research/ What types of questions Historians answer?

CLO-PLO Matrix for the course

UNIT-WISE CLOs	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	Average (CLO)
1	3	3	3	2	3	2.5	3	2.78
2	3	3	3	2	3	3	3	2.85
3	2	2	3	3	3	3	3	2.71
4	3	3	3	3	3	3	3	3
Average (PLO)	2.75	2.75	3	2.5	3	2.87	3	2.41

Selected Readings:

- Arnold, J., A Very Short Introduction to History, Oxford, 2000
- Atkinson, R.F., Knowledge and Explanation in History: An Introduction to the Philosophy of History (Basingstoke: Macmillan, 1978).
- Barnes, H. E., 1937. A History of Historical Writing, Oklahoma: Norman.
- Bloch, M., The Historians's Craft, New York, 1953
- Braudel F., On History, London, 1980.



- Thompson and Holm, History of Historical Writing,
- Thompson, J.W and Bernard Holm, 1942. A History of Historical Writing. Vols. 1 and 2. New York: MacmillanCompany.



School of Social Sciences

Department of History

Programme: Masters in History

Syllabus Programme: Masters in History (NEP-2020)

Semester –III

Course Code: Title

Credits: 03; Total Contact Hrs. 45

Max. Marks: 75

(MHSTDDM325, Historical Method: Decoding Texts and Material Culture)

Course Description:

This course introduces students to the nature and types of historical sources and the methods of source criticism. It explores major schools of historiography, including colonial, nationalist, and Marxist approaches. Emphasis is placed on reading texts and interpreting material evidence. Case studies from *Rajatarangini*, *Arthashastra*, and the Semthan excavations are used for practical engagement.

Course Learning Outcomes: After the completion of this course, the students will be able to:

CLO1: Demonstrate the ability to classify different types of historical sources and apply internal and external criticism to interpret the ancient past using both traditional and scientific approaches.

CLO2: Understand and evaluate major historiographical traditions—Colonial, Nationalist, and Marxist—and their contributions to shaping the study of ancient Indian history.

CLO3: Apply interpretative skills to textual and archaeological evidence by critically engaging with excerpts from Kalhana's *Rajatarangini*, *Arthashastra*, and artefacts from the Semthan site.

Unit I

- A. Sources: Meaning, Types
- B. Internal and External Criticism with examples from relevant sources
- C. Discovering the ancient past: Traditional methods and scientific ways

Unit II

Schools of History and Historiography

- A. Colonial
- B. Nationalist
- C. Marists

**Unit III**

- A. Reading a source: Text and artefacts
 B. Select verses from Kalhana's *Rajatarngini* and *Arthashastra*
 C. Decoding material remains from Semthan excavations and explorations

CLO-PLO Matrix for the course

UNIT-WISE CLOs	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	Average (CLO)
1	3	3	3	2	3	2.5	3	2.78
2	3	3	3	2	3	3	3	2.85
3	2	2	3	3	3	3	3	2.71
4	3	3	3	3	3	3	3	3
Average (PLO)	2.75	2.75	3	2.5	3	2.87	3	2.41

Selected Readings

- Brundage, A. (2017). *Going to the sources: A guide to historical research and writing* (6th ed.). UK: Wiley-Blackwell.
- Sreedharan, E. (2009). *A textbook of historiography: 500 B.C. to A.D. 2000*. Hyderabad: Orient Blackswan.
- Ali, B. S. (1978). *History: Its theory and method*. Madras: Macmillan.
- Tyson, L. (2006). *Critical theory today: A user-friendly guide* (2nd ed.). New York, NY: Routledge
- Thapar, R. (2003). *The Penguin history of early India: From the origins to AD 1300*. New Delhi: Penguin Books.
- Thapar, R. (1975). *The past and prejudice*. Delhi: National Book Trust
- Thapar, R. (1996). *Time as a metaphor of history*. Delhi: Oxford University Press.
- Thapar, R. (1992). *Interpreting early India*. Delhi: Oxford University Press.
- Mill, J. S. (1968). *The history of British India* (5th ed.). New York, NY: AMS Press
- Cuming, W. (Ed.). (1939). *Revealing India's past*. London: Methuen.
- Pandey, G. (1990). *The construction of communalism in colonial north India*. Delhi: Oxford University Press.
- O'Leary, B. (1989). *The Asiatic mode of production: Oriental despotism, historical materialism and Indian history*. Oxford: Clarendon Press.
- Kosambi, D. D. (1956). *An introduction to the study of Indian history*. Bombay: Popular Prakashan.
- Singh, U. (2009). *A history of ancient and early medieval India: From the Stone Age to the 12th century*. New Delhi: Pearson Education India. 2nd edition
- Sharma, R. S. (2006). *India's ancient past*. New Delhi: Oxford University Press.



