



Curriculum and Syllabus

(Applicable to students admitted during Batch: 2021-24)

BA History (Honours)

School of Liberal Arts and Social Sciences

Department of History

SRM University-AP

Andhra Pradesh

CURRICULUM

BA HISTORY

Course Category	Course Code	Course Name	L	T	P	L+T+P	C
Semester-I							
AC	LBA101	Liberal Arts: Perspectives and Approaches	4	0	0	4	4
AC	PHL 101	A Brief Introduction to Philosophy	4	0	0	4	4
CC	HIS 104	Human Civilisations	4	0	0	4	4
FC	EGL 100	Introduction to Communicative English	4	0	0	4	4
FC	ENV 100	Introduction to Environmental Science	4	0	0	4	4
FC	PSY 111	Psychology for Everyday Living	4	0	0	4	4
Total Semester L-T-P-C			24	0	0	24	24
Semester-II							
FC	EGL 125	Critical Thinking	4	0	0	4	4
FC	HIS 100	Idea of India	3	1	0	4	4
AC	LBA 201	Understanding Indian Society: Myths and Realities	4	0	0	4	4
AC	ECO 120	Understanding Indian Economy	3	1	0	4	4
AC	EGL 270	Writing for the Media	4	0	0	4	4
DC	HIS 204	History of India, Part 1	4	0	0	4	4
Total Semester L-T-P-C			22	2	0	24	24
Semester III							

DC	HIS 202	Middle Ages in Europe	4	0	0	4	4
DC	HIS 301	European Social Formation	4	0	0	4	4
DC	HIS 101 A	Historian's Craft	3	1	0	4	4
DC	HIS 302	Early and Early Medieval India	3	1	0	4	4
DC	HIS 308	Medieval India- I (1200-1500)	3	1	0	4	4
OE	OE 1	Open Elective 1	3	0	0	3	3
Total Semester L-T-P-C			20	3	0	23	23
Semester IV							
DC	HIS 500	Entangled History	3	1	0	4	4
DC	HIS 402	Age of Revolution and National Liberation	3	1	0	4	4
DC	HIS 409	Medieval India- II (1500-1707)	3	1	0	4	4
DSE	HIS 400/HIS 600	Introduction to Colonial Latin America and the Carribean/Introduction to Colonial Africa	3	1	0	4	4
SEC	HIS 410	Participatory Research and Ethno-History	2	1	2	5	4
OE	OE 2	Open Elective 2	3	0	0	3	3
Total Semester L-T-P-C			17	5	2	24	23
Semester- V							
DC	HIS 510	Understanding 18 th -Century India	3	1	0	4	4
DC	HIS 601	Modern Indian History (1750-1947)	3	1	0	4	4
DSE	HIS 416/HIS 408	Introduction to South Indian History/ Histories of Sufism: Texts, Traditions, and Cultures	3	1	0	4	4
DC	HIS 513	Understanding Caste	3	1	0	4	4

SEC	HIS 511	Archive and Museums	3	1	0	4	4
SEC	HIS 512	Introduction to Academic Writing	3	1	0	4	4
		Total Semester L-T-P-C	18	6	0	24	24
Semester - VI							
DC	HIS 602	Agrarian Struggles and Movements in India	3	1	0	4	4
DC	HIS 603	Society, Politics, and Economy: India After Independence	3	1	0	4	4
DC	HIS 604	Economic History of Modern India (1757-1947)	3	1	0	4	4
DC	HIS 514	History of Central Islamic Lands 600 CE- 1300 CE	3	1	0	4	4
DC	HIS 607	Dissertation	0	0	12	12	6
		Total Semester L-T-P	12	4	12	28	22
		Final Total	113	20	14	147	140
Semester - VII							
CE	HIS 701	Historical Methods	3	1	0	4	4
CC	HIS 702	Writing a Research Proposal	3	1	0	4	4
CC	HIS 703	Thesis Writing-I	0	0	24	24	12
		Total Semester L-T-P	6	2	24	32	20
Semester VIII							
CC	HIS 802	Thesis Writing-II	0	0	40	40	20
		Final total	119	24	78	221	180

SEMESTER-I

SEMESTER-I

COURSE CODE	COURSE NAME	COURSE CATEGORY	CREDITS			
			L	T	P	C
LBA 101	Liberal Arts: Perspectives and Approaches	AC	4	0	0	4

UNIT I: ALL ROADS DO NOT LEAD TO ROME

Literature as a liberal discipline The interdisciplinary features of Literature Examples from the literary works that reflect the spirit of liberalism.

UNIT II: UNDERSTANDING HISTORY

History and Past. Historical thinking and Historical Perspectives. PreHistory and ProtoHistory and the Definition of History – Concepts of Time – Defining the region (physical, imagined, global, national and regional history).

UNIT III: UNDERSTANDING THE SELF

What is Self: No Self theory (Hume), Transcendental theory (Kant), Narrativity (Ricouer) Self-Awareness : Understanding the First person point of view (Martin Heidegger, Dan Zahavi) Understanding oneself: Body (Merleau-Ponty & Iris Marion Young).

UNIT IV: SELF IN THE SOCIAL WORLD

Self-concept and identity Social identity and social comparison Group Dynamics: the nature of groups, group formation Social facilitation and social loafing.

UNIT V: MEDIA AND REPRESENTATION

Introduction to Semiotics: Sign, signifier and signified. What is representation: Stuart Hall's two systems of representation Three approaches: Reflective, Intentional and Constructionist.

UNIT VI: OVERVIEW OF DEPENDENT SECTOR OF INDIAN ECONOMY

Indian Agriculture: Importance, Modernisation Structural changes, subsidies, crop insurance Commercialization of Agriculture.

TEXTBOOKS/REFERENCES

1. Dickens, Charles (2009). A Tale of two Cities: Abridge Edition. UK : Penguin.
2. Palgrave's Golden Treasury (2002). OUP. Oxford.
3. E.H. Carr, What is History? Penguin, (Reprint), 2008.
4. Thapar Romila, Time as a Metaphor: Early India, Oxford University Press, 1996.
5. Thapar Romila, The Past Before Us: Historical Traditions of Early India, Harvard University Press, 2013.
6. Gallagher and Zahavi (2008). The Phenomenological Mind: An introduction to Philosophy of Mind and Cognitive Science. London: Routledge.
7. Young, Iris Marion (2005). On Female Body Experience. "Throwing like a girl" and other essays. New York: Oxford University Press.
8. Zahavi, Dan (2006). Subjectivity and Selfhood: Investigating the First Person Perspective. London: The MIT Press.
9. Baron and Branscombe (2017) Social Psychology (14th Ed).New Delhi: Pearson.

SEMESTER-I

COURSE CODE	COURSE NAME	COURSE CATEGORY	CREDITS			
			L	T	P	C
PHL 101	A Brief Introduction to Philosophy	AC	4	0	0	4

COURSE INTRODUCTION

Philosophy is the discipline which makes inquiry into the fundamental nature of knowledge, existence, and actions. Therefore, it is broadly divided into the three main areas: Epistemology, Ontology and Ethics. Philosophy does not take the existence of things for granted and asks how do we make sense of the world around us? Is this world really objective or subjective in nature? Does our mind play the role in constructing the idea of reality around us or does it passively represent the world? These issues help us to understand and question the knowledge claims we use for meaning-making. This also takes us to another subject-matter of philosophy which is ontology. Ontology explores the nature of existence. What is the existence in itself? How does matter and mind interact with others? These questions are discussed in the domain of ontology involving the topics of consciousness, self, personal identity etc. Ontology helps us to understand and examine the meta-theories regarding the nature of existence and consciousness. In other words, we can have a better understanding of the role our consciousness plays in structuring the world.

The issues of self and personal identity are essentially related to another significant branch of philosophy, i.e. ethics. As we are social beings and our existence is essentially interpersonal in nature, therefore ethics deals with the questions of morality, evaluation of moral standard, notion of good life etc. The study of ethics helps us to distinguish between the judgments of facts and judgment of values. The various topics covered in the course would give a thematic and historical introduction of Philosophy to students both from the Indian and the Western perspective.

UNIT I: EPISTEMOLOGY: HOW DO WE KNOW THAT WE KNOW?

Empiricism, Rationalism, Critical Theory (Kant), Internalism and Externalism debate.

UNIT II: ONTOLOGY: WHAT IS OUT THERE?

Realism (Nyaya darsan), Dualism (Descartes and Samkhya darsan), Idealism (Kant and Shankaracharya).

UNIT III: PHILOSOPHY OF MIND: WHO AM I?

Problem of the Self, Phenomenology, Existentialism, Problem of Qualia.

UNIT IV: ETHICAL THEORIES: HOW SHOULD WE ACT?

Is and Ought dichotomy, Morality and Ethics, Eudaimonia (Aristotle), Moral law (Kant).

UNIT V: INDIAN ETHICS: THE DISCOURSE OF DHARMA

Purusharthas, Four Noble Truths (Buddhism), Anekantvada (Jainism), Nishkama Karma (Gita), Mindfulness (Vipassana).

TEXTBOOKS/REFERENCES

1. Weber and Thilly (1897). History of Western Philosophy. New York: Charles Scribner's Sons.
2. Evans, Stephen (2018). A History of Western Philosophy. Downers Grove: InterVarsity Press.
3. Hiriyanna, M (2005). Outlines of Indian Philosophy. New Delhi: Motilal Banarasidas Publishers.
4. Hiriyanna, M (1995). The Essentials of Indian Philosophy. New Delhi: Motilal Banarasidas Publishers.
5. Sinha, Jadunath (1947). A Manual of Ethics. Kolkata: The Central Book Agency.

SEMESTER-I

COURSE CODE	COURSE NAME	COURSE CATEGORY	CREDITS			
			L	T	P	C
HIS 104	Human Civilisations	DC	4	0	0	4

COURSE PURPOSE

This course will engage students with the story of Human evolution, origin and development of civilisation in a broad archaeological and historical context. We will analyse geographical, political, economic, religious and social structures of ancient civilisation with focused attention on Mesopotamia, India, Egypt, China and Europe. The course is designed to create an understanding about the earliest cities, states, kingdoms and empires that developed in different parts of the world.

OUTCOMES

1. Identify the key concepts and terminologies in Ancient History.
2. Understand the origins of Homo Sapiens and associated theories.
3. To understand the development of civilizations and the significance of human migration.
4. To explore the evolution of key phenomena in human history such as state, gender and religion.

UNIT I

What is Civilisation? Stages of Human evolution; African Origins of Humanity; overview of Hominin evolution: Sexual dimorphism, Development of Language: Patterns of lithic technological development, and stone tool technology, gathering and hunting in human evolution- social and economic structure.

UNIT II

Climate change and end of Ice- Age, towards the Mesolithic period and extension of settlement in new ecological zones, changes in subsistence strategies based on the case studies from West Asia, Europe and Meso America; changes in tool manufacture and social organisation. Neolithic Period: Origin of food production; Gender Division of Labour; early farming settlements at Catal Hyuk, Abu Hureya, Jericho, Syria and Jordan; early farming societies in Europe, Asia and the Nile Valley; Neolithic sites, art and architecture; Domestication of animals; burial customs and belief.

UNIT III

Discovery of metals, science of forging metals, development of writing system; Tigris and Euphrates river valley: Emergence of Cities. Urban Revolution: Ancient Egyptian Civilisation, Private life in ancient Egypt; Minoan Civilisation of Crete, Eastern Mediterranean World, Gender in the Mediterranean, Harappan Civilisation, Origin of Chinese Civilisation.

UNIT IV

Nomadic Pastoralism; pastoral people of middle east; pastoralism in central Asia: Horse, wheel, cart and chariot; impacts on the environment; socio- political interaction with the urban centres. The advent of Iron- its origin and implications.

UNIT V

Ancient Greece; emergence of polis, Athens and Sparta, myth of arcadia. Slave Mode of Production: Emergence of Slavery in ancient Greece, organization of production, nature of classical urbanism, population and forms of slavery; Private life and ancient Greece. Hellenistic Phase: Characteristic features of Hellenism, cities and rural world, art, and culture.

TEXTBOOKS

1. Amar Farooqui. Early Social Formations. Delhi: Manak Publications, 2001.
2. Bogucki, P. The Origins of Human Society. Massachusetts and Oxford: Wiley Blackwell Publishers, 1999
3. Fernand Braudel, The Mediterranean in the Ancient World, Penguin, 2007
4. R.J Wenke Pattern in Prehistory: Humankind's First Three Million Years, Oxford University Press, 2006.
5. Redman, C.L. The Rise of Civilisations. From Early Farmers to Urban Society in the Ancient Near East. San Fransisco: W.H. Freeman 1978
6. V. Gordon Childe, What Happened in History, 1942.

SEMESTER-I

COURSE CODE	COURSE NAME	COURSE CATEGORY	CREDITS			
			L	T	P	C
EGL 100	Introduction to Communicative English	FC	4	0	0	4

UNIT I: RHETORIC AND PUBLIC SPEAKING

Rhetoric, Critical Thinking and Public Speaking; Thinking Outside the Box; How to Deliver a Speech; Fundamentals of Persuasion.

UNIT II: NONVERBAL COMMUNICATION

Nonverbal Communication; Spatial distance, Eye contact and appearances; How nonverbal communication is more important than words.

UNIT III: COMMUNICATION AND THE MEDIA

Persuasion and the media; Radio, television, film, Social media and the internet; How the media sells ideas, images, products and lifestyles; Fundamentals of Informative/Scientific Speeches and Research; The Heart of the Speech – Powerful Narratives; The Power of Narrative.

UNIT IV: SMALL GROUP COMMUNICATION

Small group communication; Leadership, Conflict and persuasion in groups. The importance of small groups in business. Dr. A. Fisher's Fundamentals of Small Groups; Group Problem Solving; Learning to say no – don't say you will when you won't. Don't say yes and then don't do it, be true to your word.

UNIT V: PERSUASION, IDEOLOGY AND MEDIA BIAS

Advanced Rhetoric, Ideology, Persuasive Fallacies, How to Construct a Persuasive Speech, How to Present Scientific Data in a Speech, Unmasking Media Bias and Ideology, Full circle – the dangers of rhetoric and ideology.

TEXTBOOKS/REFERENCE

1. Communication: Principles for a Lifetime. Beebe, Beebe and Ivy, 6th Edition, Pearson Publishing.
2. Qualitative Communication Research Methods (2011) Bryan C. Taylor and Thomas R. Lindlof. Sage Publications, New Delhi, India, 3rd Edition.
3. The Fundamentals of Small Group Communication (2008) Scott A. Myers and Carolyn M. Anderson. Sage Publications, New Delhi, India.

SEMESTER-I

COURSE CODE	COURSE NAME	COURSE CATEGORY	CREDITS			
			L	T	P	C
ENV 100	Introduction to Environmental Science	FC	4	0	0	4

UNIT I: FOUNDATIONAL CONCEPTS IN ENVIRONMENTAL SCIENCE

Human population and environment Environmental education and awareness Environmental ethics Evolution of environmental ethics – Leopold’s land ethics, Silent Spring Population growth, ecological overshoot, and ecological footprint Defining global sustainability Garrett Hardin’s “Tragedy of the Commons” Brundtland Commission report Principles of Sustainable Development Sustainable Development Goals (SDGs) Triple Bottom Line of Sustainable Development Technology and Society: Information Technology - Human Health & Environmental Health, Environmental Misconception Sustainable Ethics: Overcoming the Obstacles of Sustainability Individualizing Responsibility for a Sustainable Future - Consumption and its Impact on Sustainable Development.

UNIT II: SOCIAL ISSUES AND ENVIRONMENT

Frontierism, Biological Imperialism, and Natural Rights Significance of Human Rights; Human Rights and Environment Wastewater Reclamation, Water Conservation, Rainwater Harvesting, Watershed Management, Urban Problems Related to Energy, Nuclear Accidents Global Environmental Policy, Environmental Acts and Laws, Water Act 1974, Environmental Protection Act 1986.

UNIT III: GLOBAL CLIMATE CHANGE

Differentiating Climate and Weather, Interconnection of Earth Systems (Hydrosphere, Geosphere, Cryosphere, Atmosphere, and Biosphere) Climate Change through Data (Global Temperature, and CO₂ – Mauna Loa Earth Observatory) Climate Change: Impacts - Extreme Weather Events, Sea-Level Rise, Food and Water Security, and Human Health & Well-being, Biodiversity Loss Climate Change: Adaptation – Local to Global Scales, Synthesis, Disaster Management – Landslides, Tsunami Floods, Earthquakes, Anthropogenic Disasters, Bhopal Tragedy Communicating Climate Change.

