

Post Graduate Department of History

University of Kashmir



Syllabus

For the Subject

History

At Under-Graduate Level

Under Semester System (CBCS)

Effective from Academic Session

2020

DICIPLINE SPECIFIC COURSES (CORE)

SEMESTER	COURSE CODE	TYPE OF COURSE	TITLE OF COURSE	THEORY CREDITS	TUTORIAL CREDITS	TOTAL CREDITS
I	HS120C	DSC	ANCIENT INDIA/ ANCIENT KASHMIR	4	2	6
II	HS220C	DSC	MEDIEVAL INDIA/ MEDIEVAL KASHMIR	4	2	6
III	HS320C	DSC	MODERN INDIA/ MODERN KASHMIR	4	2	6
IV	HS420C	DSC	THEMES IN WORLD HISTORY	4	2	6
VA	HS520D1A/	DSE	INDIA SINCE INDEPENDENCE	4	2	6
OR VB	HS520D1B	DSE	THEMES IN CULTURAL AND RELIGIOUS TRADITIONS OF KASHMIR	4	2	6
VIA	HS620D2A/	DSE	INDIAN ECONOMY AND SOCIETY THROUGH AGES/	4	2	6
OR VIB	HS620D2B	DSE	HISTORIOGRAPHY: AN INTRODUCTION	4	2	6

SKILL ENHANCEMENT COURSES

SEMESTER	COURSE CODE	TYPE OF COURSE	TITLE OF COURSE	THEORY CREDITS	TUTORIAL CREDITS	TOTAL CREDITS
III	DMC- 320S HS-320S	SEC	DISASTER MANAGEMENT COURSE (COMPULSORY) HERITAGE AND TOURISM IN KASHMIR	2	2	4
IV	HS-420S	SEC	HAND WORKS, ARTS AND CRAFTS OF KASHMIR-I	2	2	4

UNDERGRADUATE SYLLABI FOR SUBJECT HISTORY FROM 2020 ONWARDS

V	HS-520S	SEC	HAND WORKS, ARTS AND CRAFTS OF KASHMIR-II	2	2	4
VI	HS-620S	SEC	ARCHITECTURE OF KASHMIR	2	2	4

GENERIC ELECTIVE COURSES

SEMESTER	COURSE CODE	TYPE OF COURSE	TITLE OF COURSE	THEORY CREDITS	TUTORIAL CREDITS	TOTAL CREDITS
V	HS520G	GEC	THEMES IN HISTORY-I	4	2	6
VI	HS620G	GEC	THEMES IN HISTORY-II	4	2	6

Bachelor of Arts

Semester-I

HS120C: ANCIENT INDIA/ANCIENT KASHMIR

Theory: (4 Credits: 60 hours) Credits: Theory-4, Tutorial: 02

Maximum Marks: 60 Minimum Marks: 24

Hours: 60+30=90

Objectives/ Expected Learning Outcomes:

The course deals with the remote past of ancient Indian subcontinent. One chapter of the course specially focuses on the development of various historical processes in ancient Kashmir. The course talks about the history and archaeology of ancient Indian subcontinent from stone ages up to the beginning of medieval ages. The students will be acquainted with the various stone age cultures, civilizations, kingdoms, chiefdoms and empires that flourished in the area. It focuses on the achievements of rulers especially in the field of polity, economy, culture and religion. The paper aims to teach students various aspects of historical development particularly related to art of governance, growth of cultures, advancements made in art, architecture and learning etc.

The students are expected to understand:

- a. The origin and development of various cultures in ancient Indian subcontinent and their relations with various outside cultures.
- b. The students will be able to have an understanding of involvement of Indians in the growth and development of historic processes.
- c. It also aims to underline the contribution made by Indians in the field of polity, economy, culture, religion, art, architecture, technology etc.
- d. The students are expected to know about the glorious past of ancient Kashmir.

Unit – I (Pre and Proto- History)

- I. Sources: Archaeological and literary- An Introduction
- II. Pre and Proto-History: Paleolithic, Mesolithic, Neolithic and Chalcolithic Cultures- Features.
- III. Indus Valley Civilization: Emergence, Features and Decline

Unit-II (From Vedic to Mauryas)

- I. Early Vedic and Later Vedic Age: Polity and Culture
- II. Second Urbanization: Features
- III. Rise of Magahda
- IV. Mauryas: Administration, Ashoka's *Dhamma* and Decline.

Unit-III (Post –Mauryan Period upto Harshavardhana)

- I. Central Asian Contacts: Indo-Greeks, Kushans: Polity and Cultures
- II. Gupta Empire: Polity and Culture

III. Harshavardhana: Administration and Religion

IV. Sangam Age: Features

Unit-IV (Ancient Kashmir)

I. Pre-historic Kashmir: Paleolithic and Neolithic Culture.

II. Kashmir Between 1000 BCE to 600 CE: Indo-Greeks, Kushanas and Huns

III. Karkotas: Empire Building.

IV. Utapalas: Economy with special reference to Avantivarman

V. Loharas: Polity

Tutorials-I: Visit and Report writing on any ancient Monument/ Archaeological Site.