- Guha, S. (2015). *Artefacts of history: Archaeology, historiography and Indian pasts*. New Delhi: SAGE Publications.
- Kautilya. (1991). *Arthashastra* (R. Shamasastri, Trans.). Bangalore: Government Press. (Original work published 1915)
- Kautilya. (1960–1965). *The Kautiliya Arthasastra* (R. P. Kangle, Ed. & Trans.; 3 vols.). Bombay: University of Bombay.
- Stein, M. A. (1900). *Kalhana's Rājatarāṅgiṇī: A chronicle of the kings of Kaśmīr* (Vols. 1 & 2). Delhi: Motilal Banarsidas,
- Zutshi, C. (2014). *Kashmir's contested pasts: Narratives, geographies, and the historical imagination*. New Delhi: Oxford University Press
- Bhushan, S. (2020). *Historiography in the modern world: Western and Indian Perspectives* Delhi: Thomson Press India Ltd



SEMESTER-IV (CW+R)

Course Code	Tittle of the Course	Type of Course	credits	Max. Marks CIA	Max. Marks External
MHSTPDI425	PROJECT DISSERTATION	DISSERTATION	20	140	360
MHSTPDI425	THE HISTORIAN’S CRAFT: MEMORY, ORAL HISTORY AND MICROHISTORIES	DCE (Students has to opt One)	4	28	72
MHSTDAT425	ARCHAEOLOGY—THEORY AND METHOD				
MHSTDHM425	HISTORICAL METHOD AND MEDIEVAL INDIAN HISTORY				
TOTAL CREDITS	24			600	

SEMESTER-IV (CW+CW)

COURSE CODE	Tittle of the Course	Type of Course	Credits	Max. Marks CIA	Max. Marks External
MHSTCTA425	THEMES IN ANCIENT INDIA	CORE	4	28	72
MHSTCTM425	THEMES IN MEDIEVAL INDIA	CORE	4	28	72
MHSTCTI425	THEMES IN MODERN INDIA	CORE	4	28	72
MHSTCTW425	THEMES IN WORLD HISTORY	CORE	4	28	72
MHSTCTM425	THEMES IN MODERN KASHMIR	CORE	4	28	72
MHSTDHC425	THE HISTORIAN’S CRAFT: MEMORY, ORAL HISTORY, MICROHISTORY	DCE (Student has opt to One	4	28	72
MHSTDAT425	ARCHAEOLOGY—THEORY AND METHOD				
MHSTDHM425	HISTORICAL METHOD AND MEDIEVAL INDIAN HISTORY (DCE)				
TOTAL CREDITS				600	



School of Social Sciences
Department of History
Programme: Masters in History
Syllabus Programme: Masters in History (NEP-2020)
Semester –IV

Course Code: Title

Credits: 20; Total Contact Hrs. 300
Max. Marks: 500

(MHTPDI425, Project Dissertation)



School of Social Sciences

Department of History

Programme: Masters in History

Syllabus Programme: Masters in History (NEP-2020)

Semester –IV

Course Code: Title

Credits: 4; Total Contact Hrs. 60

Max. Marks: 100

(MHSTDHC425 , The Historian’s Craft: Memory, Oral History, Micro-history)

Course Description:

This course offers the learners a hands-on introduction to the methods, tools, and interpretive practices central to the work of historians. Moving away from conventional historiography, this course focuses on the *craft of doing history*—from formulating questions and locating and evaluating sources to analyzing evidence and constructing/reconstructing narratives. The learners will engage with archival documents, oral histories, visual material, and digital tools. The course emphasizes not only technical competence but also critical reflection on ethical, epistemological, and narrative choices involved in historical research.

Expected Course Outcomes: By the end of the course, students will be able to:

CLO1: Explore the interrelations between history, memory, and narrative.

CLO2: Understand the theory, method and significance of Oral History and Microhistory

CLO3: Understand microhistory as an approach that foregrounds analysis of small units/events to highlight bigger historical processes

CLO4: Make use of the nuanced understanding of microhistory and oral history to produce historically grounded projects using memory, oral accounts, and microhistorical fragments

Unit I:

- A. Emergence of History as a discipline
- B. Nature of Historical Knowledge
- C. History as a science: The Historian’s Craft

**Unit II:**

- A. History as reconstruction, representation, and interpretation
- B. Source and Silences: Reading sources 'against the grain'
- C. Rethinking objectivity, interpretation, and historical truth

Unit III:

- A. History in Public spheres: museums, monuments, memory
- B. Oral History as method and archive: Interview techniques and Transcription
- C. Inter-subjectivity in Oral History
- D. History and Memory: Collective memory and counter-memory

UNIT IV

- A. Microhistory: Emergence, Theory and Limitations
- B. Transformation of Historical Research in the Digital Age: Archives and access
- C. Field Visits

CLO-PLO Matrix for the course

UNIT-WISE CLOs	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	Average (CLO)
1	3	3	3	2	3	2.5	3	2.78
2	3	3	3	2	3	3	3	2.85
3	2	2	3	3	3	3	3	2.71
4	3	3	3	3	3	3	3	3
Average (PLO)	2.75	2.75	3	2.5	3	2.87	3	2.41