UNIT IV: ENERGY AND ENVIRONMENT

Renewable Energy: Global Status and Trends Global Renewable Energy Applications Technical Issues, Challenges & Opportunities Solar, Tidal, Hydropower, Bioenergy, Nuclear Renewable Energy Markets.

UNIT V: ENVIRONMENTAL POLLUTION AND MANAGEMENT

Pollution: Air Pollution, Noise Pollution, Water Pollution, Soil Pollution Solid Waste Management: Collection, Handling, and Solid Waste Management Rules E-waste and Hazardous Waste Management, Biomedical Waste Management Wastewater Treatment Systems: Industrial and Sewage Treatment.

TEXTBOOKS/REFERENCES

1. Daniel D. Chiras (2012), Environmental Science 9th Edition. Jones & Barlet Publishers
2. Carson, R. (2002). Silent spring. Houghton Mifflin Harcourt.
3. Rajagopalan, R (2015). Environmental Science – from crisis to cure, 3rd Edition. Oxford Higher Education.
4. Walter K Dodds (2018). Humanity's Footprint: Momentum, Impact, and Our Global Environment. Columbia University Press.
5. Hayley Stevenson (2018). Global Environmental Politics Problems, Policy and Practice. Cambridge University Press.

SEMESTER-I

COURSE CODE	COURSE NAME	COURSE CATEGORY	CREDITS			
			L	T	P	C
PSY 111	Psychology For Everyday Living	FC	4	0	0	4

UNIT I: MYTHS AND MISCONCEPTIONS IN PSYCHOLOGY

Definition, nature and goals of psychology; Common myths and misconceptions about psychology; Schools of psychology; Basic and applied areas of psychology.

UNIT II: THE ROLE OF PERCEPTION AND ATTITUDE TOWARDS UNDERSTANDING THE WORLD

Perception: Understanding perception, Gestalt laws of organization, common illusions; Perceptual constancy - depth perception, size perception, perception of movement; Attitude formation, Attitude change.

UNIT III: INTELLIGENCE AND LEARNING

Definitions and nature of intelligence; Emotional and social intelligence; Measuring IQ, EQ and SQ; Fundamentals of learning and its applications; Memory techniques.

UNIT IV: UNDERSTANDING THE SELF

Definition; Approaches to personality – trait and type; Psychoanalytical and humanistic theory, Tests of personality – MBTI and NEO-PI; Identity; Self-concept, self-esteem and self-efficacy.

UNIT V: STRESS, COPING AND QUALITY OF LIFE

Nature, sources of stress and its reactions; Factors influencing stress; Coping with and managing stress - cognitive and behavioral techniques; Improving quality of life.

TEXTBOOKS/REFERENCES

1. Baron, R. A. (2001). Psychology. New Delhi: Pearson Education India.
2. Nolen-Hoeksema, S., Fredrickson, B.L. & Loftus, G.R. (2014). Atkinson & Hilgard's Introduction to Psychology. 16th Ed. United Kingdom: Cengage Learning.
3. Morgan, C. T., King, R. A., & Schopler, J. (2004). Introduction to Psychology. New Delhi: Tata McGraw Hill.

SEMESTER – II

SEMESTER – II

COURSE CODE	COURSE NAME	COURSE CATEGORY	CREDITS			
			L	T	P	C
EGL 125	Critical Thinking	FC	4	0	0	4

UNIT I

Analyzing Problems, Science of Learning, Logical Thinking.

UNIT II

Analyzing Decisions, Applying logic.

UNIT III

Evaluating Claims and Justifications, Fallacy Detection, Understanding Bias, Mitigating Bias.

UNIT IV

Evaluate and Use Strategies, Identifying the Right Problem and Sub problems, Gaps and Constraints.

UNIT V

Solving Problems, Using Analogies in Problem Solving, Innovative Thinking.

TEXTBOOKS/REFERENCES

UNIT I

1. Case, N. (2018). How to Remember Anything Forever-ish. Retrieved from <https://ncase.me/remember>.
2. Ted-Ed. (2015). How memories form and how we lose them - Catharine Young. YouTube. Retrieved July 2017 from <https://www.youtube.com/watch?v=yOgAbKJGrTA>
3. Cutraro, J. (2012). How creativity powers science. Retrieved from <https://www.sciencenewsforstudents.org/article/how-creativity-powers-science>.
4. Neuroscience News. (2017). Creative people have better connected brains. Retrieved from <https://neurosciencenews.com/neural-network-creativity-6137/>
5. Pynn, G., and Vazirani, G. (n.d.). Fundamentals: Introduction to Critical Thinking. Retrieved from <https://www.khanacademy.org/partner-content/wi-phi/wiphi-critical-thinking/wiphi-fundamentals/v/intro-to-critical-thinking>
6. Kosslyn, S. M. (2017). The science of learning. In S. M. Kosslyn & B. Nelson (Eds.), Working universities: Minerva and the future of higher education. Cambridge, MA: MIT Press.
7. Review: Ted-Ed. (2015). How memories form and how we lose
8. them - Catharine Young. YouTube. Retrieved July 2017 from <https://www.youtube.com/watch?v=yOgAbKJGrTA>

9. Magnus, P. D. (2005). Chapter 1. In forallx: An introduction to formal logic. Retrieved from <http://www.fecundity.com/codex/forallx.pdf>
10. Magnus, P. D. (2005). Chapters 2 and 3. In forallx: An introduction to formal logic. Retrieved from <http://www.fecundity.com/codex/forallx.pdf>

UNIT II

1. Negating the conditional if-then statement p implies q . (2017, June 03). Retrieved July 12, 2017, from
2. <http://www.mathbootcamps.com/negating-conditional-statement-p-implies-q/>
3. Wei-Ming, W. (2014). Deduction and induction. iLogic, section 1.3. Retrieved from
4. http://www.butte.edu/resources/interim/wmwu/iLogic/1.3/iLogic_1_3.html
5. DeLancey, C. (2017). Chapters 3, 4, 5.3-5.4, 6, 7.5, and 8-10. In A Concise Introduction to Logic. Geneseo, NY Open SUNY BOOKS OF STUDY/REFERENCE BOOKS.
6. Lau, J. & Chan, J. (2015). [Tutorial A05] Valid patterns. Critical Thinking Web. Retrieved from
7. <http://philosophy.hku.hk/think/arg/valid2.php>
8. Teksta, I. (nd). Problem solving. Retrieved from [http://www.razvojkarijere.bg.ac.rs/stranice/uploads/678964ProblemSolving\(1\).pdf](http://www.razvojkarijere.bg.ac.rs/stranice/uploads/678964ProblemSolving(1).pdf)

UNIT III

1. Stark, P. (n.d.). Chapter 2: Reasoning and fallacies. In SticiGui. Retrieved from
2. <http://www.stat.berkeley.edu/~stark/SticiGui/Text/reasoning.htm>
3. Leclerc, P. (Sept 2, 2010). Fallacies of Weak Induction. Retrieved from
4. http://faculty.ccri.edu/paleclerc/logic/fallacies_wi.shtml
5. Mitchell, M. (n.d.). A clever way to estimate enormous numbers. Ted Ed. Retrieved from <http://ed.ted.com/lessons/michael-mitchell-a-clever-way-to-estimate-enormous-numbers>
6. Helfand, D. (n.d.). Chapter 2: Discoveries on the back of an envelope. In Frontiers of Sciences: Habits of a Scientific Mind.
7. <http://ccnmtl.columbia.edu/projects/mmt/frontiers/web/index2.html>
8. Behavioral Science Solutions. (n.d.). Representativeness heuristic. Retrieved from
9. <https://www.behavioraleconomics.com/resources/mini-encyclopedia-of-be/representativeness-heuristic/>
10. Behavioral Science Solutions. (n.d.). Availability heuristic. Retrieved from
11. <https://www.behavioraleconomics.com/resources/mini-encyclopedia-of-be/availability-heuristic/>
12. Behavioral Science Solutions. (n.d.). Anchoring heuristic. Retrieved from
13. <https://www.behavioraleconomics.com/resources/mini-encyclopedia-of-be/anchoring-heuristic/>
14. Brush, J. E. (2015). Decision-making shortcuts: The good and the bad. New England Journal of Medicine Knowledge Plus. Retrieved from
15. <https://knowledgeplus.nejm.org/blog/decision-making-shortcuts-good-bad/>
16. Yue, C. (n.d.). Divided attention, selective attention, inattentional blindness, and change blindness. Khan Academy. Retrieve from

17. <https://www.khanacademy.org/science/health-and-medicine/executive-systems-of-the-brain/attention-language-lesson/v/divided-selective-attention-inattentional-change-blindness>.
18. Loftus, E. (2013). TEDGlobal2013: How reliable is your memory? Retrieved November 11, 2015 from https://www.ted.com/talks/elizabeth_loftus_the_fiction_of_memory?language=en
19. Cherry, K. (2019). How the attentional bias influences the decisions we make. Retrieved from
20. <https://www.verywellmind.com/what-is-an-attentional-bias-2795027>
21. Bodenhausen, G. V., and Hugenberg, K. (2009). Attention, perception, and social cognition. In F. Strack & J. Förster (Eds.), (2009). Social cognition: The basis of human interaction. Frontiers of social psychology. (pp. 1-22). New York, NY, US: Psychology Press.
22. Sta ord, T. (2017). How to get people to overcome their bias. Retrieved from
23. <http://www.bbc.com/future/story/20170131-why-wont-some-people-listen-to-reason>
24. Rasmussen, L. (n.d). What if pigs really could fly? Get creative to predict future events. Retrieved from
25. <https://www.globalcognition.org/think-unlikely-possibilities/>
26. Sieck, W. (n.d.). A scientific reasoning strategy to make everyday discoveries. Retrieved from
27. <https://www.globalcognition.org/scientific-reasoning-and-discovery/>

UNIT IV

1. Review Reading: Foley, J. A. (2011). Can we feed the world and sustain the planet? Scientific American.
2. Reading: Terrascope. (2014). Background & Problems. Mission 2014: Feeding the World.
3. <http://12.000.scripts.mit.edu/mission2014/problems>
4. Ayres, I., & Nalebu , B. (2004). Principled problem solving. Scientific American Special Edition,14(1).
5. Mauria, A. (2015, December 16). How to achieve breakthrough by embracing your constraints. Retrieved from
6. <https://blog.leanstack.com/how-to-achieve-breakthrough-by-embracing-constraints-c6382eeab5e9>
7. Spradlin, D. (2012). Are you solving the right problem? Harvard Business Review. Retrieved July 2017 from <https://hbr.org/2012/09/are-you-solving-the-right-problem>
8. Gavetti, G., & Rivkin, J. (2005). How strategists really think: Tapping the power of analogy. Harvard Business Review, 83, 54-63.
9. <https://hbr.org/2005/04/how-strategists-really-think-tapping-the-power-of-analogy>
10. Ness, R. B. (2015). Promoting innovative thinking. American Journal of Public Health, Suppl 1, 105, S114-S118.
11. McGuire, W. J. (1997). Creative hypothesis generating in psychology: Some useful heuristics. Annual Review of Psychology, 48, 1 - 30. Read only to page 21 (the beginning of Part IV).
12. <https://www.annualreviews.org/doi/abs/10.1146/annurev.psych.48.1.1>

13. Cutraro, J. (2012). How creativity powers science. Science News for Students. Retrieved July 2017 from <https://www.sciencenewsforstudents.org/article/how-creativity-powers-science>

UNIT V

1. Review Reading: Foley, J. A. (2011). Can we feed the world and sustain the planet? Scientific American.
2. Reading: Terrascope. (2014). Background & Problems. Mission 2014: Feeding the World.
3. <http://12.000.scripts.mit.edu/mission2014/problems>
4. Ayres, I., & Nalebu, B. (2004). Principled problem solving. Scientific American Special Edition, 14(1).
5. Mauria, A. (2015, December 16). How to achieve breakthrough by embracing your constraints. Retrieved from
6. <https://blog.leanstack.com/how-to-achieve-breakthrough-by-embracing-constraints-c6382eeab5e9>
7. Spradlin, D. (2012). Are you solving the right problem? Harvard Business Review. Retrieved July 2017 from <https://hbr.org/2012/09/are-you-solving-the-right-problem>
8. Gavetti, G., & Rivkin, J. (2005). How strategists really think: Tapping the power of analogy. Harvard Business Review, 83, 54-63.
9. <https://hbr.org/2005/04/how-strategists-really-think-tapping-the-power-of-analogy>
10. Ness, R. B. (2015). Promoting innovative thinking. American Journal of Public Health, Suppl 1, 105, S114-S118.
11. McGuire, W. J. (1997). Creative hypothesis generating in psychology: Some useful heuristics. Annual Review of Psychology, 48, 1 - 30. Read only to page 21 (the beginning of Part IV).
12. <https://www.annualreviews.org/doi/abs/10.1146/annurev.psych.48.1.1>
13. Cutraro, J. (2012). How creativity powers science. Science News for Students. Retrieved July 2017 from
14. <https://www.sciencenewsforstudents.org/article/how-creativity-powers-science>.

SEMESTER –II

COURSE CODE	COURSE NAME	COURSE CATEGORY	CREDITS			
			L	T	P	C
HIS 100	Idea of India	FC	3	1	0	4

UNIT I: THE NATION AND ITS MANY ROOTS

What is a Nation? –Theories of Nationalism, The many names of India: India, Hindia, Aryavarta Or Bharat, Mother India: Iconising a Nation.

UNIT II: UNEARTHING THE PAST

The Evolutionary Past: Interbreeding Vs Replacement Theory, Out of Africa Theory, What is a civilization? Theories of Civilization, Indus Valley Civilization.

UNIT III: STORIES OF GODS AND PEOPLE

The Emergence of Myths, Myth Vs Reality, Vedic Age in India, Tribes, Caste and Battles.

UNIT IV: POLITY AND GOVERNANCE

Religion, Economy and the State –Asoka, Chankya and the Buddha, Land the Economy: Exploring the Arthasastra, Social Order and the State: Through the Epics, Two millennia of pluralism: Jews, Christians and other religions in India.

UNIT V: TOWARDS UNDERSTANDING THE NATION

The Mughals in India, Multiple Identities – the same heritage, The Past as a Signifier.

TEXTBOOKS/REFERENCES

1. Y. N.Harari, A Brief History of Humankind, Harper, 2015.
2. Upinder Singh, A History of Ancient and Early Medieval India, Pearson, 2009.
3. Romila Thapar, Early India: From the Origins to AD 1300, University of California Press, 2004.

SEMESTER –II

COURSE CODE	COURSE NAME	COURSE CATEGORY	CREDITS			
			L	T	P	C
LBA 201	Understanding Indian Society: Myths and Realities	FC	4	0	0	4

COURSE OUTCOMES

1. Introduces students to the study of India as a colonial exercise(s) and its critique.
2. Deconstructs the myth of the Indian village as a homogenous, idyllic unchanging social unit.
3. Aims to understand the building blocks of society in India.
4. Goes beyond the book views of stratifications to their complex realities.
- 5.

Unit.1. Introduction

- History, Anthropology and Colonialism
- Critics of Colonial Constriction of Indian Society and Culture

Unit.2. Villages in India

- Understanding of Indian Villages: Indologists, Colonialists, Orientalists, Anthropologists and Sociologists
- Revisiting Indian village Studies

Unit.3. The Caste System in India

- Varna and Jati System
- The Book View(s) of Caste
- The Field View(s) of Caste

Unit.4. Tribes and Nomads

- Tribal Cultures
- Nomadic and Semi-Nomadic Communities in India

Unit.5. Class in India

- Concept of Class and Stratification
- The Middle Class in India

READINGS:

1. Deshpande, S. (2003). *Contemporary India: A Sociological understanding*. New Delhi: Penguin Books.
2. Das, V. Ed. (2003). *The Oxford India Companion to Sociology and Social Anthropology, Vol.I and II*. Delhi: Oxford University Press (Sections 3 and 9 respectively).