Tutorials-II: Brief report writing on any primary source of Ancient India/ Ancient Kashmir

Suggested Readings

- Agrawal, D.P. and Chakrabarti, D.K. 1979, Essays in Indian Proto-history, New Delhi: B.R. Publishing Corporation.
- Allchin, F.R.A. and Allchin, B. 1995, The Origins of a Civilization. Delhi: Viking.
- Singh, Upinder. 2009. A History of Ancient and Early Medieval India from the stone age to the 12th century. Delhi: Pearson Longman.
- Thapar, Romila, Interpreting Early India, Delhi, 1999. Oxford University Press.
- Jha, D. N., 1998, Ancient India: A Historical Outline, New- Delhi.
- Sharma, R. S., 2005, India's Ancient Past, Oxford University Press.
- Thapar, Romila, The Aryan: Recasting Constructs, Three Essays Collective, Gurgaon, 2008.
- Shali, S. L. (1993) Kashmir: History and Archaeology through the Ages, Delhi Indus Publishers
- Aggarwal, R. C. (1998) Kashmir and its Monumental Glory, New Delhi, Aryan Books
- Bamzai, P. N. (1973) A History of Kashmir (2nded), New Delhi, Metropolitan Books

Supplementary Readings

- Sharma, R.S. Indian Feudalism, 3rd edition, Macmillan India, Delhi, 2006.
- Sharma, R.S.: Early Medieval Indian Society: A Study in Feudalization, Orient Longman, Delhi, 2001.
- Sharma, Ram Sharan, Advent of the Aryans in India, Manohar, Delhi, 1999.
- Banday A. A. (2009) Prehistoric Kashmir: New Delhi Dilpreet Publishers

**Bachelor of Arts
Semester-II**

HS220C: MEDIEVAL INDIA/ MEDIEVAL KASHMIR

Theory: (4 Credits: 60 hours) Credits: Theory-4, Tutorial: 02

Maximum Marks: 60 Minimum Marks: 24

Hours: 60+30=90

Objectives/ Expected Learning Outcomes:

- A) To acquaint students with the rich Indo-Islamic heritage of Indian Sub-continent.
- B) An appreciation of Functioning of administrative apparatus of state in Medieval India
- C) Evaluation in *lounge duree* the evolution, change and continuities in political and economic structures of Medieval India

The course discusses the establishment of Delhi Sultanate; its polity and administration besides, the causes and consequences of its decline. The unification of Indian sub-continent under Mughal rule fostered a uniform pattern of governance that the paper highlights. The paper offers insights into the functioning of state institutions and policies. The fall of Mughal empire is surrounded by a highly informed scholarly debate that the paper discusses at length. The socio-cultural affluences of Kashmir under Sultan Zain-ul-Abidin will be highlighted. The changes in polity and economy under Mughals in Kashmir; the tyrannies of Afghan rule and changes in economy under Lahore Darbar are addressed. In short, the paper offers the holistic view of rich history of medieval India.

After pursuing the course students are expected to:

- A) Identify and appreciate the prominent sources of medieval Indian History
- B) Analyse nature of state and politics in medieval India
- C) Understand socio-political developments and evolution of composite culture in Medieval India.

Unit-I (Sultanate Period)

- I.** Introduction to Prominent Primary Sources
- II.** Foundation of Delhi Sultanate, Significance
- III.** Polity: A Brief Survey
- IV.** Administration: Central and Provincial

Unit –II (Mughal India)

- I.** Introduction to Prominent Sources
- II.** Foundation of Mughal Rule
- III.** Consolidation under Akbar- Manasabdari System and Religious policy
- IV.** Aurangzeb: Religious policy.
- V.** Decline of Mughal Empire-Debate

Unit –III (Medieval Kashmir-I)

- I. Emergence of Sultanate
- II. Contribution of Zain-ul- Abidin to Economy and Culture
- III. Chak Rule: Main Developments

Unit-IV (Medieval Kashmir-II)

- I. Mughals and Kashmir-Changes in Polity and Economy.
- II. Kashmir under Afghans – An Assessment
- III. Lahore Darbar -Changes in Economy.

Tutorials-I: Site visit and Report writing on any Medieval monument of Kashmir.

Tutorials-II: Reviewing excerpts on any Primary source of Medieval India/ Medieval Kashmir.

Suggested Readings:

- Chandra Satish, 2003, Medieval India, Orient Blackswan, New Delhi.
- Rizvi, S.A AA; 1993, The Wonder That was India, Delhi.
- Stein,Burton,Vijayanagara,Cambridge University Press.
- Richards,J.F,The Mughal Empire,Oxford University Press.
- Bamzai, P. N. K., A History of Kashmir, 2nd edn. Metropolitan Book Co., Delhi, 1973.
- Hassan, Mohib-ul-, Kashmir under Sultans, Delhi, 1959.
- Kak, R. C., Ancient Monuments of Kashmir, New Delhi, 1971.
- Khan, M. Isaq, Kashmir's Transition to Islam: The Role of Muslim Rishi's, Fifteenth to Eighteenth Century, Manohar Publishers & Distributors, 1994.
- Mattoo, A. Majid, Kashmir under the Mughals, 1586-1752, New Delhi, 1988.
- Parmu, R. K., A History of Muslim rule in Kashmir, 1320-1819, People's Publishing House, 1969. 10
- Rafiqi,AbdulQaiyum, Sufism in Kashmīr, from the fourteenth to the sixteenth century, Bharatiya Publication House, 2009.
- Wani, Muhammad Ashraf, Islam in Kashmir: Fourteenth to Sixteenth century, Oriental Publishing House, 2004

Supplementary Readings:

- Habib and Nizami, Comprehensive History of India Vol. V., Indian History Congress.
- Kaw, M. A., Agrarian System of Kashmir, Aiman Publications, Srinagar, 2001.