Suggested Readings:

- Arnold, J., A Very Short Introduction to History, Oxford, 2000
- Atkinson, R.F., Knowledge and Explanation in History: An Introduction to the Philosophy of History (Basingstoke: Macmillan, 1978).
- Barnes, H. E., 1937. A History of Historical Writing, Oklahoma: Norman.
- Bloch, M., The Historians's Craft, New York, 1953
- Braudel F., On History, London, 1980.
- Thompson and Holm, History of Historical Writing,
- Thompson, J.W and Bernard Holm, 1942. A History of Historical Writing. Vols. 1 and 2. New York: Macmillan Company.



School of Social Sciences
Department of History
Programme: Masters in History
Syllabus Programme: Masters in History (NEP-2020)
Semester –IV

Course Code: Title **Credits: 4; Total Contact Hrs. 60**
(MHSTDAT425, Archaeology—Theory and Method) **Max. Marks: 100**

Course Description:

This course offers an introduction to the theoretical foundations and interpretive methods in archaeology. It covers key concepts such as cultural historical approaches, context analysis, and spatial studies. Emphasis is placed on field methods, data recording, and dating techniques. Practical components include field surveys, museum visits, and hands-on data analysis.

Course Learning Outcomes: After the completion of this course, the students will be able to:

CLO1: Understand the evolution of archaeological thought, its interdisciplinary nature, and key theoretical frameworks such as Thomsen's Three Age System and the Culture-Historical approach.

CLO2: Interpret archaeological data using concepts like context, spatial analysis, and site catchment theory to reconstruct patterns of past human behaviour.

CLO3: Acquire knowledge of field techniques including exploration, excavation, and dating methods, alongside skills in systematic documentation and recording archaeological data.

CLO4: Apply archaeological methods through hands-on activities such as field surveys, museum visits, and data analysis to bridge theory and practice.

Unit—I Theoretical Archaeology

- A. Archaeology: scope, limitations and relation with other disciplines
- B. Treasure hunting, Thomsen's Three Age System,
- C. Culture Historical Approach

**Unit II Interpretation in Archaeology**

- A. Context in archaeology—Schaffer's systemic and archaeological contexts
- B. Spatial analysis: Settlement pattern studies, landscape archaeology
- C. Site catchment analysis

Unit—III Field Archaeology

- A. Discovering Archaeological sites: Exploration and Excavation: Types and Methods
- B. Recording of data: written and drawn record, photography
- C. Dating: Relative and absolute dating

Unit IV Practical

- A. Field Surveys
- B. Visit to Museums
- C. Data Analysis

CLO-PLO Matrix for the course

UNIT-WISE CLOs	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	Average (CLO)
1	2	2	3	3	3	3	3	2.71
2	3	3	3	2	3	3	3	2.85
3	3	3	3	2	3	2.5	3	2.78
4	3	3	3	3	3	3	3	3
Average (PLO)	2.75	2.75	3	2.5	3	2.87	3	2.41

Selected Readings:

1. Agrawal, D. P. (1995). *Dating the human past*. Pune: Indian Society for Prehistoric and Quaternary Studies.
2. Balme, J., & Paterson, A. (Eds.). (2006). *Archaeology in practice: A student guide to archaeological analyses*. Oxford: Blackwell Publishing.
3. Bahn, P. G., & Renfrew, C. (Eds.). (2004). *Archaeology: Theories, methods and practice* (4th ed.). London: Thames & Hudson.
4. Banning, E. B. (2000). *The archaeologist's laboratory: The analysis of archaeological evidence*. New York: Springer.
5. Binford, L. R. (1972). Archaeology as anthropology. In L. R. Binford, *An archaeological perspective* (pp. 20–32). New York: Seminar Press.
6. Bintliff, J. (Ed.). (2004). *A companion to archaeology*. Oxford: Blackwell Publishing.
7. Drewett, P. L. (1999). *Field archaeology: An introduction*. London & New York: Routledge.
8. Ellis, L. (Ed.). (2000). *Archaeological method and theory: An encyclopedia*. New York & London: Garland Publishing.
9. Gamble, C. (2001). *Archaeology: The basics*. London: Routledge.



10. Greene, K. (1983). *Archaeology: An introduction*. New Jersey: Batsford Academic and Educational Ltd.
11. Hodder, I. (1991). *Reading the past: Current approaches to interpretation in archaeology* (2nd ed.). Cambridge: Cambridge University Press.
12. Schiffer, M. B. (1972). Archaeological context and systemic context. *American Antiquity*, 37(2), 156–165. <https://doi.org/10.2307/278203>
13. Wheeler, R. E. M. (1954). *Archaeology from the earth*. Middlesex: Penguin Books.