3. Cohn. B.S. (1996). Notes On the History of The Study of Indian Society and Culture. In *Structure and Changes in Indian Society* (Milton Singer and Bernard S. Cohn eds). Jaipur: Rawat Publication. (pp.1-27).
4. Fuller C. J. (1977). British India or Traditional India? An Anthropological Problem, *Ethnos*, 42:3-4, pp.95-12.
5. Srinivas M. N. (1987). The Indian Village: Myth and Reality. In *Dominant Caste and Other Essays*. Delhi: Oxford University Press. (pp.1-59).
6. Simpson, and Tilche, A and Sbriccoli, T and Jeffery, P and Otten, T (2018) A Brief History of Incivility in Rural Postcolonial India: Caste, Religion and Anthropology. *Comparative Studies in Society and History*, (60) 1, pp 58-89.
7. Betteille, A. (1991). Society and Politics in India: Essays in a Comparative Perspective: London: The Athlone Press. (Chapter 3, The Concept of Tribes with special reference to India). (pp. 57-78).
8. Xaxa. V (1999). Transformation of Tribes in India: Terms of Discourse. *Economic and Political Weekly*, 34(24), pp.1519–1524.
9. Bokil, M (2002). De-Notified and Nomadic Tribes: A Perspective. *Economic and Political Weekly*, 37(2), pp.148–154.
10. Crompton, R. (1998). *Class and Stratification: An Introduction to Current Debates*. Cambridge: Polity Press, 2nd Edition
11. Fernandes, L. (2006). *India's New Middle Class: Democratic politics in an Era of Economic Reform*. Minnesota: University of Minnesota Press.

SEMESTER –II

COURSE CODE	COURSE NAME	COURSE CATEGORY	CREDITS			
			L	T	P	C
ECON 120	Understanding Indian Economy	FC	3	1	0	4

COURSE DESCRIPTION:

This course introduces the students to basic concepts of Indian economy. It discusses national income and various measures of estimating it. This course also emphasizes on measuring inflation, preparing a budget, and functioning of RBI. It further focusses on India's external sector and how it engages with rest of the world.

UNIT I BASIC CONCEPTS OF ECONOMY

What is Economy? What is difference between economy and economics. Circular flow of economy, GDP and GNP; Measuring of GDP; GDP at Constant Prices and Current Prices; Calculating Inflation; Methods to calculate inflation. Components of a budget. Taxation in India: an overview. Role of finance commission.

UNIT II STRUCTURE OF ECONOMY

Sectoral composition of economy. Developed and developing economy. Disinvestment of central public sector enterprises; Entrepreneurship at grassroots level, Economic reforms in India. Food security. Human development index. Problem of poverty, inequality and unemployment.

UNIT III INDUSTRIAL SECTOR AND INFRASTRUCTURE

Trends, productivity and growth, industrial policy in India, small scale industries, Review of Industrial Policy- MSME Sector- PPP- Make in India- Start-up India- Other Sectors. Industrial sickness; New Industrial Policy; Atmanirbhar Bharat.

UNIT IV: MONEY AND FINANCIAL MARKETS

What is money: role and function of money, Central Bank and Its Functions; operation of commercial banks, components of financial and money market. Capital market in India. WPI and CPI. Monetary policy, Inflation Targeting and Monetary Policy Committee.

UNIT V: EXTERNAL SECTOR

Exports and Imports; Exchange Rate; Balance of Payments: Capital Account; Current Account; Financial Account; Foreign exchange reserves in India, External Debt- Depreciation- Devaluation-Appreciation, FDI and FPI, IMF and WTO.

References:

1. Dutt, R., & Sundaram, K. P. M. (2018). *Indian Economy*. S Chand & Co. Ltd. New Delhi.
2. Jalan, B. (2000). *India's Economic Policy*. Penguin India.
3. Kapila, U. (2018). *Indian Economy: Performance and Policies*. Academic Foundation, NewDelhi.
4. Puri, V.K., & Mishra, S.K. (2018). *Indian Economy*. Himalaya Publishing House. Singh, R. (2020). *Indian Economy*. McGraw Hill, New Delhi.
5. Jalan, Bimal. (2014). *Indian Economy: Problems and Prospects*. Penguin India; New edition. Economic Survey Reports.
6. RBI Bulletins.

SEMESTER –II

COURSE CODE	COURSE NAME	COURSE CATEGORY	CREDITS			
			L	T	P	C
EGL 270	Writing for the Media	AC	4	0	0	4

Course Objective

1. To introduce students with the various forms of media.
2. To orient the students towards the various forms of writings in the media.
3. To orient students with different skills needed for writing in the media.

UNIT I

Fundamentals of Writing: Writing as an essential communication skill. Vocabulary, usages, grammar, spellings, punctuation and syntax. Sentence construction and structure: Clarity, emphasis, rhythm and length. Process of Writing: Composition, Comprehension, Precise writing.

UNIT II

Understanding News. Ingredients of news. News: Meaning, Definition and Nature. Hard news vs. Soft news. Attribution. Embargo, Verification, Balance and Fairness, Brevity, Dateline, Credit line, Byline

UNIT III

Basics of writing for Print: Structuring a news report- 5 W's and H, Intro/ Lead, Inverted Pyramid and other news structures, Dateline Feature writing, book reviews. Opinion and editorial writing

UNIT IV

Basic of writing for Television: Structure of TV news Structure of TV report, PTC, Bytes and writing for other visual inputs. TV production scripts: features, Soap operas, documentaries and commercials

UNNIT V

Basics of writing for Web: structure and content. Writing stories for internet, editing and rewriting. Digital journalism: Headlines, Copywriting, Copyediting, Linking, Blogging.

Recommended Resources

1. Itule, D. Bruce & Anderson, A. Douglas. (2000). *News writing and reporting for today's media*. 6th Edition. New Delhi: McGraw Hill Publication.

2. Zettle, Herbert. (2007). *Television Production Handbook*. USA: Cengage Learning.
3. Krishnaswamy, K. V (2015) *Writing and Editing News*. New Delhi: Orient BlackSwan..
4. M.L. Stein, Susan Paterno& R. Christopher Burnett (2006). *News writer's Handbook: An Introduction to Journalism*: Blackwell Publishing.
5. Murphy, Raymond (2012). *English Grammar in Use: A Self Study Reference and Practice Book for Intermediate learners of English*. 4th Edition: Cambridge University Press.
6. Keeble, Richard (2006). *The Newspaper's Handbook*. London: Routledge Publication.
7. White. B. E and Strunk. Williams (1999). *The Elements of Style 4th Edition*. India: Pearson.
8. Wolk. De. Roland (2000). *Introduction to Online Journalism: Publishing News and Information*. India: Pearson

SEMESTER - II

COURSE CODE	COURSE NAME	COURSE CATEGORY	CREDITS			
			L	T	P	C
HIS 204	History of India –Part I	DC	4	0	0	4

COURSE PROPOSE

This course will deal with the history of Indian subcontinent from the very early times till c.500 C.E. We begin this course by discussing the evolution of Stone Age culture and early Indian notions of history. We will examine the Indus valley Civilisation, early social formations of the Indian Subcontinent, Iron Age Civilisation, Indo-Aryan Culture and the emergence of Mauryan empire in the Gangetic valley. The course also traces major political, economic, social and cultural development during this period.

COURSE OUTCOMES

At the end of this course, students will be able to,

1. To understand the key aspects of the early history of the Indian sub- continent
2. To comprehend the historiographical debates concerning early Indian history
3. To identify the issues within utilizing early literature and archaeological sources as a source of history
4. To address and analyse some of the issues of the present using fact based history from Early Indian history

UNIT I: FROM THE PALEOLITHIC TO THE CHALCOLITHIC

Geographical setting of the Indian subcontinent; sources (literary, non- literary and archaeological) and tools used to reconstruct Indian history. Paleolithic to Neolithic Age in India-, distribution of sites and settlement, pre- historic art. Pre- historic social organisation, environment, Mobility and Migration in the early times. Origin and evidence of food production, chalcolithic cultures.

UNIT II: EXPLORING SOCIAL FORMATIONS IN EARLY INDIA

Origin, development and settlement patterns of Indus Valley Civilisation- Debates on state situation in Harappa, Trade, Technology, town planning, industries and craft in the Harrapan civilization. Theories on Decline of IVC and the late/post Harrapan traditions

Early Vedic Era-Locating the Indo Aryan Speakers- Aryan migration(s); The Aryan Debate-Spread of settlements –Political Structures-Subsistence Patterns and Material Culture- Social and Cultural Life in the Mid-Gangetic Valley

Later Vedic Period- Polity -; Material Culture and Social stratification, Gender and Kinship patterns Religion and Culture – Life beyond the Vedic Milieu; .

UNIT III: FROM THE JANAPADAS TO THE MAHAJANAPADAS

Questions about Impact of Iron Technology; expansion of Agriculture, Economic Growth, Trade, and towards Mahajanpadas. Evolution of Heterodox/Sramanic Religions- 'Second Urbanization'. Social Structure and issue related to social stratification; Varna, jati, gender, marriage and property relations.

UNIT IV: FROM HUNTER –GATHERERS TO CHIEFDOMS

Paleolithic and Neolithic Age in the South ,Megalithic Culture-,Tamilakam and beyond and Sangam and Post Sangam literature, Early Tamil Polities-Early Historic Polities ,Social Organisation and Economy – Tinais and development of a chiefly society –Trade-Roman trade and trade with Southeast Asia.

UNIT V: KINGDOMS AND EMPIRES

The Emergence of Empire - theMauryan Empire; Asoka's Dhamma, Economy and Society, Indo-Greeks, Śakas, Pahlavass, Kushanas, Political Administration -and the Rise of Mercantile Communities.

TEXTBOOKS

1. Ratnagar, Shereen. Understanding Harappa: Civilization in the Greater Indus Valley. Tulika, 2001
2. Thapar, R. Early India: From the Origins to AD 1300. New Delhi: Penguin, 2003.
3. Chakrabarthy, Ranbir, Exploring Early India, Upto 1300 AD, Primus Books, 3rd Edition, 2017.
4. Karashima, N, A Concise History of South India; Issues and Interpretations, Oxford University Press, 2014.
5. Upinder Singh, A History of Ancient and Early Medieval India: From the Stone Age to the 12th Century, Pearson Longman, 2009.
6. S.N. Dube, Cross Currents in Early Buddhism, Manohar, 1980
7. Kenoyer, J.M. Ancient Cities of the Indus Valley Civilisation. Karachi: Oxford University Press and American Institute of Pakistan Studies, 1998.
8. Allchin, B., and R. Allchin. Origins of a Civilization: The Prehistory and Early Archaeology of South Asia. New Delhi: Viking, 1997.

SEMESTER – III

SEMESTER – III

COURSE CODE	COURSE NAME	COURSE CATEGORY	CREDITS			
			L	T	P	C
HIS 202	The Middle Ages in Europe	DC	4	0	0	4

COURSE PURPOSE

The one thousand years between the collapse of antiquity and the emergence of modernity was certainly not the dark ages as historians had called it until some years ago. This, indeed, was the ground on which the Renaissance blossomed and the Catholic Church was challenged and was eventually re-invented. The economy was characterized by men who controlled large manors and lorded over serfs; roads and other communication means had broken down. This was the status of Europe at a time when the East had reached high levels of culture and developed long distance trade in goods. Feudalism, as we understand in History was the socio-economic system that marked Europe in the Middle ages. This course will survey the middle ages.

COURSE OUTCOMES

1. Analyse the transition of Europe from Antiquity to the Middle Ages.
2. comprehend and critique the process of feudalism.
3. explore the complexities in the role played by the Catholic church and its influence on European History.
4. comprehend the key debates on the decline of Roman Empire.

UNIT I: TRANSITION FROM LATE ANTIQUITY TO EARLY MEDIEVAL

Structural weakness of Roman Empire, Slave and Peasant Rebellion, origin of Medieval Christianity, Crisis of 3rd. century and reforms. The Christianization of the Roman Empire, the Founding of Constantinople. The Invasion by the Germanic tribes and migrations, the emergence of new agrarian relations, the collapse of the central authority and the economy. Survival in the East, debate on the decline of roman Empire- Cataclysmic or Transformative?

UNIT II: POST- ROMAN POLITIES

Rule of Justinian, Continuity and Change, Kingdoms of Mediterranean West; Frankish Society.

England and Ireland. Charlemagne and the Carolingian Empire; Carolingian Renaissance. Emergence of the Vikings.

UNIT III: THE STRUCTURE OF MEDIEVAL SOCIETY

Nobility and Monarchy, Social Stratification: Serfdom, Feudal Lords and Peasants, Roles and Obligations of Feudal Lords and Peasants, Manorialism, Feudal Law, Monasticism and Medieval Churches. Experiences of Medieval Women

UNIT IV: THE GROWTH OF MATERIAL CULTURE

Agricultural Revolution, Technological Changes, Growth of Commercial Economy, Origin of Towns in Low Countries, Trading World of North Sea, Rise of Population, Urbanization of High Middle Ages.

UNIT V: THE SPREAD OF ISLAM AND EUROPE

The coming of Islam, Transformation of polity and the spread of Islam, Internal Division Collapse of Abbasid Caliphate , Revisiting Pirenne Thesis, Crusades, Mediterranean: Syncretism or Synthesis.

TEXTBOOKS

1. Braudel, Fernand, Civilization and Capitalism: 15th-18th Century: The Structures of Everyday Life: The Limits of the Possible. Vol. I. London: William Collins Sons & Co Ltd, 1985.
2. Bloch, March, Feudal Society I. Vol. I-II, London: Routledge, 2004.
3. Duby, Georges, The Three Orders: Feudal Society Imagined. Chicago: The University of Chicago Press, 1980.
4. Bernard Lewis, Islam: From the Prophet Muhammad to the Capture of Constantinople, Volume 1: Politics and War, Oxford University Press, 1987.
5. Le Goff, Jacques, Medieval Civilization 400-1500, Oxford: Blackwell Publishers, 1992.
6. Pirenne, Henri, Economic and Social History of Medieval Europe, New York: Harcourt, Brace and Company, 1937.
7. Chris Wickham, The Inheritance of Rome: Illuminating the Dark Ages 400-1000, Penguin Books, 2010.
8. Richards, Julian, The Vikings: A Very Short History. Oxford University Press, 2005
9. Pirenne, Henri, Medieval Cities: Their Origins and the Revival of Trade, Princeton University, 2014.
10. Michael McCormick, Origins of the European Economy: Communications and Commerce, A.D. 300-900, Cambridge University Press, 2003.
11. Berkey Jonathan, The Formation of Islam: Religion and Society in the Near East, 600–1800, Cambridge University Press, 2002.
12. Brown, Peter, The World of Late Antiquity: AD 150-750. Harcourt Brace Jovanovich, 1971.

SEMESTER-III

COURSE CODE	COURSE NAME	COURSE CATEGORY	CREDITS			
			L	T	P	C
HIS 301	European Social Formations	Core	3	1	0	4

PURPOSE

The transition from Feudalism to Capitalism, as it happened in Western Europe was accompanied by such thinking and led to discoveries as well as inventions that turned the world upside down. Rather, as Christopher Hill presented it, the world began to be seen upside down by the people and that is what the changes in Western Europe induced into civilizations across the world. This course, which is compulsory to those opting for a Major in History will also be offered as an Elective to those in other Liberal Arts Majors and seek to expose them to the historical roots of the contemporary globalized world.

LEARNING OBJECTIVES

At the end of the course, student will be able to,

1. To explore the complex phenomena which shaped European modernity.
2. To analyse and understand the theories of the decline of feudalism.
3. To address the issue of religious reformation and its impact in Europe.
4. To identify the causes for the emergence of capitalism as a world system.

UNIT I: TRANSITION FROM FEUDALISM TO CAPITALISM

Empires in the East; The Ottomans, and The Mings, Political Economy - Revenue Administration and Governance, Geographical expansion of the world through voyages and discoveries, Networks of trade. Mercantilism and its impact on Europe; The Dobb-Sweezy debate on Transition. Death, Disease and Life during the Bubonic Plague.

UNIT II: THE CHURNING OF THE CATHOLIC CHURCH

Renaissance and Reformation in Europe, Martin Luther and Reformation Spread of Lutheranism; John Calvin and the doctrine of predestination, Spread of Calvinist thought. The advent of the Printing Press; the coming of book in history, the emergence of the Public Sphere in Europe

UNIT III: THE SCIENTIFIC REVOLUTION

Reshaping Cosmology; Copernicus, Tycho Brahe, Johannes Kepler, Galileo, Newton. Expansion of Europe and Colonisation ; Columbus, Vasco da Gama et.al. Technological Inventions and their

Impact - the Spinning jenny, the Flying Shuttle et.al., Steam engine and the railroad 'revolution'.