**Bachelor of Arts
Semester-III**

HS320C: MODERN INDIA/ MODERN KASHMIR

Theory: (4 Credits: 60 hours) Credits: Theory-4, Tutorial: 02

Maximum Marks: 60 Minimum Marks: 24

Hours: 60+30=90

Objectives/ Expected Learning Outcomes:

This course intends to develop basic understanding of how India was colonized and what impact it had on the Indian economy and society. The course also underlines how the colonized people responded to policies of the colonizer. The movements launched by the colonized people are discussed to underline the role of masses in putting colonialism to end. The course also aims at acquainting the students with the forces that brought into existence the Princely state of Jammu and Kashmir. Political developments in the Princely state are discussed to make the students understand the complexities of Indian partition and the issue of accession.

After the successful completion of the course the students are expected to critically engage with some of the important contemporary political, economic and social issues. The students are also expected to appreciate the contribution of common masses in bringing big changes.

Unit-I (Modern India-I)

- I.** Foundation of British Rule
- II.** Expansion of Empire with special reference to Subsidiary Alliance and Doctrine of Lapse
- III.** Revolt of 1857: Nature, Causes and Failure

Unit-II (Modern India-II)

- I.** Formation of Indian National Congress and its Role
- II.** Foundation of Muslim League
- III.** Era of Mass Politics: Khilafat and Non-Cooperation, Civil Disobedience and Quit India Movements
- IV.** Partition of India- An Overview

Unit-III (Modern Kashmir-I)

- I.** The Making of Jammu and Kashmir State- Treaty of Amritsar.
- II.** Nature of Dogra State
- III.** British Residency-Establishment and Role

Unit-IV (Modern Kashmir-II)

- I.** Political Awakening - Causes
- II.** Muslim Conference: Foundation and Role

III. Conversion of Muslim Conference into National Conference: Causes

IV. Lapse of Paramountcy and the Issue of Accession.

Tutorials-I: Life sketches of any one of the following:

- a. M.K. Gandhi
- b. B.R. Ambedkar
- c. Abul Kalam Azad
- d. Shaikh Mohammad Abdullah
- e. Prem Nath Bazaz.

Tutorials-II: A critical Review of any one of the following:

- a. The valley of Kashmir by Walter Lawrence
- b. My Experiments with Truth by M.K. Gandhi
- c. Annihilation of Cast by B.R. Ambedkar
- d. History of Srinagar by M.I. Khan
- e. Kashmir Misgovernment by Robert Thorpe

Suggested Readings:

- Chandra, Bipin, Mridula Mukherjee, Aditya Mukherjee, K.N Panikar and Sucheta Mahajan. 1989. India's Struggle for Independence, New Delhi : Penguin Books India.
- Chandra, Bipin, Modern India, Orient longman
- Sarkar, Sumit, 1983, Modern India, 1885-1947. New Delhi: Macmillan
- Grover, B.L.; Advanced History of Modern India, S. Chand
- Bandopadhyay, Sekhar; From Plassey to Partition; Orient longman
- Bamzai, P.N.K, Political and Cultural History of Kashmir, Vol. III, Srinagar. s
- Bazaz, P.N; History of Freedom Struggle in Kashmir.
- Ganai. M. Y., Kashmiris Struggle for Independence (1931-39), Moshin Publishers.
- Khan, G. H., Kashmir's Struggle for Freedom, Light and Life, New-Delhi, 1980.
- Khan, M. Ishaq, History of Srinagar, Aamir Publications, Srinagar, 1978
- Rai, Mridu, Hindu Rulers, Muslim Subjects: Islam, Rights, and the History of Kashmir, New Delhi: Permanent Black, 2004.
- Zutschi, U.K; Emergence of Political Awakening in Kashmir.
- Dr. Dar Ali Mohd, Trade and Commerce during Dogra Rule in Kashmir 1846-1947.

Supplementary Readings:

- Chand, Tara.1961, History of the Freedom Movement in India.
- Bose, Sumantra, The challenge in Kashmir: Democracy, Self Determination and a Just Peace, New Delhi and London: Sage and Thousand Oaks, 1997.
- Metcalf, Thomas, Ideologies of the Raj, Cambridge University Press.
- Zutshi, Chitralkha, Languages of Belonging: Islam, Regional identity, and the Making of Kashmir, Delhi: Permanent Black, 2004.
- Para, Altaf Hussain, Sheikh Abdullaha: The Making of Modern Kashmir, 2019.

**Bachelor of Arts
Semester-IV**

HS420C: THEMES IN WORLD HISTORY

Theory: (4 Credits: 60 hours) Credits: Theory-4, Tutorial: 02

Maximum Marks: 60 Minimum Marks: 24

Hours: 60+30=90

Objectives/ Expected Learning Outcomes:

This course aims at imparting basic knowledge to students about the different ideas, movements and revolutions that shaped the course of world history. The positives and negatives of revolutions are underlined to make the students to critically engage with different events of historical significance.

At the completion of the course the students are expected to have developed a nuanced understanding of different historical events and their impact on the world at large

Unit –I (Beginning of the Modern World)

- I.** Renaissance: Emergence
- II.** Reformation: Role of Martin Luther King
- III.** Enlightenment: An Introduction

Unit-II (Age of Revolutions)

- I.** American Revolution: Causes and Significance
- II.** French Revolution: Causes and Significance
- III.** Industrial Revolution: Causes and Impact
- IV.** Russian Revolution: Causes and Consequences.

Unit –III (Era of Conflicts-I)

- I.** World War-I; Causes and Impact
- II.** League of Nations; Causes of Failure
- III.** Rise of Nazism and Fascism

Unit-IV (Era of Conflicts-II)

- I.** World War-II; Causes and Consequences
- II.** Formation and role of UNO
- III.** Cold War and its End.