School of Social Sciences

Department of History

Programme: Masters in History

Syllabus Programme: Masters in History (NEP-2020)

Semester –IV

Course Code: Title

Credits: 4; Total Contact Hrs. 60

(MHSTDHM425, Historical Method and Medieval Indian History) Max. Marks: 100

Course Description:

The course aims at imparting the skills of doing Medieval history and its method. It survey's and supplies diverse methods employed by historians of Medieval India to reach plausible conclusions. The course adumbrates importance of interdisciplinary approach and methods in social sciences. The emphasis on regional sources and cartographic tools which helps the learners to diversify medieval Indian history.

Expected Learning Outcomes: After the completion of the course the learners are expected to:

Clo1: To understand diverse methods of Medieval Indian historiography.

Clo2: Comprehend utility of integrating various methods in History and limitations thereof

Clo3: Decentralizing Medieval Indian history and utilize alternative histories.

Clo4: Make use of linguistic theory and Cartographic tools.

Unit I:

- A. Engaging with Medieval Indian sources: Theoretical and Methodological Concerns.
- B. Medieval Texts and Philological Criticism.
- C. Quantitative and Qualitative methods: Problems and Prospects.
- D. Chronological and Concentric Approaches.

Unit II:

- A. Prosopography: Application and Limitations.
- B. Interdisciplinary Approach.
- C. Region Centric Approach.
- D. Margins and Marginality in Medieval sources.

Unit III:

- A. Doing Micro History
- B. Literary Cultures: Theory and Method.

**Unit IV:**

- A. Feminist approach to sources.
- B. Cartographic Tools

CLO-PLO Matrix for the course

UNIT-WISE CLOs	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	Average (CLO)
1	3	3	3	2	3	2.5	3	2.78
2	3	3	3	2	3	3	3	2.85
3	2	2	3	3	3	3	3	2.71
4	3	3	3	3	3	3	3	3
Average (PLO)	2.75	2.75	3	2.5	3	2.87	3	2.41

Select Readings:

- Levi, G., 2001. On microhistory. In: P. Burke, ed. *New perspectives on historical writing*. Cambridge: Polity Press, pp.93–113. (Originally published 1991).
- Ginzburg, C., 1992. *The cheese and the worms: the world of a sixteenth-century miller*. Baltimore: Johns Hopkins University Press, pp.xi–xxvi.
- Ginzburg, C., 1993. Microhistory: Two or three things that I know about it. *Critical Inquiry*.
- Scott, J.C., 1985. *Weapons of the weak: everyday forms of peasant resistance*. New Haven: Yale University Press.
- Mayaram, S., 2004. *Against history, against state: counter perspectives from the margins*. New York: Columbia University Press.
- Upadhyay, S.B., 2016. *Historiography in the modern world*. Oxford: Oxford University Press.
- Lal, R., 2005. *Domesticity and power in the early Mughal world*. Cambridge: Cambridge University Press.
- Balabanlilar, L., 2010. The Begins of the Mystic Feast: Turco-Mongol tradition in the Mughal harem. *The Journal of Asian Studies*, 69(1), pp.123–147.
- Sreedharan, E., 2009. *A textbook of historiography*. Hyderabad: Orient Blackswan.
- Harley, J.B., Woodward, D. and Monmonier, M.S. (eds.), 1987. *The History of Cartography: Cartography in Prehistoric, Ancient, and Medieval Europe and the Mediterranean*. Illustrated ed. Chicago: University of Chicago Press.



School of Social Sciences

Department of History

Programme: Masters in History

Syllabus Programme: Masters in History (NEP-2020)

Semester –IV

Course Code: Title

Credits: 4; Total Contact Hrs. 60

Max. Marks: 100

(MHSTCTA425, Themes in the History of Ancient India)

Course Description:

This course offers a rich and engaging journey into the everyday life, technologies, and cultural practices of ancient India. From how people grew their food and built their homes to the tools they used and the clothes they wore, we explore the material side of early Indian society through archaeology, texts, and art. We also look closely at how society was structured—through ideas like varna, jati, and family systems—and how people made sense of the world through religion, education, and philosophy. Along the way, we uncover India's remarkable achievements in science, mathematics, and the arts, bringing to life a vibrant and complex civilization.

Course Learning Outcomes: After the completion of this course, the students will be able to:

CLO1: Examine the technological foundations of ancient Indian agriculture and textile production, focusing on tools, processes, and innovations that shaped rural and urban livelihoods.

CLO2: Explore the development and application of metallurgical and ceramic technologies, assessing their role in economic and artistic life in early Indian societies.

CLO3: Analyze the structure of ancient Indian social institutions and interpret the diversity of religious beliefs and practices, including spaces of orthodoxy and dissent.

CLO4: Assess ancient India's contributions to education, philosophy, science, and mathematics, and understand the cultural frameworks that sustained these traditions.