UNIT IV: THE RISE OF ENGLAND AS AN INDUSTRIAL ECONOMY

Primitive Accumulation of Capital, the Enclosure Movement, the Putting Out System to the Factories, the Triangular Trade and the Empire of Cotton

UNIT V: INDUSTRIAL CAPITALISM TO FINANCE CAPITALISM

Capitalism and Colonialism: Economic Divergence, European and Asian economies before divergence, The divergence of Britain, causes for the great economic divergence, Emergence of France and Germany as colonial powers

TEXTBOOKS/REFERENCES

1. Fernand Braudel, *Afterthoughts on Material Civilization and Capitalism*, The John Hopkins University Press, 1977
2. Fernand Braudel, *Civilization and Capitalism, 15th to 18th Century*, 3 Volumes, Harper & Row, New York, 1982-84.
3. Immanuel Wallerstein, *The Modern World System: Capitalist Agriculture and the Origins of the European World Economy in the Sixteenth Century*, Volume 1, 1974.
4. Prasannan Parthasarathi, *Why Europe Grew Rich and Asia Did Not: Global Economic Divergence, 1600-1850*, 2011.
5. Quentin Skinner, *The Foundations of Modern Political Thought: The Age of Reformation*, Volume II, 1978.
6. Robert B. Marks, *The Origins of the Modern World: A Global and Ecological Narrative*, Rowman & Littlefield Publishers, 2002.
7. Thomas Kuhn, *The Copernican Revolution: Planetary Astronomy in the Development of Western Thought*, 1957.
8. Sanjay Subrahmanyam, *Explorations in Connected History: Mughals and Franks*, Oxford University Press, 2005
9. Brotton, Jerry, *The Renaissance: A Very Short Introduction*, Oxford University Press, 2006.
10. Hilton, Rodney, *The Transition from Feudalism to Capitalism*, Aakar Books, 2006

SEMESTER-III

COURSE CODE	COURSE NAME	COURSE CATEGORY	CREDITS			
			L	T	P	C
HIS 101 A	Historian's Craft	Core	3	1	0	4

OBJECTIVE

The course has a two-pronged purpose: To dispel the perception that History is a subject merely involving dates, names, and events that are meant to be memorized, remembered, and reproduced; and thereafter to discuss History as a discipline, the methods of History and the Historian's craft wherein the importance of facts are not merely stressed in isolation but in context.

OUTCOMES

1. Understand the purview and scope of the discipline of history.
2. Identify the various schools of historiography.
3. To acquire a basic knowledge of historical methods and methodology while being also made aware of the origins and development of historiography.
4. To comprehend the nature of historical sources and to address the issues of utilization of multiple types of sources.

UNIT I: HISTORY OF HISTORY

PreHistory and ProtoHistory and the Definition of History – Concepts of Time – Defining the region (physical, imagined, global, national and regional history): Written History: The Greco-Roman tradition (Herodotus, Thucydides, Levy and Tacitus); the Indian tradition (Itihasa, Purana, Buddhist & Jaina, Kalhana): Medieval European Historiography (St. Augustin) – Medieval West Asian Historiography (Al Beruni and Ibn Khaldun) – Medieval Indian Historiography (Amir Khusro, Barani, Ibn Batuta, Isami, Ferishta, Abdul Razak, Babar, Abul Fazal, Badauni).

UNIT II: HISTORY AND HISTORIOGRAPHY

Enlightenment historiography – Romanticist historiography – Positivist school – Critical method of Neibhur and Ranke - Annales School (Lucien Febvre, Marc Bloch, Fernand Braudel, Roger Chartier) - Marxist School (Frankfurt School, British Marxist Historians) Indian Historiography: Imperialist Historiography (James Mill, V.A.Smith, Elphinstone, W.H.Moreland)- Nationalist Historiography (Naoroji, Ranade, Dutt, R.G. Bhandarkar, H.C. Raychaudhury, RC Majumdar, K.P. Jayaswal, J.N. Sarkar, K.A. Neelakantha Sastri) - Marxist Historiography (D.D. Kosambi, Mahammad Habib, R.S. Sharma, Romila Thapar, Bipan Chandra, Irfan Habib) and Subaltern Historiography (Ranajit Guha).

UNIT III: THE THEORY IN HISTORY - ITS NATURE AND MEANING

Facts in History Writing (What is a Historical Fact): Objectivity, Causation and Generalization in History; Is History a Science: Sources for the Historian; Analysis of Evidence Models in History Writing – Cyclical (Arnold Toynbee) and Linear (Marxist), History and Post modernism (The Cultural turn).

UNIT IV: HISTORIANS' CRAFT- SOURCES OF HISTORY

Archaeology, Epigraphy, Numismatics, Inscriptions, Official Chronicles, Archives and Literary Sources. Historian and the Computer: Quantitative history and computers, coming to terms with mass of historical information, towards 'total' history. History in the Digital Age: Studying digital historical atlas in India

UNIT V: HISTORY AND OTHER SOCIAL SCIENCES

History and Sociology, History and Archaeology, History and Anthropology, History and Political Science, History and Linguistics, History and Economics, History and Literature.

TEXTBOOKS

1. E.H. Carr, What is History? Penguin, (Reprint), 2008.
2. Marc Bloch, The Historian's Craft, Vintage, 1964.
3. Bernard Lewis, History: Remembered, Recovered, Invented, Simon & Schuster, 1987.
4. Emmanuel Le Roy Ladurie, The Territory of the Historian, University of Chicago Press, 1982.
5. Bhupendra Yadav, Framing History: Context and Perspectives, New Delhi, 2012.
6. Aloka Parasher Sen, 'The Making of Digital Historical Atlas', The International Journal of Technology, Knowledge and Society, Vol. 2, No. 4, 2006.
7. Shashi Bhushan Upadhyaya, Historiography in the Modern World: Western and Indian Perspectives, Oxford University Press, 2016.

SEMESTER - III

COURSE CODE	COURSE NAME	COURSE CATEGORY	CREDITS			
			L	T	P	C
HIS 302	Early and Early Medieval India	DC	4	0	0	4

COURSE PURPOSE

This course will examine the main themes that shaped the history of the Indian subcontinent from 500 to 1300 C.E. The focus here will be on the various features of the early medieval society; the formation of regional and local states, shaping of regional identities in different regions of the subcontinent. We will identify and describe the institutions which were crucial in bringing the transformation from Ancient to early medieval society and the multiplicity of power in the subcontinent region.

COURSE OUTCOMES

1. At the end of the course, student will be able to.
2. To understand the key debates of the early history of the Indian sub- continent.
3. To comprehend the historiographical debates concerning early and early medieval Indian history.
4. To address and analyse some of the significant issues of the present using fact based history from Early Indian history.

UNIT I: POWER, LEGITIMACY AND EMPIRE

Satavahanas –Administration and Land grant systems Satavahanas - political organization and economy The Gupta empire: nature of polity Administration and Social Organization Art and architecture Religion and Culture: spread of Agamaic traditions, Literature and the Sanskrit cosmopolis

UNIT II: DEBATES ON EARLY MEDIEVAL INDIA-MAJOR HISTORIOGRAPHICAL SHIFTS

Sources -texts, epigraphs and numismatic data Changes in Society, Polity, Economy and Culture; decline of trade, debates on Indian feudalism Changing production relations; graded land rights and peasantry Acculturation And Amalgamation into Puranic fold Expansion of varna-jati order and Brahmanization, Bhakti: Alvars and Nayanars. Puranic Hinduism; Tantr, Sanskrit and regional languages: interactions

UNIT III: EMERGENCE OF NEW STATES

Statecraft and agrarian expansion, Regional state formation: Pallavas, Colas, Chalukyas and Pandyas, Palas, Pratiharas and Rashtrakutas, Gangas, Kadambas and Hoysalas, Temple centered growth, Trade and commerce, Maritime contacts, Changes in political divisions and state administration, society and culture, Early Medieval Economy and technology. The Ghaznavid incursions-extent and impact- historiographical debates.

UNIT IV: TOWARDS A CENTRALIZED STATE

The Colas Debates on nature of polity (Segmentary, Centralized or Feudal?). Changes in statecraft and land ownership Symbols of political power: courtly cultures, Cholas and Maritime Activities in South and Southeast Asia, Chola Art.

UNIT V: RELIGION AND SOCIETY IN EARLY MEDIEVAL INDIA

Buddhism, Jainism, Virasaivism, Tantricism, Saivasiddhanta and the network of Viharas, Mathas etc. Development of art and architecture, Bhakti in South India, Women in Early Medieval Society. The transition to Medieval.

TEXTBOOKS

1. B.D. Chattopadhyaya, The Making of Early Medieval India, Oxford University Press, 2012.
2. Noboru Karashima, (ed.), A Concise History of South India; Issues and Interpretations, Oxford University Press, 2014
3. Harbans Mukhia, (ed), The Feudalism Debate, Manohar, 1999.
4. Upinder Singh, A History of Ancient and Early Medieval India: From the Stone Age to the 12th Century, Pearson Longman, 2009.
5. Upinder Singh, (ed.), Rethinking Early Medieval India, Oxford University Press, 2012.
6. Thapar, R. Early India: From the Origins to AD 1300. New Delhi: Penguin, 2003
7. Kenneth Hall,(ed.) Structure and Society of Early South India: Essays in Honor of Noboru Karashima, Oxford University Press,2001
8. Veluthat, K.The Political Structure of Early Medieval South India. New Delhi: Orient Longman, 1993.
9. Y. Subbarayalu, South India under the Cholas, Oxford University Press, 2017.

SEMESTER-III

COURSE CODE	COURSE NAME	COURSE CATEGORY	CREDITS			
			L	T	P	C
HIS 308	Medieval India -I (1200-1500)	Core	3	1	0	4

Course Purpose

This course shall familiarise students with the state, and society of medieval India starting with the establishment and expansion of Delhi Sultanate, Bahamanid, and Vijayanagara kingdom. We will engage with the debate on the nature of polity under the Sultanate and Vijayanagar. The course will provide insight into the fluidity and complexity of identities.

OUTCOMES

1. To discuss at depth, the nature of political administration under the Sultanate, Bahamani, and Vijayanagar State.
2. To address the key debates on the emergence of regional identities
3. To address and analyse some of the significant issues of the present day by understanding the complexity of the medieval period

UNIT I: SOURCES

Persian tarikh traditions: Barani and Mushtaqi, Malfuzat. Premakhyans: Persian, Sanskrit and Vernacular interactions. Inscriptions. Art and Architecture. Coinage.

UNIT II: DELHI SULTANATE- POLITICAL STRUCTURES AND PROCESSES

Statecraft, transitions in ruling elites, service cultures. New ideas of kingship and Iqta system. Articulating political authority: monuments and rituals. Consolidation of identities: Rajputs and other warriors lineages.

UNIT III: SOCIETY AND ECONOMY

Land revenue administration and agricultural production. Technology and changes in society. Monetization, urban centers; and craft. Trade. Market regulations.

UNIT IV: BAHAMANI AND VIJAYANAGARA STATE

Bahmani Kingdom; its growth and disintegration, The Vijayanagara Empire; its origin and growth, Questions on the nature of the state – Feudal, Segmentary, and Centralized? Political Culture, Revenue Administration and Political divisions, Maritime and Inland Trade, The Decline of Vijayanagara Empire.

UNIT V: RELIGION, SOCIETY, AND CULTURES

Sufi silsilas: Chishtis and Suhrawardis; doctrines and practices; social roles. Bhakti; Sant tradition: Kabir and Nanak; Jagannath and Warkari cults. Gender roles: women bhaktas. State and religion-contradictions and legitimization, Towards Pluralism?

ESSENTIAL READINGS

1. Irfan Habib, *Medieval India: The Study of a Civilization*, NBT, 2007
2. Burton Stein, *Peasant State and Society in Medieval South India*, OUP, New Delhi, 1980.
3. Satish Chandra, *Essays on Medieval Indian History*, Oxford India Collection, Oxford University Press, 2006.
4. Stein, Burton, *New Cambridge History of India: Vijaynagara*. Cambridge University Press, 1989.
5. Raychaudhuri, T., & Habib, I. (Eds.), *The Cambridge Economic History of India* (The Cambridge Economic History of India). Cambridge University Press, 1982
6. Habib, Irfan, *Formation of the Sultanate Ruling Class of the Thirteenth Century*, in Irfan Habib, ed., *Medieval India 1: Researches in the History, 1200-1750*. Oxford University Press, 1992.
7. Morrison, Kathleen D., and Mark T. Lycett. "The "Fall" of Vijayanagara Reconsidered: Political Destruction and Historical Construction in South Indian History." *Journal of the Economic and Social History of the Orient* 56, no. 3 (2013): 433-470.
8. Chekuri, Christopher. "A 'Share' in the 'World Empire': Nayamkara as Sovereignty in Practice at Vijayanagara, 1480–1580." *Social Scientist*, vol. 40, no. ½, 2012, pp. 41–67
9. Jackson, P. *The Delhi Sultanate: A Political and Military History*. Cambridge: Cambridge University Press, 1999.
10. Prasad, P. *Sanskrit Inscriptions of Delhi Sultanate, 1191-1526*. Delhi: Oxford University Press, 1990.
11. Kumar, S. *The Emergence of the Delhi Sultanate, 1192-1286*. Ranikhet: Permanent Black, 2007.
12. Alam, M. *The Languages of Political Islam in India c. 1200-1800*. Delhi: Permanent Black, 2004.
13. Kumar, Sunil, "Qutb and Modern Memory" in Suvir Kaul, ed., *The Partitions of Memory: The Afterlife of the Division of India*, Delhi: Permanent Black, pp. 140-82
14. Chattopadhyaya, Brajadulal. *Representing the Other?: Sanskrit Sources and the Muslims : Eighth to Fourteenth Century*, Delhi, Manohar, 1998.
15. Barry Flood, Finbarr, *Objects of Translation: Material Culture and Medieval "Hindu-Muslim" Encounter*, Princeton, Princeton University Press, 2009.

SUGGESTED READINGS

16. Asher, C. & Tablot, C., *India before Europe*. Cambridge University Press, 2006.
17. Eaton, R.M., ed. *India's Islamic Traditions, 711-1750*. New Delhi: Oxford University Press, 2003.
18. J.S.Deyell, *Living Without Silver: The Monetary History of Early Medieval North India*. Delhi. Oxford University Press, 1987.
19. Kulke, H. and B.P. Sahu., eds. *Interrogating Political Systems: Integrative Processes and States in Pre-modern India*. New Delhi: Manohar, 2015.
20. Ali, Daud. "The idea of the medieval in the writing of South Asian history: contexts, methods and politics." *Social History* 39(3), 2014: 382-407.
21. Eaton, R.M. *Essays on Islam and Indian History*. New Delhi: Oxford University Press, 2000.
22. Hardy, P. *Historians of Medieval India: Studies in Indo-Muslim Historical Writing*, London: Luzac and Company Ltd., 1966.
23. Juneja, M., ed. *Architecture in Medieval India: Forms, Contexts, Histories*, Delhi, Permanent Black, 2001.
24. Kumar, S., ed. *Demolishing Myths or Mosques and Temples? Readings on History and Temple Desecration in Medieval India*, Delhi: Three Essays Collective, 2007.
25. Eaton, R.M. & P.B. Wagoner. *Power, Memory and Architecture: Contested Sites on India's Deccan Plateau, 1300-1600*. New Delhi: Oxford University Press, 2014.
26. Behl, Aditya. Wendy Doniger, *Love's Subtle Magic: An Indian Islamic Literary Tradition, 1379-1545*, New York: Oxford University Press, 2012.
27. Ali Anooshahr, "Author of one's fate: Fatalism and agency in Indo-Persian histories", IESHR, vol. 49, pp. 197-224.

SEMESTER-IV

SEMESTER-IV

COURSE CODE	COURSE NAME	COURSE CATEGORY	CREDITS			
			L	T	P	C
HIS 402	Age of Revolutions and National Liberation	Core	3	1	0	4

COURSE PURPOSE

Late 18th century saw revolution as a powerful dynamic to transform society in parts of Europe, USA and Russia, resulting in both progress and conflict. The course will examine the tremendous era of change which had worldwide implications. In this course, students will cover American War of Independence, French Revolution, and the Russian Revolution and examine the factors which caused the outbreak of revolution and rebellion, followed by interwar Europe, important political and ideological development in Europe. The course will also explore the political violence in interwar Europe, rise of Fascism, Nazism and the power dynamics that grew at global level. The course terminates will terminate with a discussion on some of the important 20th century national liberation movements.

COURSE OUTCOMES

1. To understand the idea of social change.
2. To understand the causalities and impact of revolutions.
3. To utilize literature as a source of history.
4. To gain knowledge of resistance and issues of systemic inequalities.

UNIT I: AMERICAN WAR OF INDEPENDENCE

The Industrial Revolution in England and the civil conflict with British. Social causes of American Revolution, the role of Women and African-American in the War of Independence, the Philadelphia Convention and the Constitution.

UNIT II: FRENCH REVOLUTION

Social and Political origins, Cultural and Intellectual origin. State of France on the eve of Revolution, the crisis of Old regime, radicalization of revolution, the fall of monarchy, the struggle in national convention, the role of san-culottes, emergence of counter- revolution, collapse of Jacobian dictatorship. Age of Romanticism; Enlightenment, revolutionary, writers, art and poetry.