Tutorials-I: Life sketch of any of the following:

- a. Issac Newton
- b. Michealangelo
- c. Emanuel Kant
- d. Voltaire

Tutorials-II: Review of any one of the following works:

- a. *Das Capital* by Karl Marx
- b. *History of Modern World* by Arjun Dev
- c. *Mastering World History* by Norman Love
- d. *Age of Empires* by Eric Hobsbawn
- e. *Age of Revolutions* by Eric Hobsbawn

Suggested Readings:

- Lowe, Norman: *Mastering World History*
- Dev Arjun, Indra Arjun: *History of Modern World*
- Charravarty Ramjan: *A History of Modern World*
- Perry Marvin: *Western Civilization*
- Hobsbawn Eric: *Age of Extremes*
- Hobsbawn Eric: *Age of Empires*
- Burns Edward: *A History of Modern World*

Supplementary Readings:

- Hobsbawn Eric: *Age of Revolutions*
- Hobsbawn Eric: *Age of Empires*

**Bachelor of Arts
Semester-V**

HS520DA: INDIA SINCE INDEPENDENCE

Theory: (4 Credits: 60 hours) Credits: Theory-4, Tutorial: 02

Maximum Marks: 60 Minimum Marks: 24

Hours: 60+30=90

Objectives/ Expected Learning Outcomes:

This course has been designed to acquaint students with some of the most important political and economic developments in India since 1947. The endeavor is to make the students understand that most of the economic and administrative problems of the post independent India were the legacies of colonialism. The course also aims to underline the legacies of Indian National Movement with the purpose to showcase that the progressive steps taken by the post 1947 state were guided by the values inculcated by the Indian National Movement during the course of its tussle with the colonial state. The course also discusses how the Nationalist Government in Jammu and Kashmir emancipated the lives of people through the radical restructuring of land relations. The course also aims at making the students to understand the intricacies of constitutional arrangement between Centre and the State of Jammu and Kashmir.

Unit-I (India after Independence-I)

- I.** Legacies of Colonialism
- II.** Legacies of Nationalism
- III.** Indian Constitution- Salient Features

Unit –II (India after Independence-II)

- I.** Linguistic Re-organization of States
- II.** Land Reforms
 - a.** Tenancy Reforms
 - b.** Abolition of Landlordism
 - c.** Bhoodan Movement

Unit –III (Kashmir after 1947-I)

- I.** Formation of Nationalist Government
- II.** Article 370 and Delhi Agreement
- III.** Land Reforms with special reference to Big Landed Estates Abolition Act- 1950.

Unit- IV (Kashmir after 1947-II)

- I.** Praja Parsihad Agitation
- II.** Plebiscite Movement
- III.** Accord of 1975

Tutorial-I: Critical evaluation of any one of the following:

- a. Delhi Agreement of 1952.
- b. Big Landed Estates Abolition Act
- c. Article 370
- d. Accord of 1975

Tutorial-II: Life history interview of any two senior citizens of your locality along with report.

Suggested Readings:

- Bipin Chandra, Mridula Mukherjee, Aditya Mukherjee: India since Independence
- Paul Brass: Politics of India Since Independence
- Chitrlekha Zutshi: Languages and Belongings
- M. Y. Saarf: Kashmniri's Struggle for Freedom

Supplementary Readings:

- Ramachandra Guha: India after Gandhi
- Rudolph and Rudolph: In Pursuit of Laxmi
- Mridu Rai: Hindu Rulers, Muslim Subjects

Bachelor of Arts

Semester-V

HS520DB: THEMES IN CULTURAL AND RELIGIOUS TRADITIONS OF KASHMIR

Theory: (4 Credits: 60 hours)

Credits: Theory-4, Tutorial: 02

Maximum Marks: 60

Minimum Marks: 24

Hours: 60+30=90

Objectives/ Expected Learning Outcomes:

- A) Create much needed awareness about literary, religious and architectural heritage of Kashmir
- B) Expose students to variegated sources of history writing from literary to architectural sources.
- C) Inculcate a sense of preservation and appreciation of rich repositories of knowledge and testimonies of literary and religious heritage of Kashmir.

The course highlights and brings forth the otherwise neglected literary, religious, architectural and cultural heritage of Kashmir. The course is expected to cultivate a sense of preservation and spread the knowledge in respect of heritage of Valley. The paper also enunciates role of religions and religious movements in promotion of a sense of cultural inclusivism, tolerance of dissent and unity in diversity. The appreciation of rich legacy of heritage as a potential source of history will guide the students to pursue the subject further and stimulate the interest of student community the responsible and informed citizens of tomorrow.

After undergoing the course students are expected to:

- A) Analyse and appreciate the historical value of literary and cultural heritage
- B) Study and situate religion in proper context and elucidate the teachings of various religions to inculcate a sense of appreciation of human values.
- C) To augment the heritage for bringing forth the unnarrated and untapped aspects of rich history of Kashmir.

Unit I: Literary Tradition:

- I.** Sanskrit Tradition: Nilmatapurana; Rajatarangini of Kalhana
- II.** Persian Tariekh: Waqiat- i- Kashmir of Azam Deedmari; Tariekh-i-Hassan of Hassan Shah Khoihami

Unit II Architectural Tradition:

- I.** Stone Architecture: Martand and Parihaspora- Main Features
- II.** Wooden Architecture: Khankah-i-Moulla -Main Features
- III.** Garden Architecture: Shalimar Garden

Unit III: Religious Traditions of Kashmir-I

- I. Naga Worship in Kashmir
- II. Buddhism in Kashmir
- III. Kashmiri Shaivism

Unit IV Religious Traditions of Kashmir-II

- I. Conversion to Islam-Debate
- II. Sufism in Kashmir: Major Silsilas
- III. Rishi Movement of Kashmir: Main Proponents and Centres.