Unit-I (Society and Technology—I)

- A. Agriculture: Practices, Crops, tools, Irrigation
- B. Textile: Processing of raw material, spindle and whorls, cotton gin, weaving, dying and printing

Unit-II (Society and Technology—II)

- A. Mining and metallurgy: Copper, Iron and damascened steel.
- B. Ceramics: Pottery, Sculptures

**Unit-III (Religion and Society)**

- A. Social Institutions in Ancient India: Varna; Jati; Gotra; Pravara; Purusharthas, Samaskaras, Position of women
- B. Religion: Understanding and Interpretations of Various Religious Traditions and Dissents.

Unit-IV (Cultural History)

- A. Educational Ideas and Institutions
- B. Contribution of India to Philosophy, Science and Mathematics

CLO-PLO Matrix for the course

UNIT-WISE CLOs	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	Average (CLO)
1	3	3	3	2	3	2.5	3	2.78
2	3	3	3	2	3	3	3	2.85
3	2	2	3	3	3	3	3	2.71
4	3	3	3	3	3	3	3	3
Average (PLO)	2.75	2.75	3	2.5	3	2.87	3	2.41

Selected Readings:

- Dani, A. H., et al. (Eds.). (1993). *History of humanity, Vols. I to V* (relevant sections on agriculture and textiles). Paris: UNESCO Publishing.
- Deloche, J. (1994). *A history of transport in India* (Vols. 1 & 2). New Delhi: Manohar Publishers.
- Chaudhary, K. A., & Saraswat, G. S. (1995). *Ancient agriculture*. New Delhi: Indian Council of Historical Research.
- Bag, A. K. (Ed.). (1998). *History of technology in ancient India*. New Delhi: Indian National Science Academy.
- Schioler, T. (1985). *Roman and Islamic water-lifting wheels*. Copenhagen: Museum of Ancient Technology.
- Gopal, L. (1990). *Aspects of the history of agriculture in ancient India*. New Delhi: Bharatiya Vidya Prakashan.
- Ray, A., & Bagchi, S. K. (Eds.). (2003). *Technology in ancient and medieval India*. New Delhi: D.K. Printworld.
- Habib, I. (2008). *Technology in medieval India, C.650-1750*. New Delhi: Tulika Publishers.
- Needham, J. (1954). *Science and civilization in China* (Vols. 1-3, see relevant sections). Cambridge: Cambridge University Press.
- White, L. Jr. (1962). *Medieval technology and social change*. Oxford: Oxford University Press.
- Forbes, R. J. (1978). *Studies in ancient technology* (Vols. 1-4, relevant volumes). Leiden: E.J. Brill.
- Ratnagar, S. (1997). *Makers and shapers*. Delhi: Oxford University Press.



- Habib, I. (2000). Joseph Needham and the history of Indian technology. *Indian Journal of History of Science*, 35(3), 245-274.
- Habib, I. (1992). Pursuing the history of Indian technology: Pre-modern modes of transmission of power. *Social Scientist*, 20(3-4), 1-22.
- Alam, I. (2003). Textile technology as depicted in Ajanta & Mughal paintings. In A. Ray & S. K. Bagchi (Eds.), *Technology in ancient & medieval India* (pp. 73-85). New Delhi: D.K. Printworld.
- Sarma, S. R. (1967). Writing material in ancient India. *Aligarh Journal of Oriental Studies*, 2(2), 132-145.
- Schlingloff, D. (1974). Cotton manufacture in ancient India. *Journal of the Economic and Social History of the Orient*, 17(1), 24-38.
- Thapar, R. (2003). *The Penguin history of early India: From the origins to AD 1300*. New Delhi: Penguin Books.
- Jha, D. N. (1998). *Ancient India: In historical outline*. New Delhi: Manohar Publishers.
- Singh, U. (2009). *A history of ancient and early medieval India: From the Stone Age to the 12th century*. New Delhi: Pearson Education India.
- Majumdar, R. C. (1952). *Ancient India*. Delhi: Motilal Banarsidass.
- Thapar, R. (1980). *Ancient Indian Social history: Some interpretations/* New Delhi: Oxford University Press.
- Basham, A. L. (1975). *A cultural history of India*. Oxford: Oxford University Press.
- Sharma, R. S. (1969). *Social changes in early medieval India (c. AD 500-1200)*. Delhi: Motilal Banarsidass Publishers.
- Bandyopadhyaya, J. (2007). *Class and religion in ancient India*. New Delhi: Anthem Press India.
- Altekar, A. S. (1958). *The position of women in Hindu civilization*. Varanasi: Motilal Banarsidass Publishers.
- Roy, K. (2010). *The power of gender and the gender of power: Explorations in early Indian history*. New Delhi: Oxford University Press.
- Altekar, A. S. (2009). *Education in ancient India*. Delhi: Gyan Books.
- Chatterjee, M. (1999). *Education in ancient India*. Delhi: D.K. Print World Limited.
- Soni, S. (2020). *India's glorious scientific tradition*. New Delhi: Prabhat Prakashan.