UNIT III: RUSSIAN REVOLUTION

Russia in 19th century, Peasant and workers, Russian intelligentsia and birth of revolutionary movement, Revolution of 1905, the Duma period, fall of Romanov dynasty, Lenin and Bolshevik Party, 1917 Bolshevik Revolution.

UNIT IV: INTERWAR EUROPE

Structure of Power and Pattern of Opposition in Europe 1900-1914, Rise of Totalitarianism, Causes and Character of World War I, Democracy and Dictatorship in Interwar Europe, Depression and Rise of Fascism, Nazi Germany, Ideology, War and propaganda, Second World War.

UNIT V: LIBERATION MOVEMENTS AND DECOLONISATION IN 20TH CENTURY

Post-War liberation of nations in Asia; India, China, Indonesia, Bipolar World, NATO and Warsaw Pact, Brettonwoods Institutions. The Bandung Conference; NAM.

TEXTBOOKS/REFERENCES

1. Alexis de Tocqueville, *The Old Regime and the French Revolution*, New York: Anchor Books, 1983.
2. Alfred F. Young, *The Shoemaker and the Tea Party: Memory and the American Revolution*, Boston: Beacon Press, 2000
3. Allan Todd, Sally Waller, *European States in the Interwar Years (1918-1939)*, Cambridge University Press, 2016.
4. Eric Hobsbawm, *Nations and Nationalism Since 1780: programme, myth, reality*, Cambridge University Press, 1991
5. Eric Hobsbawm, *The Age of Empire: 1875-1914*, Little Brown Book Group, 1989
6. Eric Hobsbawm, *The Age of Extremes: 1914-1991*, Little Brown Book Group, 1995
7. Eric Hobsbawm, *The Age of Revolution: 1789-1848*, Little Brown Book Group, 1998
8. Fred Anderson, *The War that Made America: A Short History of the French and Indian War*, New York: Penguin, 2006
9. George Lefebvre, *Coming of The French Revolution*, Princeton University Press, 1992
10. Jermev Popkin, *A Short History of the French Revolution*, Boston: Prentice Hall, 2010.
11. Sheila Fitzpatrick, *The Russian Revolution*, Oxford University Press, 2017
12. Vasily Grossman, Antony Beevor, *A Writer at War: Vasily Grossman with Red Army 1941-45*, Pimlico, 2006.

SEMESTER-IV

COURSE CODE	COURSE NAME	COURSE CATEGORY	CREDITS			
			L	T	P	C
HIS 500	Entangled Histories	Core	3	1	0	4

COURSE PURPOSE

The course intends to introduce the learners to new trends in history and would attempt to enable them to identify linkages, patterns and shifts across regions and chronological periods.

COURSE OUTCOMES

By the end of this course, a student will be able to

1. Address issues of utilization of sources of the late medieval and early modern period
2. To comprehend the process of proto globalization and early modern knowledge networks
3. To explore the complexities of the development of early imperialism and proto-colonialism
4. To identify the cosmopolitan structure of the early modern period

UNIT I: PERCEPTIONS OF THE PAST

The frames of the past – Time as a narrator, Defining the region (physical, imagined and other geographies) Stories from the sea, land and elsewhere (sources and methods) From global histories to connected histories. Entangled histories and integrative histories

UNIT II: TOWARDS A HISTORY OF EXPLORATION AND TRAVEL

Migrations and human movements in history, Early Explorers and settlers, Travel, Religion and Knowledge, Travellers and travel accounts(Marco Polo, Ibn Batuta, Linschoten), Maps, globes and Telescopes (Renaissance), Enlightenment and the broadening of reason. Re-visiting the Empire(The Mings and the Mughals), The Indian Ocean and its many histories

UNIT III: EARLY MODERNITIES

Ports, traders and trade routes(Mercantilism) States, Courts and markets, The possibilities of maritime trade Imagining the 'Other' Bioprospecting'-Medicine, Botany and empire, Scientific Revolution and its impact, Asia and the making of Early modern Europe.

UNIT IV: EARLY MODERN NETWORKS

Shaping the Empire, The Portuguese, the Dutch, the French and the British Trade and Early Empire building enterprises, Memoirs, reports and Administrative Accounts, Census and Survey, Life in the early settlements, Addressing the 'native' question- Issues of religion and caste, Gender and the Empire propaganda, Second World War.

UNIT V: ADDRESSING THE MARGINS

Representing the marginalized, A case of 'thugs' and 'anti-socials', Morality and the Empire

'Proselytising'(and) the world Biomedicine and colonial world, Nature and the empire, Colonial Forestry and Green Imperialism

TEXTBOOKS/REFERENCES

1. Andre Gunder Frank, *Re Orient; Global Economy in the Asian Age*, University of California Press, 1998.
2. Bernard S Cohen, *Colonialism and Its Forms of Knowledge: The British in India*, Princeton University Press, 1996.
3. Donald F Lach, *Asia in the Making of Europe, Volume I: The Century of Discovery, Book 1*, University of Chicago Press, 2008.
4. Edward Said, *Orientalism; Western Conceptions of the Orient*, Penguin, 2006.
5. Harold J Cook, *Matters of Exchange, Commerce, Medicine and Science in the Dutch Golden Age*, Yale University Press, 2007.
6. Jorge Cañizares-Esguerra, *Nature, Empire, and Nation: Explorations of the History of Science in the Iberian World*, Stanford University Press, 2006
7. Sanjay Subrahmanyam, *Explorations in Connected History; From the Tagus to the Ganges*, Oxford University Press, 2005

SEMESTER-IV

COURSE CODE	COURSE NAME	COURSE CATEGORY	CREDITS			
			L	T	P	C
HIS 409	Medieval India II: 1500-1707 A.D.	DC	3	1	0	4

Course Purpose

This course shall familiarize the students with the nature of the state, and society of medieval India starting with the establishment of the Mughal Empire and the consolidation of various local identities. We will engage in debate among historians over the nature of polity under the Mughals. It will also probe the causalities of the decline of the Mughal state. The course also engages with the social, religious, and economic processes of the period under study.

Course Outcomes

1. To discuss at depth, the nature of political administration under the Mughals.
2. To understand the economic and social processes during the Mughal period.
3. To analyse the emergence, consolidation and later decline of the Mughal state.
4. To address and analyse some of the significant issues of the present by understanding the period of the Mughals

UNIT I: SOURCES

Persian literary traditions: Tawarikh; Insha and translations. Persian histories, memoirs: Jahangirnama; Maasir-i Alamgiri. Travelogues: Bernier, Manucci. Vernacular literary cultures: Mangalkavya and Rekhta

UNIT II: ESTABLISHMENT OF POLITICAL AUTHORITY: MUGHALS, RAJPUTS AND NAYAKAS

Campaigns and conquest: tactics and technology. Chaghatayid traditions: The Mughal household; Abul Fazl's interventions. Rajputs and other warrior groups in the Mughal empire. The Nayakas

UNIT III: CONSOLIDATION OF POLITICAL AUTHORITY

Historiographies on the nature of the Mughal state. Evolution of the administrative institutions: zabt, mansab, jagir, madad-i-ma'ash. Agrarian and revenue relations: Zamindars and peasants. Political culture: Issues in the wars of succession, Mughal courtly culture-Umara; Haram; Articulation of authority: [a] Fatehpur Sikri, [b]Rajput palaces and Forts in Marwar , [c] Temples and gopurams of the Nayakas , (d) Shahjahanabad. Power and

symbolism. Mughal painting: allegory and symbolism under Jahangir and Shah Jahan. Rajput paintings.

UNIT –IV POLITICAL AND RELIGIOUS IDEAS

Akhlaqi traditions; Sulh -i- Kul. Sufi interventions; Shattaris and Chishtis. Revivalist trends in Indian Islam: Shaikh Ahmad Sirhindi. Deccan Sultanates, trans-regional links and Shia Ideology. Reassessing Aurangzeb: Jaziya, temple grant, music and relations with the Sikh Gurus. Christianity and Islam in the South India. Arbi-Tamil literature, Arbi-Malayalam Literature.

UNIT V – TOWARDS NEW FORMATIONS AND ASSERTIONS

The Rise of Marathas, Sikhs, and Jats. Maratha State under Shivaji and Peshwas.

ESSENTIAL READINGS:

1. Chatterjee, K. "The Persianization of Itihasa." *Journal of Asian Studies*, 67, 2 (May 2008): 513-543.
2. Tambiah, S.J. "What did Bernier actually say? Profiling the Mughal empire." In *History of India 1600-1800: Selected Essays*, edited by Nirmal Kumar. Delhi: India Press, 2014
3. Satish Chandra, *Essays on Medieval Indian History*, Oxford India Collection, Oxford University Press, 2006
4. Asher, C. & Tablot, C. 2006. *India before Europe*. Cambridge University Press.
5. Bhargava, M., ed. *Exploring Medieval India, vol. I and II*. New Delhi: Orient Blackswan, 2010.
6. Raychaudhuri, T., & Habib, I. (Eds.), *The Cambridge Economic History of India (The Cambridge Economic History of India)*. Cambridge University Press, 1982
7. Mukhia, Harbans, *The Mughals of India*, Wiley- Blackwell, 2004.
8. Ali, Daud. "The idea of the medieval in the writing of South Asian history: contexts, methods and politics." *Social History* 39(3), 2014: 382-407.
9. Ali, Athar. *Mughal India, Studies in Polity, Ideas, Society & Culture*. New Delhi, Oxford University Press, 2006
10. Chekuri, Christopher. "A 'Share' in the 'World Empire': Nayamkara as Sovereignty in Practice at Vijayanagara, 1480–1580." *Social Scientist*, vol. 40, no. 1/2, 2012, pp. 41–67
11. Alam M. and S. Subrahmanyam. *The Mughal State 1526-1750s*. New Delhi: OUP, 1998.
12. Eaton, Richard, ed. *India's Islamic Traditions*. New Delhi: OUP, 2003

13. Habib, I. *The Agrarian System of Mughal India 1556-1707*. 2nd edition, New Delhi, OUP, 199
14. Rizvi, S.A.A. *Religious and Intellectual History of the Muslims During the Reign of Akbar(1556-1605)* New Delhi: Munshiram Manoharlal, 1975.
15. Rao, V.N., D. Shulman and S. Subrahmanyam, eds. *Symbols of substance: Court and State in Nāyaka Period Tamilnadu*. Indian edition, Delhi: Oxford University Press, 1992
16. Rao, V.N., D. Shulman and S. Subrahmanyam. *Textures of Time: Writing History in South India 1600–1800*. Delhi: Permanent Black, 2001
17. Chandra, S. *Mughal Religious Policies, the Rajputs and the Deccan*. New Delhi: Vikas Publishing House, 1993.
18. Truschke, A., *The Language of History: Sanskrit Narratives of Indo- Muslim Rule*, Columbia University Press, 2021.
19. Gordon, S. *The Marathas, 1600-1818*. Cambridge: Cambridge University Press, 1993
20. Alam, M. "Sikh Uprisings under Banda Bahadur, 1708-1715." *Studies in History*, XLI/2, (1979)
21. Faruqui, Munis D., *The Princes of the Mughal Empire,1504-1719*, Cambridge University Press, Cambridge, 2012.
22. Karashima, Noboru, *A Concordance of Nayakas: the Vijayanagar inscriptions in South India*, Delhi, Oxford University Press, 2002.
23. Arafath, Yasser,P. K. "Polyglossic Malabar: Arabi-Malayalam and the Muhiyuddinmala in the Age of Transition (1600s–1750s)." *Journal of the Royal Asiatic Society*, vol. 30, no. 3, 2020, pp. 517–539.
24. Kooria, Mahmud, *Islamic Law in Circulation, Shafi'i Texts across the Indian Ocean and the Mediterranean*, [Cambridge Studies in Islamic Civilization](#), to be published by Cambridge University Press, November, 2022.
25. Prange, S., *Monsoon Islam: Trade and Faith on the Medieval Malabar Coast*, Cambridge Oceanic Histories, Cambridge: Cambridge University Press, 2018.

SUGGESTED READINGS

1. Pollock, Sheldon, ed. *Literary Cultures in History, Reconstructions from South Asia*. Berkeley: University of California Press, 2003.
2. Lefevre, C. "Recovering a Missing Voice from Mughal India: The Imperial Discourse of Jahangir (r. 1605-1627) in his Memoirs." *Journal of the Economic and Social History of the Orient*, 50, 4 (2007)
3. Aquil R. and P. Chatterjee eds., *History in the Vernacular*. New Delhi: Permanent Black, 2008

4. Alam, M., *The Languages of Political Islam in India, c.1200-1800*. New Delhi: Permanent Black, 2004.
5. Busch, Allison. "Literary Responses to the Mughal Imperium: The Historical Poems of Kesavadas," *South Asia Research*, 25, 1 (2005): 31-54
6. Nizami, K.A. *On History and Historians of Medieval India*. New Delhi: Munshiram Manoharlal, 1968.
7. Truschke, A. "The Mughal Book of War: A Persian Translation of the Sanskrit Mahabharata." *Comparative Studies of South Asia, Africa and the Middle East* 31(2011).
8. Faruqi, M. D. *The Princes of the Mughal Empire 1504-1719*, Cambridge: Cambridge University Press, 2012
9. Rezavi, S.A N. *Fatehpur Sikri Revisited*. New Delhi: Oxford University Press 2013.
10. Koch, Ebba. *Mughal Art and Imperial Ideology: Collected Essays*. New Delhi: Oxford University Press, 2001.
11. Michell, G. and M. Zebrowski. *Architecture and Art of the Deccan Sultanates*. Part 1, vol. 7, Cambridge: Cambridge University Press, 1999.
12. Lal, R. *Domesticity and Power in the Early Mughal World*. Cambridge: Cambridge University Press, 2005
13. Blake, S. *Shahjahanabad: The Sovereign City in Mughal India 1639-1739*. New Delhi: Cambridge University Press, 1993.
14. Brown, K. B. "Did Aurangzeb Ban Music? Questions for the Historiography of his Reign." *Modern Asian Studies*, 41/1 (2007): 77-120.
15. Hasan, N. *Religion, State and Society: Collected works of Nurul Hasan*. New Delhi: Oxford University Press, 2005. Revised edn., New Delhi: Oxford University Press, 1999.
16. Khan, I.A. *Gunpowder and Firearms: Warfare in Medieval India*. New Delhi: Oxford University Press, 2004
17. Tillotson, G. *Rajput Palaces: The Development of an Architectural Style, 1450-1750*. New Haven: Yale University Press, 1997
18. Rizvi, S.A.A. *Muslim Revivalist Movements in Northern India in the Sixteenth and Seventeenth Century*. New Delhi: Munshiram Manoharlal, Reprinted., 2014.
19. Dalmia, V. and M.D. Faruqi, eds., *Religious Interactions in Mughal India*. New Delhi: Oxford University Press, 2014.
20. Bhargava, V.S. *Marwar and the Mughal Emperors*. New Delhi: Munshiram Manoharlal, 1966.

SEMESTER-IV

COURSE CODE	COURSE NAME	COURSE CATEGORY	CREDITS			
			L	T	P	C
HIS 400	Introduction to Colonial Latin America and the Caribbean	DSE	3	1	0	4

COURSE PURPOSE

This course intends to familiarize the students with the process of conquest and colonization of Latin America and the Caribbean. The course will examine the colonial dialogue between the cultures of Native America, Europe, and Africa in Latin America and the Caribbean; the implications on gender, race, and class. The student will further study the emergence of local and national identities in colonial Latin America and the Caribbean. The course concludes with an overview of anti-imperial struggles and liberation movements in Latin America and the Caribbean.

COURSE OUTCOMES

1. To introduce students to non-Eurocentric strands of history writing.
2. To assess the foundation and functioning of the colonial economy in Latin America and the Caribbean.
3. To identify everyday patterns and practices of resistance in colonial Latin America and the Caribbean.
4. To explore the complexities of regional and national identities in colonial Latin America.

UNIT I: NATIVES BEFORE COLUMBUS

Defining the Idea of Americas? Americas, Iberia and Caribbean Before the Conquest, European Overseas Expansion and the World, Conquest of Caribbean, Mexico, and Peru. Disease and Demographic Collapse.

UNIT II: FOUNDATION OF THE COLONIAL EMPIRE IN LATIN AMERICA AND THE CARIBBEAN

The Spanish Conquistador, African Presence in the Americas, The Catholic Church and Missionisation of Americas, Rise of the Plantation Economy and the Slave Trade, Slaves, slave-ships, piracy and slave rebellions, Early Resistance and Rebellion.