Tutorial-I: Reviewing/Report writing on excerpts from any Sanskrit or Persian literary text mentioned in the course.

Tutorial-II: Site visit and report writing of any nearby Sufi/Rishi shrine, highlighting its importance for the local populace.

Suggested Readings:

- Aggarwal, R. C. (1998) *Kashmir and its Monumental Glory*, New Delhi, Aryan Books
- Bamzai, P. N. (1973) *A History of Kashmir* (2nded), New Delhi, Metropolitan Books
- Banday A. A. (2009) *Prehistoric Kashmir*: New Delhi Dilpreet Publishers
- Basu, Arabinda, *Kashmiri Saivism*” in *The Cultural Heritage of India*, Calcutta, 1937.
- Bhandarkar, R. G, *Vaisnavism, Saivism and Minor Religious Systems*, New-Delhi, 2000
- Chatteji, J.C. *Kashmir Saivism*, Chandigarh, 1981.
- Dwivedi, R. C. *Kashmiri Saivism and Tantric Buddhism.*” Proceedings of the 26th International Congress of Orientalises, 1969.
- Shali, S. L. (1993) *Kashmir: History and Archaeology through the Ages*, Delhi Indus Publishers

Supplementary Readings:

- Ganhar, J. N. And Ganhar, P. N., *Buddhism in Kashmir and Ladakh*, New-Delhi, 1956.
- Madan, T. N., *Religious Ideology and Social Structure: The Muslims and Hindus of Kashmir*”. In Imtiyaz Ahmad (ed.) *Ritual and Religion among Muslims in India*, New Delhi, 1981.

Bachelor of Arts

Semester-VI

HS620DA: INDIAN ECONOMY AND SOCIETY THROUGH AGES

Theory: (4 Credits: 60 hours)

Credits: Theory-4, Tutorial: 02

Maximum Marks: 60

Minimum Marks: 24

Hours: 60+30=90

Objectives/ Expected Learning Outcomes:

This course aims at acquainting the students with the forces and processes that transformed the Indian economy and society since the beginning of human settlements. The nature of various transformative processes is discussed with the intention to make the students understand that changes and continuities go hand in hand in any historical process.

After the completion of the course the students are expected to develop a nuanced understanding of some of the agrarian ideas and categories presently in vogue. Moreover, the course also aims at making the students conscious of the everyday struggles of the marginalized communities with a purpose to make them a responsible citizenry

Unit-I (Ancient Period)

- I. Bronze Age Urbanism to Iron Based Agriculture (Harappan and Vedic):
Characteristic Features
- II. State Production to Feudal Economy: Murayas and Guptas
- III. Religious Developments: Vedic, Buddhist and Jain Traditions
- IV. Social Structure: Varna System

Unit-II (Medieval Period)

- I. Changes in Agrarian Structure: Iqta and Jagirdari System
- II. Non-Agrarian Economy: Trade and Crafts
- III. The Medieval Society: Classes and Communities
- IV. Sufi and Bhakti Movements: Main Teachings

Unit-III (Modern Period: Economy)

- I. Agrarian Restructuring: Land Revenue Settlements
- II. Drain of Wealth
- III. De-Industrialization

Unit –IV (Modern Period: Society and Religion)

- I. Introduction of Modern Education: Macaulay's Minute
- II. Socio-Religious Reform Movements: Brahmo Samaj, Aligarh Movement and Arya Samaj
- III. Dalit Movements: Jyotiba Phule and B.R. Ambedkar

Tutorial-I: Report on any one burning social or religious issue of contemporary relevance

Tutorial-II: Critical evaluation of any one movie/ documentary on Caste, Communalism or Politics.

Suggested Readings:

- Singh, Upinder. 2009. A History of Ancient and Early Medieval India from the stone age to the 12th century. Delhi: Pearson Longman.
- Thapar, Romila, Interpreting Early India, Delhi, 1999. Oxford University Press.
- Sharma, R. S., 2005, India's Ancient Past, Oxford University Press.
- Bandyopadhyay, Shekhar, 2004, From Plassey to Partition. Orient Longman.
- Jones, Kenneth W., 1994, Socio-Religious Reform Movements in British India, Cambridge University Press.
- Metcalf, Barbara and Metcalf, Thomas, 2006, A Concise History of Modern India, Cambridge
- Chandra, Bipin, Rise and Growth of Economic Nationalism in India.
- Chandra Satish, 2003, Medieval India, Orient Blackswan, New Delhi.
- Chatto Padhay, B.D., 1998, The Making of Early Medieval India, O.U.P. New Delhi
- Hassan.S. Nurul, 1971, Thoughts on Agrarian Relations in Mughal India, New Delhi.
- Habib Irfan, Agrarian System of Mughal India (1556-1707), New Delhi

Supplementary Readings:

- Jha, D. N., 1998, Ancient India: A Historical Outline, New- Delhi.
- Habib Irfan, Ray Chaudary Tapan (ed), 1982, Cambridge History of India Vol-I, Cambridge University Press.
- Kumar, Dharma, (ed), Cambridge Economic History of India , Cambridge University Press.

Bachelor of Arts

Semester-VI

HS620DB: HISTORIOGRAPHY: AN INTRODUCTION

Theory: (4 Credits: 60 hours)

Credits: Theory-4, Tutorial: 02

Maximum Marks: 60

Minimum Marks: 24

Hours: 60+30=90

Objectives/ Expected Learning Outcomes:

The course exposes students to the idea of history, its nature, utility and scope. The historical evolution of scholarship from rich Greco-Muslim to Post-Modernist schools are traced immaculately. The course enables the students to distinguish between past and history, subjectivity and objectivity, generalization and causation in a lucid manner. The scholarly debates regarding the finding of historical truth and value in the otherwise cobwebs of assertions are expected to be made clear.