School of Social Sciences
Department of History
Programme: Masters in History
Syllabus Programme: Masters in History (NEP-2020)
Semester –IV

Course Code: Title

Credits: 4; Total Contact Hrs. 60
Max. Marks: 100

(MHSTCTM425, Themes in Medieval India)

Course Description:

This course introduces students to labour systems, gender roles, religious festivals, trade networks, financial practices, and agrarian structures in medieval India. The course examines how social identities and economic structures were shaped by the growing interaction with global trade and European companies.

Learning Outcomes: After the completion of the Course the learners will be able to:

CLO1: Develop an understanding over the social structures of medieval India.

CLO2: Assess the dynamics of trade and commerce by examining the role of indigenous merchant communities, and the economic interventions of European trading companies

CLO3: Interpret the evolution of agrarian relations, focusing on peasant land rights, the changing role and power of zamindars, and the nature and functions of the village community.

CLO4: To understand the nature and functioning of indigenous financial institutions.

Unit I Social Fabric of Medieval India

- A. Pleasure and Pastimes in Medieval India
- B. Women and Urban Life

Unit II Trade Networks in Medieval India

- A. East India companies and Indian Trade Organisation
- B. Merchant Communities, Companies and State

Unit III Financial Practices in Medieval India

- A. Jajmani
- B. Usury



C. Hundi

Unit IV Agrarian Relations

- A. Peasantry and Land rights
- B. Zamindars in Medieval India
- C. Village Community

CLO-PLO Matrix for the course

UNIT-WISE CLOs	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	Average (CLO)
1	3	3	3	2	3	2.5	3	2.78
2	3	3	3	2	3	3	3	2.85
3	2	2	3	3	3	3	3	2.71
4	3	3	3	3	3	3	3	3
Average (PLO)	2.75	2.75	3	2.5	3	2.87	3	2.41

Selected Readings:

- Bagchi, Amiya Kumar, 2002. *Money & Credit in Indian History: From Early Medieval Times*, Delhi, Tulika Books.
- Chaudhuri, K.N., 1978. *The Trading World of Asia and the English East India Company: 1660-1760*, Cambridge University Press.
- Habib, Irfan, 2014. *Agrarian System of Mughal India 1556-1707*, New Delhi, Oxford University Press, New Delhi.
- Hassan, Basharat, 2024. 'Women and Law in the Seventeenth century Mughal India', *Journal of Women of the Middle East and the Islamic World*, Vol. 22, No.1.
- Irfan Habib, 1964. 'Usury in Medieval India' *Comparative Studies in Society and History*, Vol. 6, No. 4.
- Maloni, Ruby, 2021. *The Route to European Hegemony: India's Intra-Asian Trade in the Early Modern Period (Sixteenth to Eighteenth Centuries)*, Delhi, Manohar.
- Moosvi, Shireen, 2008. *People, Taxation, and Trade in Mughal India*, New Delhi, Oxford University Press.
- Pearson, M. N. 1984. 'Recreation in Mughal India', *The International Journal of the History of Sport*, Vol. 1, No. 3.
- Van Leur, J.C. 1967, *Indonesian Trade and Society: Essays in Asian Social and Economic History*, The Hague. W. van Hoeve Publishers Ltd.



School of Social Sciences

Department of History

Programme: Masters in History

Syllabus Programme: Masters in History (NEP-2020)

Semester –IV

Course Code: Title

**Credits: 4; Total Contact Hrs. 60
Max. Marks: 100**

(MHSTCTI425, Themes in Modern Indian History)

Course Description:

This course explores the central political, social, economic and cultural transformations that have shaped the sub-continent from the late nineteenth century to the present. Organized thematically rather than chronologically, the course invites the learners to interrogate how colonial rule and its knowledge systems forged new forms of “modernity” and re-inscribed older hierarchies of caste and gender; how the demise of the princely order and the integration of the states redefined sovereignty; and how India navigated crises of legitimacy, communal conflict and economic restructuring after 1947. Moreover, the course examines the contested practice of secularism, the sweeping liberalization of the 1990s and its uneven social consequences. It also foregrounds two cross-cutting arenas of popular mobilization—environmental movements and gender struggles—to illuminate how marginalized groups have reframed the meanings of citizenship, development and justice.

Learning Outcomes: After the completion of the Course the learners will be able to:

CLO1: Analyse competing historiographical debates on colonial modernity, caste, secularism, democracy and economic liberalization, explaining how interpretive frameworks have evolved over time.

CLO2: Critically assess the gendered and environmental dimensions of development discourse and policy from the colonial period to contemporary times

CLO3: Critically evaluate the demise of princely order and its socio-political fallout

UNIT I:

- A. Colonialism and Modernity: Debate
- B. Caste in colonial and Post-colonial times

UNIT II

- A. Demise of Princely order
- B. Challenges to Indian Democracy

**UNIT III:**

- A. Secularism in Post-independent India: Theory and Practice
B. Liberalization of Indian economy

Unit IV.