UNIT III: COLONIAL LATIN AMERICA

Organising the Colonial State Agrarian transformation- Mining and Sugar industries, City and the Countryside, Shaping of Faith, Transculturation and Society, Reflection of Gender, Race and Class, Women and Family in colonial Latin America.

UNIT IV: COLONIAL REFORMS AND REBELLION

Pueblo Revolt, Bourbon and Pombaline Reforms, Church, State and Enlightenment, Population Growth and Social Change, Rebellion of Tupac Amaru.

UNIT V: PATH TO INDEPENDENCE

Haitian Revolution, Revolution in Mexico and Brazil, Creole Nationalism -- resistance, collaboration, survival; new and old hierarchies, The breakdown of the colonial order and the movements for independence, The social base of anti-imperial movements.

READINGS:

Essential Readings

1. John Charles Chasteen, *Born in Blood and Fire: A Concise History of Latin America*, University of North Carolina, 2016.
2. Gonzalez. E Ondina & Gonzalez L. Justo, *Christianity in Latin America: A History*, Cambridge University Press, 2008.
3. Loewen. W. James, *Lies My Teacher Told Me About Christopher Columbus: What Your History Books Got Wrong*, The New Press, 2014. Chapter 1.
4. Restall Mathew and Lane Kris, *Latin America in Colonial Times*, Cambridge University Press, 2011.

Suggested Readings

5. Burkhart Louise, *The Slippery Earth: Nahua-Christian Moral Dialogue in Sixteenth-century Mexico*, University of Arizona Press, 1989.
6. Eric Williams, *Capitalism and Slavery*, Facsimile Publisher, 2013.
7. Henry Kamen, *Empire: How Spain Became a World Power*, HarperCollins, 2002.
8. Marcus Rediker, *Slave Ship: A Human History*, Penguin, 2008.
9. Mingolo. D. Walter, *The Idea of Latin America*, Blackwell Publishing, 2005.
10. Restall Mathew, *Seven Myths of the Spanish Conquest*, OUP, 2003
11. Socolow M Susan, *The Women of Colonial Latin America*, Cambridge University Press, 2000.
12. Trouillot Michel-Rolph, *Silencing the Past: Power and the Production of History*, Tantor Media, 2015.

SEMESTER-IV

COURSE CODE	COURSE NAME	COURSE CATEGORY	CREDITS			
			L	T	P	C
HIS 600	Introduction to Colonial Africa	DSE	3	1	0	4

COURSE PURPOSE

The focus of this course is on the process of colonization and its consequences on the colonized societies in Africa. The course will examine the motives for European exploration, the process of conquest and colonialism; understand how colonization played a key role in the Atlantic slave trade; the impact of slave trading on societies in Africa. The course ends with an overview of anti-colonial struggles in Africa.

COURSE OUTCOMES

1. To comprehend the relevance of non-archival sources in the reconstruction of history.
2. To examine the representation of Africa in colonial writings.
3. To assess socio-economic and political changes in colonial Africa.
4. To identify and analyze the process of colonial resistance.

UNIT I: APPROACHES TO COLONIAL AFRICA

The invention of Africa. Theories of colonial expansion and discourses on African primitiveness, Environment and History, Many Africas, Idea of Africa-ness, Islam and Christianity in Africa.

UNIT II: EARLY ENCOUNTER AND BIRTH OF COLONIAL AFRICA

Pre- Colonial European Expansion, Trans-Atlantic Slave Trade and Rebellion, Cotton Economy and Slavery, Settler Colonies and Berlin Conference, Patterns of Colonisation, Africa's contribution to the development of European capitalism, Christianity and Colonisation, Islam in West Africa, African Resistance.

UNIT III: THE WORKING OF COLONIALISM

Functioning of early Colonial States, Colonial Merchants and Mining Companies, Forced Labour Taxation Emergence of Colonial Cities, The colonial experience of Algeria under the French, British Occupation of Nigeria, Colonial genocide and Congo, Colonial Conquest and the making of a slave society in Cape, Zulu State and Mefcane, The Mineral Revolution, Apartheid: The historical roots and meaning, The White Conquest of Zimbabwe.

UNIT IV: Resistance and Rebellions

Complexities of Resistance, Alliances and Divisions, Maji- Maji Uprising, Chimurenga Resistance, Mau Mau Rebellion, Gender relations and stories of resistance, Aba Women's War.

UNIT V: National identities and Independence

Pan-Africanism, West African Nationalism, The Interwar Period and Algerian National Identity, The National Liberation Movement of Algeria, South Africa Freedom Charter and the struggle against Apartheid.

READINGS

Essential Readings

1. Parker, John, *African History: A Very Short Introduction*. Oxford University Press, 2007.
2. Mazrui, A. "The Re-invention of Africa: Edward Said, V. Y. Mudimbe, and Beyond." *Research in African Literatures* 36 (2005): 68-82."
3. Shillington, Kevin. *History of Africa*. 3rd ed. Palgrave Macmillan, 2012
4. Mudimbe, V.Y, *The Invention of Africa: Gnosis, Philosophy and the Order of Knowledge*, 1988.
5. Vidrovitch. C. Catherine, *Africa and the Africans in the Nineteenth Century: A Turbulent History* 2009, M.E. Sharpe.
6. Reddy, Thiven, *South Africa, Settler Colonialism and the Failures of Liberal Democracy (Africa Now)*, 2015.

Suggested Readings

7. Eric Williams, *Capitalism and Slavery*, Facsimile Publisher, 2013.
8. Joshep. E. Inikori, *Africans and the Industrial Revolution in England: A Study in International Trade and Economic Development*, Cambridge University Press, 2002.
9. Marcus Rediker, *Slave Ship: A Human History*, Penguin, 2008.
10. Robin Blackburn, *The Making of New World Slavery: from the Baroque to the Modern, 1492-1800*, Verso, 1997.
11. Gopal, Priyamvada, *Insurgent Empire: Anti-colonial Resistance and British Dissent*, Verso, 2019.
12. Wainain, Binyavanga, *How to Write About Africa*, Granta 92, 2005.
13. William H. Worger & et.al *Africa and the West: Documentary History vol. 2: From Colonialism to Independence 1875 to the Present* 2010 OUP.

SEMESTER-IV

COURSE CODE	COURSE NAME	COURSE CATEGORY	CREDITS			
			L	T	P	C
HIS 410	Participatory Methods and Ethno-History	SEC	2	1	2	4

Course Purpose

The course has the following purpose:

- 1) To introduce students with the methods of ethno-history.
- 2) To bring a transformative change in rural development through the active participation of students with rural communities.
- 3) Fostering Social Responsibility and Community Engagement.

Course Outcomes

1. Improving the quality of teaching/learning by bridging the gap between theory and practice through community engagement.
2. Promoting interactions between students and local communities with the idea of working with the communities.
3. To critically engage with the methods and practices of ethno-history.
4. To develop an appreciation of rural knowledge, culture, and lifestyle among students.

UNIT I: PARTICIPATORY APPROACHES

What is Participation? Top-Down Vs Bottom-Up Approach. Community-based research. Power and Hierarchy

UNIT II: ETHNO-HISTORY

Approach, Methods, Challenges and Limitations. Using folklore, oral narratives, and memory as sources of history.

UNIT III: ETHICS IN COMMUNITY RESEARCH AND ENGAGEMENT

Consent. Privacy. Transparency. Knowledge sharing

UNIT IV: PARTICIPATORY TOOLS

Focused Group Discussions. Social and Resource Mapping. Transect Walk. Historical Transect. Problem Tree. HH Survey. Data Analysis.

UNIT V: REPORT WRITING

ESSENTIAL/SUGGESTED READINGS

1. Ramaswamy, Vijaya. "Vishwakarma Craftsmen in Early Medieval Peninsular India." *Journal of the Economic and Social History of the Orient*, vol. 47, no. 4, 2004, pp. 548–82.
2. Ramaswamy, Vijaya. "Alien Weave: Crafts Verses Consumerism." *India International Centre Quarterly*, vol. 29, no. 2, 2002, pp. 117–28.
3. Blouin, Francis X. "History and Memory: The Problem of the Archive." *PMLA*, vol. 119, no. 2, 2004, pp. 296–98.
4. Axtell, James. "Ethnohistory: An Historian's Viewpoint." *Ethnohistory*, vol. 26, no. 1, 1979, pp. 1–13.
5. Chambers, Robert, The origins and practice of participatory rural appraisal, *World Development*, 22 (7): July 1994, pp. 953–969.
6. Singh, Katar, Rural Development: Principles, Policies and Management, Sage Publications, New Delhi, 2015
7. A Handbook on Village Panchayat Administration, Rajiv Gandhi Chair for Panchayati Raj Studies, 2002.
8. United Nations, Sustainable Development Goals, 2015 un.org/sdgs
9. Community-based participatory research A guide to ethical principles and practice Centre for Social Justice and Community Action, Durham University National Co-ordinating Centre for Public Engagement November 2012.

SEMESTER-V

SEMESTER-V

COURSE CODE	COURSE NAME	COURSE CATEGORY	CREDITS			
			L	T	P	C
HIS 510	Understanding Eighteenth-Century India	DC	3	1	0	4

Course Purpose

This paper introduces key debates and processes of the Eighteenth century in Indian History. Eighteenth century witnessed the processes of imperial decline (the Aligarh School), the Rise of regional powers (Revisionists), and the introduction of the Company as a political entity. The period provides the students to critically engage with historiographical debate on the historical processes of 'decline vs. regional assertion' and 'continuity and change', specific to this century. With the richness of historiography on political decline/ transition, culture, and society it also offers fresh areas for research.

COURSE OUTCOMES

1. To critically understand the debates with respect Mughal Decline and regional aspirations
2. To understand the formations of regional identities in this century
3. To understand the Eighteenth Century as a 'long' century
4. To understand the interface between regional states and the early colonial state

UNIT I: APPROACHES TO EIGHTEENTH CENTURY

Issues and Debates: Universal Decline, Empire Centric Regional Centric. Continuity and Change: Mughal, Regional assertions and the Company. The 'long' Eighteenth Century. Parcelisation of Mughal State. Relationship between the Indian economy and the global economy.

UNIT II: MUGHAL DECLINE AND THE GENESIS OF THE EIGHTEENTH CENTURY

Mughal Decline, Aligarh School- Later Mughals, Factionalism, Parties, and Politics in Mughal Court Agrarian Crisis, Jagirdari Crisis, Be-jagiri. Regional Centric View- Revisionist school. Great 'Firm' Theory of Mughal Decline., Critique of Revisionist Approaches.

UNIT III: THE PROCESS OF REGIONALIZATION: MUGHAL STATE, REGIONAL ASSERTIONS, AND THE EAST INDIA COMPANY

How 'Mughal' Were These Regimes? Awadh and Bengal, Mysore and Hyderabad. Punjab and Rohilkhand, Marathas.

UNIT IV: THE ECONOMY OF THE EIGHTEENTH CENTURY

Economic expansion, crisis, or stasis? The emergence of New Town Centres, Ijaradari, and expansion of Overseas Trade.

UNIT V: SOCIETY AND CULTURE IN THE REGIONS

Modernization of Army: Tipu Sultan. New Cultural Centres: Faizabad, Murshidabad, Hyderabad, Lucknow. Religious Tradition and Culture: A case of Muharram in Lucknow, Sufis in the Deccan and Carnatic 'Feminization' of politics and Culture in 18th Century: Courtesans, Begums and the state, Poetry in Delhi: Shahr-i-Ashob (Ruined Cities).

ESSENTIAL READINGS

1. Alavi, Seema (ed.), *The Eighteenth Century in India*, Delhi, 2002.
2. Ali, M. Athar, 'The Eighteenth Century: An Interpretation', *Indian Historical Review*, vol. 5, nos. 1-2, 1978-79.
3. Bayly, C.A., *Rulers Townsmen and Bazaars: North Indian Society in the Age of British Expansion 1770-1801*, Cambridge University Press, 1983.
4. Habib, Irfan, 'The Eighteenth Century in Indian Economic History', in Seema Alavi, *The Eighteenth Century in India*, Delhi, 2002.
5. Marshall, P.J. (ed.), *The Eighteenth Century in Indian History, Evolution or Revolution*, Delhi, 2003.
6. Ali, Athar, 'A Critique of Revisionist Approaches', *Proceedings of Indian History Congress*, 52nd Session, Delhi, 1991.
7. Habib, I. *The Agrarian System of Mughal India 1556-1707*. 2nd edition, New Delhi, OUP
8. Gordon, S. *The Marathas, 1600-1818*. Cambridge: Cambridge University Press, 1993

SUGGESTED READINGS

1. Alam, Muzaffar, *The Crisis of Empire in Mughal North India, Awadh and the Punjab 1707-1748*, Delhi, 1986.
2. Stein, Burton, 'State Formation and Economy Reconsidered', *Modern Asian Studies*, Vol. 19, no. 3, July, 1985.
3. Dalal Urvashi, 'Femininity, State and Cultural Space in Eighteenth-century India', *The Medieval History Journal*, 2015, No. 18, p 120 - 165

4. Carla R. Petievich, Poetry of the Declining Mughals, Shahar Ashob, *Journal of South Asian Literature*, Vol. 25, No. 1, The City in South And Southeast Asian Literature (Winter, Spring 1990), pp. 99-110.
5. Satish Chandra, *Essays on Medieval Indian History*, Oxford India Collection, Oxford University Press, 2006.
6. Alam, Muzaffar and Subramanyam, Sanjay, *The Mughal State 1526-1750*, Delhi, 1998
7. Richard B. Barnett, *North India Between Empires: Awadh, the Mughals and the British, 1720-1801*, New Delhi, 1980.
8. Fisher, Michael H., 'The Imperial Coronation of 1819: Awadh, the British, and the Mughals,' *Modern Asian Studies* 19, 2, 1985.
9. Fisher, Michael H., 'The Resident in Court Ritual, 1764–1858,' *Modern Asian Studies* Vol. 24, No. 3, 1990.

SEMESTER-V

COURSE CODE	COURSE NAME	COURSE CATEGORY	CREDITS			
			L	T	P	C
HIS 601	Modern Indian History (1750- 1947)	DC	3	1	0	4

COURSE PURPOSE

This course will focus on 'modern Indian history' that stretches from the British conquest of India to Indian independence. The course will deal with colonialism, capitalism, imperialism and nationalism in the context of the period covered in the course. The course will further survey the long, complex journey of the Indian national movement that played a crucial role in forming the idea of a nation. At the end of this course, students will be able to appreciate the complex nature of transformation

COURSE OUTCOMES

1. To understand and analyse the formation of all India community of English educated intellectuals and the educational policies of the British
2. To assess the 19th century socio- religious reform movements
3. To comprehend the various historiographical perspectives on the emergence of Indian nationalism.
4. To comprehend the shaping of India as a nation.

UNIT I: BRITISH EMPIRE IN INDIA- RESISTANCE AND REFORM

Advent of Europeans and Rivalries-Portuguese, Dutch, French, and English, Conquest and Consolidation, British Revenue Policies and impact, Ideology of British imperialism, Socio-religious reform movements of 19th century, Early Response and Resistance to Colonialism- Peasant and Tribal Resistance, Civil Rebellions (pre-1857 uprisings), Revolt of 1857 - Nature and character of Revolt.

UNIT II: EARLY INDIAN NATIONALISM AND DISCONTENT

Provincial Organizations and articulation of local grievances, Formation of the Indian National Congress, The Politics of Moderate Nationalism, Hindu Revivalism and Politics, Individual armed resistance, Partition of Bengal and Swadeshi movement (1905-1911), Rise of Extremism and Revolutionaries, Foundation of Muslim League, Surat split to Lucknow congress, Annie Besant and Home Rule Movement, Emergence of Non- Brahmin Movement

UNIT III: CHANGES IN THE TRAJECTORY OF INDIAN NATIONAL MOVEMENT

Arrival of Gandhi and Experiments in politics, Khilafat Movement and Non Cooperation Movement, 1919-1922, Simon Commission and responses, INC- From Lahore to Karachi, Civil Disobedience Movement, Negotiation at the Round Table Conference- Gandhi, Ambedkar and Jinnah, The Gandhi- Irwin Pact, INC and ministry experiments; Individual Satyagraha, Gandhian politics and constructive programs, Formation of Communist Party of

India and engagement with nationalist struggle, Revolutionaries and the Congress (1928-31), National movement and minority question.

UNIT IV: MAKING OF INDIA

Faizpur session of INC , Organization of left politics – Congress Socialist Party, Peasants and Workers Movements Cripp's Mission, 1942, Quit India Movement, 1942, Cabinet Mission proposals; Interim Cabinet, 1946, Meerut Session of INC.