After going to the course, the students are expected to:

- A) Develop the understanding of art of history writing.
- B) Map the trajectory of evolution of historiography as an independent discipline.
- C) To be able to appreciate the scholarly debates in history writing.
- D) An analysis of nature and scope of History.
- E) To understand the evolution of history of history writing.
- F) Fostering the knowledge of basic concepts of history writing like facts, interpretation, causation and so on.

Unit I (Introduction)

- I. What is History?
- II. Sources in History: Types and Importance

Unit II (Early Historiography)

- I. Greek Historiography: Herodotus and Thucydides
- II. Medieval Muslim Historiography: Ibn-i-Khaldun

Unit III (Modern Historiography)

- I. Renaissance Historiography
- II. Leopold von Ranke and History Writing

Unit IV (Schools of Historiography: Basic Introduction)

- I. Marxist
- II. *Annals*
- III. Postmodern
- IV. Subaltern

Tutorial-I: Historians at Work- Analysing *any one* of the following works on parameters of Historiography (Sources, interpretation, Conclusions)

- a. *Kashmir Under Sultans* by Mohibul Hasan
- b. *Sufism in Kashmir* by A.Q. Rafiqi
- c. *History of Srinagar* by Mohammad Ishaq Khan
- d. *Islam in Kashmir* by Mohammad Ashraf Wani
- e. *Kashmir's Struggle for Independence* by M.Y Ganai

Tutorial-II: Visiting an Archive/Library Collection/Personal Collection and Report Writing on it.

Suggested Readings:

- Shreedaran. A Textbook of Historiography, Orient Blackswan, 2004.
- Richard Evans, In Defence of History, Granta Books, London, 1997
- Arthur Marwick, What History is and why is it Important, 1970, Bukhingumshire; Open University Press
- Harbans Mukhia, Historians and Historiography during the reign of Akbar, 1976. New Delhi, Vikas Publishing house

Supplementary Readings:

- E.H. Carr. What is History, Macmillan, London. 1983,
- R.G. Collingwood. The Idea of History, OUP, 1946.

**Bachelor of Arts
Semester-III**

DMC-320S: Disaster Management Course

Theory: (4 Credits: 60 hours)

Credits: Theory-4, Tutorial: 02

Maximum Marks: 60

Minimum Marks: 24

Hours: 60+30=90

**Bachelor of Arts
Semester-III**

HS-320S: HERITAGE AND TOURISM IN KASHMIR

Theory: (2 Credits: 30 hours)

Credits: Theory-2, Tutorial: 02

Maximum Marks: 30

Minimum Marks: 12

Hours: 30+30=60

Objectives/ Expected Learning Outcomes:

- A) Provide students a sense of heritage management and conservation
- B) Understand the varieties of tourism products like pilgrimage tourism, cultural and eco-tourism
- C) To Promote understanding about the role of national and international agencies in facilitating tourism and minimizing its adverse effects on culture and ecology.

The course discusses in brief the idea of heritage tourism and its management. It offers to enumerate different categories of heritage. The ideas relating to protection, conservation and preservation of heritage sufficiently inculcate the values that are essential for heritage conservation. The impact of tourism on ecology is most sensitive area addressed in the course. The course showcases the varieties of heritage and tourism products the augmentation of which will go in a long run to mitigate the economic distress of the people.

- A) After undergoing the course the students are expected to develop the idea of heritage promotion, protection and conservation.
- B) Know the role of national, international and local agencies in the promotion and conservation of heritage.
- C) Understand and augment the economic and cultural potential of heritage tourism.

Unit-I

- I. Heritage: Meaning and Concept.
- II. Cultural Heritage of Kashmiri: An Overview
- III. Tourism in Kashmir: A Historical Perspective

Unit- II

- I. National and International Organizations engaged in Heritage Management (UNESCO, ASI, INTACH)
- II. Impact of Tourism on Ecology and Society of Kashmir
- III. Pilgrimage Tourism: Changing pattern of Amarnath Yatra

Tutorial-I: Visit and report writing on SPS Museum, Srinagar.

Tutorial-II: Site visit and report writing on any Heritage monument of your locality.

Suggested Readings:

- Davidson, R, 1989, Tourism, Pitman Publishing, London.
- Farid, Syed Aijaz, 2003, Tourism in Kashmir, Rajesh Publications, New Delhi
- Inskip, E, 1991, Tourism Planning- An Integrated and Sustainable Development Approach, New York.
- OECD, 1980, The Impact of Tourism on the Environment, General Report, Paris.

Supplementary Readings:

Ebba Koch, etl., Mughal Gardens of Kashmir: Towards UNESCO World Heritage Nomination, Gulshan Books, Srinagar, 2012.

Bachelor of Arts

Semester-IV

HS-420S HAND WORKS, ARTS AND CRAFTS OF KASHMIR-I

Theory: (2 Credits: 30 hours)

Credits: Theory-2, Tutorial: 02

Maximum Marks: 30

Minimum Marks: 12

Hours: 30+30=60

Objectives/ Expected Learning Outcomes:

This course is intended to introduce students to the historically evolved cultural items of Kashmir. The focus is mainly on hand works, especially Arts and Crafts that Kashmir is known for. The aim is to revive and renew interest of youngsters in the rich cultural legacy. It is also an invitation to fresh / new ideas from the students to see if these items, many of which are on the verge of extinction, could be presented in new forms in accordance with the taste of the present.