- A. Environmental Movements
B. Gender in Modern India

CLO-PLO Matrix for the course

UNIT-WISE CLOs	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	Average (CLO)
1	3	3	3	2	3	2.5	3	2.78
2	3	3	3	2	3	3	3	2.85
3	2	2	3	3	3	3	3	2.71
4	3	3	3	3	3	3	3	3
Average (PLO)	2.75	2.75	3	2.5	3	2.87	3	2.41

Suggested Readings

- Banerjee, A.C.: (1983) The New History of Modern India (1707 1947), Calcutta,
- K.P. Bagchi Bayly, C.A: An Illustrated History of Modern India 1600 1947, London 1990
- Chabra, G.S.: (1989), Advanced History of Modern India, Stearling Publication
- Desai, A.R. (1948), Social Background of Indian Nationalism, Mumbai, Ramdas (Bhatakoi, Popular Publication)
- Desai, A.R.: (1984), Path of Development, Mumbai, Popular Publication
- Dodwell: (1925) A Sketch of the History of India, London, Green and Co. Dutta,
- K.K.: (1975), Social History of Modern India, Delhi, Macmillan Publication
- Freedenberg, R.E.: (1912) Land Control and Social Structure in India
- Grover, B.L: A New look on Modern Indian History J
- ain, M.S.: (1993) Aadhunik Bharat Varsh Ka Itihas, New Age International Pvt. Ltd.
- Lal, Sunder: (2018) Bharat Mein Angreji Raj, Prabhat Publication
- Banerjee, A.C.: (1983) The New History of Modern India (1707 1947), Calcutta,
- K.P. Bagchi Bayly, C.A: An Illustrated History of Modern India 1600 1947, London 1990
- Chabra, G.S.: (1989), Advanced History of Modern India, Stearling Publication
- Desai, A.R. (1948), Social Background of Indian Nationalism, Mumbai, Ramdas (Bhatakoi, Popular Publication)
- Desai, A.R.: (1984), Path of Development, Mumbai, Popular Publication
- Dodwell: (1925) A Sketch of the History of India, London, Green and Co. Dutta,
- K.K.: (1975), Social History of Modern India, Delhi, Macmillan Publication
- Freedenberg, R.E.: (1912) Land Control and Social Structure in India
- Grover, B.L: A New look on Modern Indian History
- Jain, M.S.: (1993) Aadhunik Bharat Varsh Ka Itihas, New Age International Pvt. Ltd.



School of Social Sciences

Department of History

Programme: Masters in History

Syllabus Programme: Masters in History (NEP-2020)

Semester –IV

Course Code: Title

Credits: 3; Total Contact Hrs. 45

Max. Marks: 75

(MHSTCTW425, Themes in World History)

Course Description:

The course provides a comprehensive exploration of key historical themes that have shaped societies worldwide. This course delves into significant processes, movements, and cultural developments that have influenced the course of human history on a global scale. By examining diverse regions and time periods, students gain a nuanced understanding of the interconnectedness of historical processes.

Course Learning Outcomes: After the completion of this course, the students will be able to:

CLO1: Locate the relevance of the concepts of time and space, including environmental factors in the shaping of history

CLO2: Understand and analyse the role of social institutions in the making of global history

CLO3: Assess the influence of technology in human history

CLO4: Understand the colonial influences on the Food, Dress and Sports.

UNIT-I

A. Origins Of Agriculture: Debate

B. History of Food: An Overview

UNIT-II

A. Enclosure Movement in Europe

B. Capitalism and the Rise of Colonialism

UNIT-III

A. Migration, Trade and Travel

B. Pastoralists in Modern World

**UNIT IV**

- A. Pandemics in World History
- B. Clothing: A Social History
- C. Colonialism And Cricket

CLO-PLO Matrix for the course

UNIT-WISE CLOs	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	Average (CLO)
1	3	3	3	2	3	2.5	3	2.78
2	3	3	3	2	3	3	3	2.85
3	2	2	3	3	3	3	3	2.71
4	3	3	3	3	3	3	3	3
Average (PLO)	2.75	2.75	3	2.5	3	2.87	3	2.41