UNIT V: PARTITION AND INDEPENDENCE

Negotiations for independence and Partition, Popular Movements and Pressure from below, Partition riots, The Making of the Partition System, Migration, Rehabilitation and Refugee, Gender, Women, and Partition.

TEXTBOOKS

1. Bandyopadhyay, Sekhar, From Plassey to Partition and After: A History of Modern India, Orient Blackswan, New Delhi, 2015.
2. Chand, Tara. History of freedom Movement in India, Volumes 2,3,4, Publication Division, Government of India, Delhi, 1967.
3. Chandra, Bipan, India's Struggle for Independence, Penguin Books, New Delhi, 1989.
4. Chandra, Bipan, Nationalism and Communalism in Modern India, Vikas Publishing House, New Delhi, 1979.
5. Hasan, Mushirul. Nationalism and Communal Politics in India, 1885-1930, New Delhi, 1991.
6. Mahajan, Sucheta. Independence and Partition: Erosion of Colonial Power in India, Sage Publications, New Delhi, 2000.
7. Sarkar, Sumit, Modern India, 1885-1947, Laxmi Publication , 2008.
8. K.N. Panikkar. Culture, Ideology, Hegemony: Intellectuals and Social Consciousness in Colonial India, Tulika Books, 1998
9. Chatterjee, Partha. The Nation and Its Fragments: Colonial and Postcolonial Histories, Oxford University Press, 1993.
10. Bhattacharya, Sabyasachi. The Colonial State: Theory and Practice, Primus Books, 2016.
11. Bandyopadhyay Sekhar. Nationalist Movement in India: A Reader, Oxford University Press, 2008.
12. Amal, Tripathi. Indian National Congress and the Struggle for Freedom, Oxford University Press, 2014.
13. Gopal, Priyamvada, Insurgent Empire: Anti-colonial Resistance and British Dissent, Verso, 2019
14. Maclean Kama, A Revolutionary History of Interwar India: Violence, Image, Voice and Text, Penguin Books, 2015.

SEMESTER-V

COURSE CODE	COURSE NAME	COURSE CATEGORY	CREDITS			
			L	T	P	C
HIS 416	Introduction to South Indian History	DSE	3	1	0	4

UNIT I: FROM THE BEGINNINGS

The Geographical Settings, From the Paleolithic to the Neolithic, Archaeology and the South.

UNIT II: THE EARLY HISTORIC PERIOD IN SOUTH INDIA

Satavahanas to Andhras, Sangam Literature, Post Sangam period and Tamil polities, Post Satavahana period in Andhra, Religion and society in South India, Kingship and Power in the early period, Gender and Kinship.

UNIT III: EMERGENCE OF THE STATE AND THE BHAKTI MOVEMENT

Statecraft and Governance in pre-modern South India, Expansion of Agriculture and Trade, Temples and Capitals, Synthesis of Northern and Southern Traditions, The Bhakti Movement : Religion and the State, Women in Pre-modern South India, Gender, marriage and property relations

UNIT IV: FROM THE EARLY MEDIEVAL TO THE MEDIEVAL

Cholas: Centralised State or Segmentary State? The Development of Telugu and Kannada Literature, States in the Deccan and Kerala, Art, Architecture and Temples, Emergence of new social groups, Mahas, Saivasiddhantism and Virasaivism.

UNIT V: KINGDOMS AND EMPIRES

Vijayanagara and the sultanates, The Nayaka system, Development of Trade and Industry, Vijayanagara and Nayaka Architecture, Bahmani and European architecture, Successor states – Hyderabad, Mysore, Tanjavur and Travancore

TEXTBOOKS/REFERENCES

1. Karashima, N, A Concise History of South India; Issues and Interpretations, Oxford University Press, 2014.
2. Singh, Upinder, A History of Ancient and Early Medieval India: From the Stone Age to the 12th Century, Pearson Longman, 2009.
3. Veluthat, Kesavan, The Early Medieval in South India, Oxford University Press, 2009.
4. Champakalakshmi,R., Religion, Tradition, and Ideology: Pre-colonial South India. Oxford University Press, 2011.

SEMESTER-V

COURSE CODE	COURSE NAME	COURSE CATEGORY	CREDITS			
			L	T	P	C
HIS 408	Histories of Sufism: Texts, Traditions, and Cultures	DSE	3	1	0	4

Purpose:

This course enables students to break the narrow definitions of religiosity hitherto informed by orientalist exotic understanding of eastern mystical traditions. The course provides a place for belief, practice, and devotional love within the historical understanding of the past. It aims to connect with the pre-colonial cultural pasts of the Sufi world with deep historical sensitivity and sensibility. It equips the student to read mystical prose, poetry, and performative literature with a historical mind.

UNIT I: EARLY TRADITIONS OF PIETY IN ISLAM, CIRCA 700- 1000

Quest for austerity and poverty. Renunciation and new devotional forms. The Idea of “Zuhd” and “softening of hearts”. The transition from renunciation to early Sufism.

UNIT II: CLASSICAL SUFI MILLENNIUM – TEXTS AND THINKERS ,CIRCA 1000-1300

Men of “woollen garments” and attempts to define Sufism. Sheikh Hujwi’ri and the ‘Revelation of the Hidden’. Muhiyuddin Ibn Arabi and mysticism of unity. Abu Hamid Al Ghazali and the “revival of religious knowledge”

UNIT III: INSTITUTIONALISATION AND THE SPREAD, CIRCA,1200- 1700

Sufi orders of Persia. Qadiriyya Sufis. Sufis and the Sea- Qadiriyya and Ba’wlabi in the Indian Ocean. Naqshbandiya and Central Asia. Chishti and the Mughal South Asia. Jazuliyya and the Sufi orders of North Africa. Minor Sufi orders.

UNIT IV: LOVE, REMEMBRANCE AND POETRY

Al Hallaj- Martyr of Mystical Love. The Mathnavi and Rumi. Sufi Imagery in Persian poetry beyond Rumi. Devotional poetry in South Asian Vernacular (2)

UNIT V: SUFI PIETY AND WOMEN

Concept of Divine beloved in Early Sufi Women. “Dhikr Anniswan al Muta abbidat assufiyat” or “the book of sufi women”. Lady Nafisa and the stories of healing. Rabia al Adawiyya. Sufi women of Nishapur.

UNIT VI: CONSTATATIONS AND ENCOUNTERS

Sufi and Salafi debates. Sufism and sectarian conflicts. Sufism and Modernity. Sufism and the colonial encounter. Historiography of Sufism.

TEXTBOOKS/REFERENCES

1. Arberry, A.J., *Sufism: An Account of the Mystics of Islam*, Routledge, 1950.
2. Chittick William C. *The Sufi Doctrine of Rumi*, World Wisdom, 2005.
3. Chittick William C. ,*Ibn Arabi :Heir To The Prophets*, One Word, 2012.
4. Corbin, Henry, *Creative Imagination in The Sufism of Ibn Arab i*,PUP,1969.
5. Ernst, Carl W. *Sufism and Introduction to Mystical Tradition of Islam*, Shambhala Publications, 2017.
6. Ernst, Carl W. Lawrence Bruce B, *Sufi Martyrs of Love: Chishti Sufism in South Asia and Beyond*, Palgrave,2002.
7. Karamustafa, Ahmet T *Sufism :The Formative Period*, Edinburgh University Press,2007.
8. Melchert Christopher ,*Before Sufism :Early Islamic Renunciant Piety*, De Gruyter, 2020.
9. Moosa, Ebrahim, *Ghazali and the Poetics of Imagination*, The University of North Carolina Press,2005.
10. Rizvi. Saiyid Athar Abbas, *A History of Sufism in India*, Munshiram Manoharlal Publishers, 1978.
11. Schimmel, Annemarie *As through Veil: Mystical Poetry in Islam*, One Word,2001.
12. Schimmel, Annemarie(trans.) *Look! This is Love: Poems of Rumi*, Shambala, 1991
13. Schimmel, Annemarie, *And Muhammad is his Messenger: The Veneration of the Prophet in Islamic Piety*, The University of North Carolina Press, 1985.
14. Schimmel, Annemarie, *Mystical Dimensions of Islam*, The University of North Carolina Press,2011.

SEMESTER-V

COURSE CODE	COURSE NAME	COURSE CATEGORY	CREDITS			
			L	T	P	C
HIS 513	Understanding Caste	DSE	3	1	0	4

COURSE PURPOSE

The course is designed to introduce the students to the concept of caste and its evolution in a historical setting in the Indian subcontinent. The attempt of this course is to provide a thematic understanding of caste and how the institution of caste has changed over time. We will also examine the intersectionality of caste- class and gender. The course will also provide an overview of anti- caste movements, reflecting on the ideas of some of the key thinkers and crusaders of the anti- caste movement in India. We will end the course with a discussion on the contemporary manifestation of caste.

COURSE OUTCOMES

1. To understand and theorize the institution of caste
2. To examine the relationship between caste, class and gender
3. To acknowledge the caste inequalities in India
4. To understand importance of resistance against the caste-based inequalities and the necessity for redressing the caste discrimination and inequality in India

UNIT I: What is Caste?

Defining the institution of Caste, Organising principle of caste structures and hierarchy. Caste as a category of historical analysis.

UNIT II: DEBATE ON THE ORIGINS OF CASTE

Origins of Varna and Jati – Multiple Theories, Varna – Jati; Interplay, Contestations and Overlaps, Consolidation of Caste structures, Caste as a site of patriarchy and violence, Resistance to caste: Buddhism, bhakti movement in South India and further developments.

UNIT III: TRANSFORMATIONS AND CONTINUITIES IN MEDIEVAL INDIA

Structural developments in Medieval India: Case study of Medieval Andhra Pradesh, Bhakti as a site of Caste resistance: Kabir, Tukaram, Ramabai, Tarabai, The medieval state and caste- An overview, Intersectional reading of caste: Class, Gender and Religion, The Praxis of Caste: The Lived Experience of Caste

UNIT IV: CONTESTING CASTE IN MODERN INDIA

Social Reform Movements and the issues of Caste, class and Gender. Modern conception of Law and the Caste structure, Contestation and Resistance: Phule, Iyotha Thass, Periyar and Ambedkar, Caste and its regional trajectories: Non- Brahmin Movement in the South and

Maharashtra. From Untouchable to Dalits; Ambedkar and Gandhi's views and debate on Caste, Dalit critique of modernity and caste. The politics of caste, gender and sexuality.

UNIT V: CASTE IN CONTEMPORARY INDIA

Caste as cultural capital, Caste, Constitution and Judiciary, Reservation: Special Provisions and Cultural Rights; the issue of Schedule Tribes, Assertion of caste identities against inequality and exclusion, Politics of plurality, regional political structures and caste, Caste, Race and Beyond, Does Caste Matter?

TEXTBOOKS/REFERENCES

1. Anandhi, S and Karin Kapadia, 2017, *Dalit Women: Vanguard of an Alternative Politics in India*, Taylor and Francis, 2017.
2. Ambedkar, B. R., *Annihilation of Caste*, Samyak Publication, 2013.
3. Chakravarti, Uma, 2003, *Gendering Caste: Through a Feminist Lens*, STREE.
4. Champaklakshmi, R., "Caste and Community: Oscillating Identities in Pre Modern South India" in *Religion, Tradition and Ideology: Pre Colonial South India*, (ed.) R. Champaklakshmi, Oxford University Press, New Delhi, 2011.
5. Deshpande, A, *Grammar of Caste: Economic Discrimination in Contemporary India*, OUP, 2011
6. Deshpande, Satish. 2004, *Contemporary India: a sociological view*, Viking, New Delhi
7. Gupta, Dipankar, *Interrogating Caste: Understanding Hierarchy & Difference in Indian society*, Penguin Books, 2000.
8. Habib, Irfan, *Essays in Indian History*, Anthem Press, Chapter 5, 2002
9. Hanumanthan, K. R., *Untouchability: A Historical Study Upto 1500 A.D.*, Koodal Publishers, Michigan, 1979.
10. Jaiswal Suvira, *Caste: Origin, Functions and Dimensions of Change*, Manohar, 2019.
11. Jodkha. S. Surinder, *Caste: Oxford India Short Introductions*, OUP, 2012.
12. Karashima, Noboru, *Towards a New Formation: South Indian Society Under Vijaynagar Rule*, Oxford University Press, California, 1992.
13. Omvedt Gail, *Understanding Caste: From Buddha to Ambedkar and Beyond*, Orient BlackSwan, 2011.
14. Sharma, Ram Sharan, *Sudras in Ancient India: A Social History of the Lower Order Down to Circa A D 600*, Motilal Banarsidass, Third Revised Edition, Delhi, 1990; Reprint, Delhi, 2002
15. Sharma, Ram Sharan, *Rethinking India's Past*, Oxford University Press, 2009,
16. Talbot, Cynthia, A revised view of 'traditional' India: Caste, status, and social mobility in medieval Andhra, *South Asia: Journal of South Asian Studies* , Volume 15, 1992 - *Issue 1*.
17. Jha, D N, *The Myth of the Holy Cow*, Verso, 2002.
18. Jha, Vivekananda, *Caste, Untouchability and Social Justice: Early North Indian Perspective*, *Social Scientist*, Nov. - Dec., 1997, Vol. 25, No. 11/12 (Nov. - Dec., 1997).
19. Roy, Kumkum, D. D., Kosambi, *Questions of Caste*, *Economic and Political Weekly*, Jul. 26 - Aug. 1, 2008, Vol. 43, No. 30 (Jul. 26 -Aug. 1, 2008), pp. 78-84.
20. Rao, Anupama. 2009. *The Caste Question: Dalits and the Politics of Modern India*. Permanent Black.
21. Rege, Sharmila, *Against the Madness of Manu*, Navayana, 2013.
22. Chakravarti, Uma, 1993, *Conceptualising Brahmanical Patriarchy in Early India*, *Economic &*

Political Weekly.

23. Hassan, Zoya. 2011, *Politics of Inclusion; Castes, Minorities and Affirmative Action*, Oxford University Press, 2011.
24. Guru, Gopal and Sundar Sarukkai, *Experience, Caste, and the Everyday Social*, Oxford University Press, 2019.
25. *The Cracked Mirror: An Indian Debate on Experience and Theory*, OUP India, 2018.
26. Guru, Gopal, *Humiliation: Claims and Context*, Oxford University Press, 2011.
27. Ramakrishna, V., *Social Reform in Andhra 1848- 1919*, Vikas Publishers, 1983.
28. Moosvi, Shireen. "The Medieval State and Caste." *Social Scientist*, vol. 39, no. 7/8, 2011
29. Jha, Vivekanand. "Leather Workers in Ancient and Early Medieval India." *Proceedings of the Indian History Congress*, vol. 40, 1979, pp. 99–108
30. A Parasher Sen (ed.). *Subordinate and Marginal Groups in Early India*, Oxford University Press, 2004.

SEMESTER-V

COURSE CODE	COURSE NAME	COURSE CATEGORY	CREDITS			
			L	T	P	C
HIS 511	Archives and Museum	SEC	3	1	0	4

Course Purpose:

This course will equip students with theoretical as well as practical knowledge of the workings of both the Museums and Archives. The course will introduce the students with the various methods and their limitations in maintaining the archives and the museums. It will also analyze the role played by both these institutions in the larger society; in defining and re defining both the past as well as the present.

Course Outcome:

1. Students will be able to understand the concepts of Archive and Museum.
2. They will have a practical knowledge of the workings of archive and museums.
3. Students will be able to examine the role of these institutions.

UNIT I: Definition and Evolution

Defining museum. History of Museum in India. What is an archive? Evolution of archive in India.

UNIT II: Categories and Methods

Traditional methods of collection and preservation in India. Ways of material collection (field visits, excavations, exchanges) and ethics involved. Documentation; Indexing, cataloging, and digitizing. Methods of archival preservation. Archiving in the digital age

UNIT III: Curation

Curation: Methods, ethics, and purpose; Exhibitions: Past on display; Studies in Africa, American Museum, Holocaust Museum.

UNIT IV: Restoration and Conservation

Methods and Challenges of Restorations and Conservation- Manuscripts, Monuments, Paintings, Sculptures, etc.

Unit V Field Visit to a Museum/Archive

REFERENCES

1. Agrawal, O.P., *Essentials of Conservation and Restoration and Museology*. Delhi, 2006.
2. Choudhary, R.D., *Museums of India and their Maladies*. Calcutta: Agam Kala Prakashan, 1988.