After going through the course, the students will be abreast with the history of the handworks that have originated, evolved and successfully continued in this place. Many of these dying art forms, crafts those on the verge of extinction can get documented as a result of the field works, and tutorials mandatory in the course.

Unit I:

- I.** Hand Works in Kashmir: An Introduction
- II.** Promotion of Arts and Crafts: Contribution of Mir Syed Ali Hamdani and Zainul Abidin
- III.** Kashmiri Shawl-Global History of a local Commodity
- IV.** Kashmiri Shawl: Production, Organisation

Unit II

- I.** Rugs and Mattings, Qaleen, Gabba, Namdah
- II.** Paper Machie: History, Production, Items
- III.** Silk Works of Kashmir
- IV.** Cuisine Culture of Kashmir: Wazwan

Tutorial-I: Documenting/Recording of any art/craft mentioned in the course

Tutorial-II: Field visit and report writing from any nearby craft centre/or of any artisan.

Suggested Readings:

- Khan, M.I, History of Srinagar, Aamir Publications, 1978.
- Saraf, D.N., Arts and Crafts of Jammu and Kashmir: Land People and Culture, New Delhi, Abhinav Publications, 1987.
- Madusudan Ganju, *Textile Industries of Kashmir*, Delhi: Premier Publishing Co. 1945 .
- Kaw, M.K., (ed.). 1993. *Kashmir and Its People* New Delhi: A P H Publishing House.
- Koul, Gawsa Lai. 1972. *Kashmir Then and Now*. Srinagar Chronicle Publishing House.

UNDERGRADUATE SYLLABI FOR SUBJECT HISTORY FROM 2020 ONWARDS

- Ahad, Abdul, Kashmir To Frankfurt: A Study of Arts and Crafts.
- Dhar, D.N., Artisans of The Paradise: Arts and Artisans of Kashmir From Ancient to Modern Times.
- Ames Frank, The Kashmir Shawls and its Indo-French Influence.

Supplementary Readings:

- Kaumudi 2005. Kashmir *Its Cultural Heritage* Srinagar Gulshan Books

Bachelor of Arts

Semester-V

HS-520S: HAND WORKS, ARTS AND CRAFTS OF KASHMIR-II

Theory: (2 Credits: 30 hours) Credits: Theory-2, Tutorial: 02

Maximum Marks: 30 Minimum Marks: 12

Hours: 30+30=60

Objectives/ Expected Learning Outcomes:

This course is intended to introduce youngsters / students to the historically evolved cultural items of Kashmir. The focus is mainly on hand works, especially Arts and crafts that Kashmir is known for. The aim is to revive and renew interest of youngsters in the rich cultural legacy. It is also an invitation to fresh / new ideas from the students to see if these items, many of which are on the verge of extinction, could be presented in new forms in accordance with the taste of the present.

After going through the course, the students will be abreast with the history of the handworks that have originated, evolved and successfully continued in this place. Many of these dying art forms, crafts those on the verge of extinction can get documented on a result of the field works, and tutorials mandatory in the course

Unit I

Stone/Masonry works: History and craft

- I. Hamam Making: Raw Material and Construction Techniques.
- II. Household items: *Naem, Graetin, Kanz.*
- III. Woodworks of Kashmir: Khatamband and Pinjrakari
- IV. Houseboat: History and Evolution

Unit-II: Metallic Works of Kashmir

- I. Silverware
- II. Copperware
- III. Clay works: Pottery and Terracotta Tiles—Origin and Features,
- IV. Leather Works,
- V. Paper Making

Tutorial-I: Documenting/Recording any art form/craft mentioned in the course.

Tutorial-II: Field Visit and Report writing from any nearby Craft Centre/ or Artisan.

Suggested Readings:

- Khan, M.I, History of Srinagar, Aamir Publications, 1978.
- Saraf, D.N., Arts and Crafts of Jammu and Kashmir: Land People and Culture, New Delhi, Abhinav Publications, 1987.
- Madusudan Ganju, *Textile Industries of Kashmir*, Delhi: Premier Publishing Co. 1945 .
- Kaw, M.K., (ed.). 1993. *Kashmir and Its People* New Delhi: A P H Publishing House.
- Koul, Gawsa Lai. 1972. *Kashmir Then and Now*. Srinagar Chronicle Publishing House.
- Ahad, Abdul, *Kashmir To Frankfurt: A Study of Arts and Crafts*.
- Dhar, D.N., *Artisans of The Paradise: Arts and Artisans of Kashmir From Ancient to Modern Times*.
- Ames Frank, *The Kashmir Shawls and its Indo-French Influence*.

Supplementary Readings:

- Kaumudi 2005. *Kashmir Its Cultural Heritage* Srinagar Gulshan Books

**Bachelor of Arts
Semester-VI**

HS-620S: ARCHITECTURE OF KASHMIR

Theory: (2 Credits: 30 hours)

Credits: Theory-2, Tutorial: 02

Maximum Marks: 30

Minimum Marks: 12

Hours: 30+30=60

Objectives/ Expected Learning Outcomes:

- a. Appreciate the historical, cultural and aesthetic value of architecture
- b. Map the course of evolution of architecture in unfolding eras of history
- c. Evaluate the variegated techniques, influences and their meaningful syntheses of architecture.

The course exposes students to the majestic architectural wealth of Kashmir. The discussion of the different architectural techniques and their nativization speaks of the ingenuity of the people who constructed them. The use of material, techniques of building and sense of aesthetics are conspicuous of the great glory of civilizations neighbouring the valley where from ingress and egress of different impulses have gone into shaping the cosmopolitan of the valley. The impressionist value and appeal to authority in heritage monuments make them historical documents of unbiased information. The course elucidates a huge tourist potential and economic opportunities associated with such a subject of interest impart.