Suggested Readings

- Sarkar, Sumit (2010). Colonial Times: Clocks and Kali-yuga in Beyond Nationalist Frames: Relocating Postmodernism, Hindutva, History. Delhi: Permanent Black, pp. 10 - 37.
- Mukhia, Harbans (2023). Problematising Periodisation in History in The Hindu Newspaper dated Dec. 8, <https://www.thehindu.com/opinion/op-ed/problematising-periodisation-inhistory/article67615337.ece>
- Megarry, Tim (1995). Society in Prehistory: The Origins of Human Culture. London: Macmillan press Ltd. Pp. 154-206.
- Huntington, E. (1937). Geography and History. The Canadian Journal of Economics and Political Science / Revue Canadienne d'Economie et de Science Politique, vol. 3, no. 4, 1937, pp. 565–572.
- Guelke, L. (1997). The Relations between Geography and History Reconsidered. History and Theory, vol. 36, no. 2, 1997, pp. 216–234.
- Ganesh, K N (2014). Prakruthiyum Manushyanum. Thrissur: KSSP, pp. 9-61.
- Ganesh, K N (2016). Charithram undakunnath. Thrissur: KSSP, pp. 9-28.
- Donald, M. (1993). Human Cognitive Evolution: What We Were, What We Are Becoming. Social Research, vol. 60, no. 1, 1993, pp. 143–170.
- Bryson, Bill (2016). A short History of nearly Everything, London: Black Swan & Penguin, pp. 522-562.
- Renfrew, Colin (2007). Prehistory: The Making of the Human Mind. London: Orion publishing Group (Part II, Ch. 6, Towards a Prehistory of Mind)
- Bogucki, P. (1999). The Origins of Human Society. New York: Wiley-Blackwell, pp. 29-77.
- Harari, Noah, Yuval (2014). The Tree of Knowledge and History's Biggest Fraud in Sapiens: A Brief History of Humankind .



School of Social Sciences
Department of History
Programme: Masters in History
Syllabus Programme: Masters in History (NEP-2020)
Semester –IV

Course Code: Title
(MHSTCTM425, Themes in Modern Kashmir)

Credits: 3; Total Contact Hrs. 45
Max. Marks: 75

Course Description:

This course explores the historical transition of Kashmir from a medieval society to a modern state, focusing on the social, political, and cultural transformations that shaped its development. It critically examines colonial representations of Kashmir through the writings of travelers and the role of modern institutions such as the press, education, and healthcare. The course highlights the contributions of women, the dynamics of inter-community relations, and the emergence of social reform movements. It also analyzes agrarian reforms from 1885 to 1953, offering insights into the broader impact of colonialism and modernization on Kashmiri society.

Expected Learning Outcomes: At the end of the course, the learners will be able to:

Clo1: To understand the historical transformation of Kashmir from a medieval to a modern society, including the impact of colonial narratives, inter-community relations, and the changing role of women.

Clo2: To examine the development of key modern institutions such as the press, education, public health, and their role in shaping contemporary Kashmiri society.

Clo3: To critically analyze social reform movements and agrarian reforms (1885–1953), and assess the lasting influence of colonialism and modernization on Kashmir's socio-economic structure.

Unit I

- A. Transition from Medieval to Modern Kashmir
- B. Colonial Representation of Kashmir: Travellers and Travelogues

Unit II

- A. Women in Modern Kashmir
- B. Inter-community Relations

**Unit III**

- A. Press and Print Media
- B. Modern Education

Unit IV

- A. Public Health and Sanitation
- B. Socio-religious Reform Movements
- C. Agrarian Reforms (1885-1953)

CLO-PLO Matrix for the course

UNIT-WISE CLOs	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	Average (CLO)
1	3	3	3	2	3	2.5	3	2.78
2	3	3	3	2	3	3	3	2.85
3	2	2	3	3	3	3	3	2.71
4	3	3	3	3	3	3	3	3
Average (PLO)	2.75	2.75	3	2.5	3	2.87	3	2.41

Selected 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.
- Chohan, Amar Singh, *Health Services in Jammu and Kashmir (1858-1947)*, New Delhi: Atlantic Publishers & Distributors, 1994.
- Dar, Shiraz Ahmad & Farooq Ahmad, 'Promised Land: Peasant Movement in the Princely State of Jammu and Kashmir (1931-46)', *Social Scientist*, Vol. 51, No. 9/10 (604-605), September-October, 2023.
- Dar, Shiraz Ahmad, 'Beyond the Fine Texture of Silk: The Development of an Industry and its Labour (c. 1586–1925 A.D.)', in M. Y. Ganai, Shiraz Ahmad Dar & Muhammad Ibrahim Wan (ed.), *Kashmir: Past and Present*, Srinagar: Jay Kay Publishers, 2020.
- Dar, Shiraz Ahmad, 'Dangerous Pleasures, Women's Silence: Prostitution in the Valley of Kashmir' in Tabasum Firdus & Ashfaq Maqsood Ali (ed.), *Gendering*



Women in the 20th Century: Critical Perspectives, Srinagar: Jay Kay Publishers, 2021.

- Dar, Shiraz Ahmad (ed.), *Beyond Famines: State, Society and Politicization of Food in Kashmir (1846-1921 AD)*, Srinagar, JK Publishers, 2025.
- Majeed, Heena and Shiraz Ahmad Dar, *A Woman's Place: An Oral History of the Urban Women in Pre-Modern Kashmir*, Srinagar, JK Publishers, 2024.
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