- a) Understand and disseminate the historical value of heritage monuments
- b) Evaluate the socio-economic potential of historical monuments
- c) Explore the possibilities of utilizing knowledge architectural techniques, niceties and aesthetic for conservation and proliferation of modern architecture.

Unit I

- I. Architecture: Nature, Scope and Vocabulary
- II. Archaeological and Cultural Significance of Architecture
- III. Conservation of Heritage Monuments: Role of Society and State

Unit II

- I. Architecture of Kashmir (Ancient Period): Parihaspora, Martand, Avantisvamin and Payar Temples
- II. Features of Temple Architecture
- III. Sultanate and Mughal Architecture: Main Features

Tutorial-I: Site visit and report writing on any one of the following:

- a. Madni's Tomb,
- b. Tomb of Zain-ul-Abidin's Mother
- c. Shah-i-Hamdani Shrine

d. Any other historical monument of your locality.

Tutorial-II: Site visit and report writing on any one of the following:

- a. Pathar Masjid
- b. Mughal Gardens: Shalimar, Nishat and Naseem Bagh
- c. Nagar Nagar City
- d. Any other historical monument of your locality.

Suggested Readings:

- Aggarwal. R. C; Kashmir and its Monumental Glory, Aryan pub., Delhi, 1998.
- Kak, RC 2000 Ancient Monuments of Kashmir, New Delhi Arvan Books International.

Supplementary Readings:

- Kalla, K.L. 1996 Cultural Heritage of Kashmir New Delhi Anmol Publications.

**Bachelor of Arts
Semester-V**

HS520G: THEMES IN HISTORY-I

Theory: (2 Credits: 30 hours) Credits: Theory-2, Tutorial: 02

Maximum Marks: 30 Minimum Marks: 12

Hours: 30+30=60

Objectives/ Expected Learning Outcomes:

This course aims at making the students understand the evolution of Indian political, social and economic structures from ancient to medieval times. The course intends to provide a holistic understanding of various dimension of India's Ancient and Medieval past.

After the completion of course the students are expected to critically engage with issues like caste and communal disharmony.

Unit-I

- I.** Prehistory: An Introduction
- II.** Indus Valley Civilization- Main Features
- III.** Vedic Age: An Introduction

Unit-II

- I.** Mauryan Empire: Polity
- II.** Post Mauryan Polities- An Overview
- III.** Gupta Empire Polity
- IV.** Buddhism under Harshavardhana

Unit –III

- I.** Foundation of Delhi Sultanate
- II.** Administration: Central, Provincial
- III.** Economic Reforms under Allauddin Khilji and Mohammad Tughluq

Unit-IV

- I.** Foundation of Mughal Empire
- II.** Consolidation under Akbar with special reference to Rajput and Religious Policies.
- III.** Decline of Mughal Empire

Tutorial-I: Report on any Ancient/Medieval monument of Kashmir.

Tutorial-II: Review of any prominent work on Ancient/Medieval history of India/Kashmir

Suggested Readings:

- Singh, Upinder. 2009. A History of Ancient and Early Medieval India from the stone age to the 12th century. Delhi: Pearson Longman.
- Jha, D. N., 1998, Ancient India: A Historical Outline, New- Delhi.
- Sharma, R. S., 2005, India's Ancient Past, Oxford University Press.
- Chandra Satish, 2003, Medieval India, Orient Blackswan, New Delhi.
- Stein, Burton, Vijayanagara, Cambridge University Press.
- Richards, J.F, The Mughal Empire, Oxford University Press

Supplementary Readings:

- Thapar, Romila, Interpreting Early India, Delhi, 1999. Oxford University Press.
- Rizvi, S.A AA; 1993, The Wonder That was India, Delhi.

**Bachelor of Arts
Semester-V**

HS620G: THEMES IN HISTORY-II

Theory: (2 Credits: 30 hours) Credits: Theory-2, Tutorial: 02

Maximum Marks: 30 Minimum Marks: 12

Hours: 30+30=60

Objectives/ Expected Learning Outcomes:

This course aims at making the students understand how and why British rule was established in India. It underlines how the colonized people responded to policies of the colonizer. The movements launched by the colonized people are discussed to underline the role of masses in putting colonialism to end. After the completion of the course the students are expected to develop a critical thinking and approach and engage with issues dispassionately. The endeavor is also to make the students appreciate the essence of diversity and pluralism.

Unit –I

- I. European Penetration
- II. Foundation of British rule
- III. Revolt of 1857: Causes and Consequences

Unit II

- I. Subsidiary Alliance, Doctrine of Lapse
- II. Revolt of 1857: Causes and Failure

Unit III

- I. Foundation of Indian National Congress
- II. Role of Moderates and Extremists

Unit IV

- I. Khilafat and Non-cooperation Movements.
- II. Civil Disobedience and Quit India Movement
 - a. End of British Raj

Tutorial-I: Critical Assessment of any one movie/documentary on Nationalist leader- A Report

Tutorial-II: Review of any one book on Modern Indian History

Suggested Readings:

- Chandra, Bipin, Mridula Mukherjee, Aditya Mukherjee, K.N Panikar and Sucheta Mahajan.1989. India's Struggle for Independence, New Delhi : Penguin Books India.
- Chandra, Bipin, Modern India, Orient longman
- Sarkar, Sumit, 1983, Modern India, *1885-1947*. New Delhi: Macmillan
- Grover,B.L.; Advanced History of Modern India, S. Chand

Supplementary Readings:

- Bandopadhyay, Sekhar; From Plassey to Partition; Orient longman
- Chand, Tara.1961, History of the Freedom Movement in India.