3. Guha, T. Tapati, *Monuments, Objects, Histories: Institution of Art in Colonial India*. New York, 2004.
4. Kathpalia, Y.P., *Conservation and Restoration of Archive Material*, UNESCO, 1973.
5. Mathur, S., *India by design: Colonial History and Cultural Display*. University of California, 2007.
6. Nair, S.N., *Bio-Deterioration of Museum Materials*. Calcutta: Agam Kala Prakashan.
7. Brooms, Derrick R., Lest We Forget: Exhibiting (and remembering) Slavery in African-American Museums, *Journal of African American Studies*, Vol 15, No 4, 2012, pp. 508-523.
8. Linenthal, Edward T., The Boundaries of Memory: The United States Holocaust Memorial Museum, *American Quarterly*, Vol 46, No 3, 1994, pp. 406-433.
9. Nair, S. N., *Bio-Deterioration of Museum Materials*, Calcutta: Agam Prakashan, 2011.

SEMESTER-V

COURSE CODE	COURSE NAME	COURSE CATEGORY	CREDITS			
			L	T	P	C
HIS 512	Introduction to Academic Writing	SEC	2	2	0	4

PURPOSE:

This course is designed to develop and enhance the academic language and writing skills of the students. This course introduces basic research writing skills including: critical reading, conducting research, analyzing text, synthesizing arguments and summarizing key arguments. Weekly readings will be assigned to the students and the course will involve regular presentations before the class and submission of a long term-paper by the end of the semester. The evaluation will be on the basis of weekly assignments, participation in the discussions while others present and also on the long term-paper.

OUTCOMES:

1. To understand and write in academic language.
2. To develop the skill of academic reading
3. To analyze, articulate and summarize text.
4. To effectively utilize primary and secondary literature and to generate valid research questions.

SEMESTER-VI

SEMESTER-VI

COURSE CODE	COURSE NAME	COURSE CATEGORY	CREDITS			
			L	T	P	C
HIS 602	Agrarian Struggles and Movements in India	DC	3	1	0	4

COURSE PURPOSE

The British economic policies in the nineteenth-century India were characterized by the colonization forced on the Indian market, whose nature and structure was determined by the needs of Britain resulting in massive debt, dismal poverty, recurring famines, and impoverishment of peasantry. The changing economic relations and the colonial agrarian economy contributed to the peasant grievances, which found their expression in various rebellion and other movements. This course will examine the nature and methods of peasant struggle in colonial India and the colonial policies which contributed towards various movements.

COURSE OUTCOMES

1. understand and analyse peasant issues and grievances in colonial India
2. assess the impact of British rule on rural impoverishment
3. understand the social relation of production with the agrarian structures
4. examine the nature and methods of peasant struggle in colonial India

UNIT I: DEFINING THE PEASANT AND THE HISTORIOGRAPHY OF PEASANT MOVEMENTS

Who are Peasants? The peasant in History; definitions ,A Historiographical Survey- Nationalist, Marxist and Subaltern Approach, Approach to Colonial Peasantry.

UNIT II: AGRARIAN POLICIES LAND REVENUE REGIMES

Zamindari, Ryotwari and the various regimes in British India, Commercialization of agriculture,, Money lending and rural indebtedness, Formation of the Indian National Congress, Changing agrarian relations – Emergence of rich peasantry, Growth of wage labor and agriculture and depeasantization.

UNIT III: PEASANT STRUGGLES IN NINETIETH CENTURY INDIA

Farazi- Wahabi Movements, Indigo Uprising , Kol Uprising, Santhal Revolt, Agrarian Unrest of 1875- Deccan Riots

UNIT III: PEASANTS, TRIBES AND THE NATIONAL MOVEMENT EARLY STIRRINGS

Champaran Satyagraha and the Moplah Revolt, Rampa Rebellion , Bardoli and No-Tax Campaign in Andhra, Emergence of Organized Peasant Movements – All India Kisan Sabha, Baba Ramchandra and Swami Sahajanand Saraswati in UP, Left and Peasant Movements: Anti-Zamindari Struggle, Telengana and Tebhaga Movements, Punnappa Vayalar Revolt.

UNIT V: AGRARIAN REFORMS AND THE FARM QUESTION

Zamindari Abolition Laws in post-independence India, The Green Revolution and the transition of the Peasant into the Farmers, Introduction to the Farmers Movements in independent India, The Bharathiya Kisan Union, The Shetkari Sangatana, The Ryotu Sangha, etc.

TEXTBOOKS

1. Alam, Javeed, "Peasantry, Politics and Historiography: Critique of New Trend in Relation to Marxism", *Social Scientist* 117. (February, 1983): 43–54.
2. Bose, Sugata, *Agrarian Bengal: Economy, Social Structure and Politics, 1919-1947*. Cambridge University Press, Cambridge, 1986.
3. Chatterjee, Partha, *Bengal, 1920-1947: The Land Question*, K.P.Bagchi and Co., Calcutta, 1984.
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8. Pannikar, K.N., *Against Lord and State: Religion and Peasant Uprising in Malabar, 1836-1921*, Oxford University Press, Delhi, 1992.
9. Siddiqui, Majjid, *Agrarian Unrest in North India*, Vikas Publishing House, Delhi, 1978.
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13. Stokes, Eric, *The Peasant and the Raj: Studies in Agrarian Society and Peasant Rebellion in Colonial India*, Cambridge University Press, 1980.
14. Bernstein, Henry, *Is There Agrarian Question in the 21st Century?* *Canadian Journal of Development Studies / Revue canadienne d'études du développement*, 27:4, 449-460, 2006.

SEMESTER-VI

COURSE CODE	COURSE NAME	COURSE CATEGORY	CREDITS			
			L	T	P	C
HIS 603	Society, Politics, and Economy: India after Independence	DC	3	1	0	4

COURSE PURPOSE

This course will focus on 'Contemporary India' since country's independence from the British colonial rule in 1947. It will deal with the features of Indian nationalism, ideology of the Indian nationalists and their imaginary of independent India, features of Nehruvian politics and ideology, socialism, the emergence of Indira Gandhi, emergency, Janata Party, Rajiv Gandhi Era and VP Singh Era. The course will also deal with the language, ethnic, caste and communal questions of contemporary India. The economic history of independent India will be briefly discussed in the course.

COURSE OUTCOMES

1. To explore the making of Indian nationalism
2. To address and analyse the issues of language, caste, and communalism in contemporary India
3. To comprehend the impact of globalization on the Indian economy
4. To understand and theorise on various regional and national socio-economic issues using the historical methodology.

UNIT I: THE NEHRU ERA

The political mosaic in the decade following Independence, The era of "Nehruvian" socialism (The Nehru-Mahalanobis Plan Model), The Shastri interlude, The agrarian crisis (1963-64) and the making of the Green Revolution, The 1967 elections and the emerging consolidation against the Congress

UNIT II: THE INDRA GANDHI YEARS

The Congress split in 1969, The socialist phase again (Bank Nationalisation and Abolition of Privy Purses) The "liberation" of Bangladesh and Indian politics Indira under siege; the student movement in Gujarat and Bihar, The Railway general strike; the arrival of Jayaprakash Narayan on the scene. Growth of wage labor and agriculture and depeasantization.

UNIT III: THE EMERGENCY AND AFTER

The Allahabad High Court verdict, The Emergency: June 26, 1975-March 21, 1977, The Janata experiment: March 1977-July 1979, Indira's return to power.

UNIT IV: ERA OF COALITIONS

Assam, Punjab, and Kashmir, The States against the Centre; the Dravida Munnetra Kazhagam, the Telugu Desam Party – The National Front, Mandal and Masjid - The ascendancy of the BJP

UNIT V: FROM PLANNING TO MARKET

The Uruguay Rounds and India's Response, The BoP crisis (1991), and the Structural Adjustments Programme, The Economic Policy Resolution of July 1991

TEXTBOOKS/REFERENCES

1. Brass, Paul R. The Politics of India Since Independence, Cambridge University Press, 1994.
2. Chandra, Bipan. Et al. India after Independence, Penguin Books, New Delhi, 1999.
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5. Gyanesh Kudaisya, A Republic in The Making: India in the 1950s, Oxford University Press, 2017.
6. Hasan, Mushirul. Nationalism and Communal Politics in India, 1885-1930, New Delhi, 1991.
7. Hasan, Zoya. Ed. Parties and Party Politics in India. Oxford University Press, Delhi, 2002.
8. Kanungo, Pralay. RSS'S Tryst with Politics: From Hedgewar to Sudarshan. Manohar, Delhi, 2002.
9. Krishna Ananth, V. India since Independence: Making Sense of Politics. Pearson Longman, New Delhi, 2009.
10. Ludden, David. Ed. Making India Hindu: Religion, Community and the Politics of
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13. Selbourne, David. An Eye to India: The Unmasking of the Tyranny, Penguin, Harmondsworth, 1977.
14. Menon, Nivedita and Nigam, Aditya, Power and Contestation: India Since 1989, Zed Books, 2007.

SEMESTER-VI

COURSE CODE	COURSE NAME	COURSE CATEGORY	CREDITS			
			L	T	P	C
HIS 604	Economic History of Modern India (1757-1947)	DC	3	1	0	4

COURSE PURPOSE

This course intends to introduce major themes and debates in the study of economic history of modern India. We will study the evolution of Indian economy under the colonial rule with a focus on land, labour, agriculture, industry, trade, and finance.

COURSE OUTCOMES

1. To understand the key concepts like colonialism, imperialism, and capitalism
2. understand the three stages of colonialism
3. describe the process of de- industrialisation and the emergence of modern industries.
4. To comprehend the long term impact of colonialism and imperialism on India.

UNIT I: INTRODUCTION

Approaches to economic history of modern India, Great divergence Debate and India in the Global economy, The 18th Century Debate, Nature of Indian economy on the eve of colonization, Private English Trader, Tribute from Conquest

UNIT II: AGRICULTURE AND REVENUE SYSTEMS

Introduction of new Property Rights in land and its impact (Bengal, Madras, and Bombay Presidencies); Commercialization of Agriculture, Plantation economy, Usury and Indebtedness; Growth of Wage Labourers and Rise of Rich Peasantry, Irrigation Systems; Famines and Famine Policies; Impoverishment of Peasantry

UNIT III: INDUSTRY

Urbanization and Migration Pattern; Industry Towns and Manufactures during the Colonial India, De-industrialization and Its Impact, Debate on de-industrialisation, Rise and Growth of Agro and Manufacturing Industries Formation of Industrial Working Class and Trade Unions, Emergence of Capitalist Class.

UNIT IV: TRADE AND COMMERCE

Disruption of Trade, New Transport and Communication Systems - Roads, Railways, Canals, Ports, Posts and Telegraph, Articulation of Internal and External Trade, Banking System, Debate on Three stages of Colonialism, The Nature of Finance Capitalist Stage.

UNIT V: DEBATES ON COLONIAL ECONOMY

Indian Nationalists' Discourse on Colonialism, Drain Theory Debate on Re-interpretation of Nineteenth Century Indian Economic History (Morris D. Morris and Bipan Chandra- Dharma Kumar and Tirthankar Roy) Intervention Debates on Colonial Mode of Production (Utsa Patnaik, Ashok Rudra, Paresh Chattopadhyay, etc.) The Development of Underdevelopment (Hamza Alavi, A.G. Frank and Jairus Banerji), Indian economy at Independence.

TEXTBOOKS/REFERENCES

1. Alice Thorner "Semi-Feudalism or Capitalism? Contemporary Debate on Classes and Modes of Production in India," *Economic and Political Weekly*, Vol. 17, No. 49, 50, & 51, Dec. 1982, pp. 1961-68, 1993-99, 2061-66.
2. Bagchi, Amiya Kumar, *Private Investment in India: 1900-1939*, Routledge, London, 2000.
3. Bhattacharya, Sabayasachi. *The Financial Foundations of the British Raj: Ideas and Interests in the Reconstruction of Indian Public Finance 1858-1872*. Orient Blackswan, New Delhi, 2005.
4. Chandra, Bipan, *Essays on Colonialism*, Orient Blackswan, New Delhi, 2010.
5. Gadgil, D.R., *The Industrial Evolution in India in the Recent Times*, Oxford University Press, Delhi, 1972
6. Guha, Ranajit, *A Rule of Property for Bengal: An Essay on the Idea of Permanent Settlement*, Orient Longman, New Delhi, 1982.
7. Morris D. Morris, "Towards a Reinterpretation of Nineteenth Century Indian Economic History," *IESHR*, 5 (1) March 1968.
8. Roy, Tirthankar, *The Economic History of India, 1857-1947*, Oxford University Press, Delhi, 2000.
9. Raychaudhari, Tapan and Irfan Habib, *The Cambridge Economic History of India, Vol.I, c.1200-1750*, Cambridge University Press, Cambridge, 1982.
10. Habib, Irfan. "Colonialization of the Indian Economy, 1757 - 1900." *Social Scientist*, vol. 3, no. 8, 1975, pp. 23-53.
11. Parthasarathi, Parsannan, *Why Europe Grew Rich and Asia Did Not: Global Economic Divergence, 1600- 1850*, Cambridge University Press, 2011.
12. Habib, Irfan, *Indian Economy Under Early British Rule, 1757-1857, A Peoples History of India 25*, Tulika, 2013
13. B.R. Tomlinson, "The Historical Roots of Indian Poverty: Issues in the Economic and Social History of Modern South Asia 1880-1960", *Modern Asian Studies*, 22(1), 123-40, 1988.

SEMESTER-VI

COURSE CODE	COURSE NAME	COURSE CATEGORY	CREDITS			
			L	T	P	C
HIS 514	History of Central Islamic Lands 600 CE- 1300 CE	DC	3	1	0	4

PURPOSE: This course seeks to introduce students to the social, political, economic and intellectual processes which evolved in the Central Islamic Lands between 600 CE -1300 CE. The course begins 600 C.E. and covers the pre-Islamic Arabia with focus on the Bedouin tribes in the Arabian peninsula, rise of Prophet Muhammad, the expansion of the Arabs and the assimilation of the Byzantine and Persian traditions; the evolution of a mystical interpretation of Islam; and the evolution school of Islamic law affiliations which provided stability to the community in changing dynastic fortunes. The course will end with 1300 C.E. with the changes introduced by the Central Asian Mongol invasions.

OBJECTIVES

1. To understand the religion, state and politics in Central Islamic lands.
2. To understand the rise of Islam, development and expansion of caliphate state and emergence of the community.
3. To comprehend the historical processes of assimilation and acculturation that led to identity formation of Muslims in diverse societies.
4. To historicise Islam and Muslims and in the context of the developments in the present day, dispel the misconstructions about the two.

UNIT I: PRE-ISLAMIC ARABIAN PENINSULA IN THE SEVENTH CENTURY

Tribal confederations in Arabia, Bedouin traditions, the Dominant tribes of the Arabian Peninsula, Tribal and Religious Practices, mercantile links and trading network before the 6th Century, political structure in Pre-Islamic Arabia, Inequality and Slavery, Intra-Tribal Warfare, Camel Nomadism.

UNIT II PROPHET MUHAMMAD AND THE BEGINNING OF ISLAM

Sources- Quran, Hadis, Sira and Tafsir; Muhammad in Mecca and the Qur'anic revelation, *Hijrat*, Muhammad in Madina, the Madinian Constitution, proto-state and the creation of the ummah. Theories Pertaining to The Rise of Islam - The Meccan Trade Theory, the Nativist Theory, the Revisionist Theory.

UNIT III SPREAD OF ISLAM AFTER THE DEATH OF PROPHET MOHAMMAD

Rashiduns -Rightly Guided Caliphs, Uthmanic Code; The Umayyad Caliphate: Sufyanid Period and Marwanid Period, Islamic Iberia and Al- Andalus, Later Umayyads, Umayyad Aesthetics

and Material Court Culture, Palaces and Mosques, Umayyad Monarchs and Provinces (Wilayats), Fall of the Umayyad Dynasty.

UNIT IV: ABBASID CALIPHATE

The Abbasid takeover; the "revolution" and its participants; Abbasid absolutism; political hegemony and material prosperity, Legitimation of political power; the Evolution of the Shari'ah and establishing a new socio-political order; 'ilm al-fiqh, four madhabs, and taklid; the 'ulama, and the making of Abbasid authority.

Unity in the face of political division- The rise of the Sultanates and the new role for the Abbasids in the ummah -- al-Mawardi's theory of the Caliphate; The Shi'i century; the Turks: Ghaznavids and Seljuqs; administrative structures and social transformations: ghulams, iqta, madrasa.

UNIT V: CHANGES IN THE CENTRAL ISLAMIC LANDS WITH THE MONGOL INCURSIONS

Mongol confederacies and Chengizid innovations; consequences of the Pax-Mongolica.

Textbooks/References:

1. Marshall Hodgson, (1975) *The Venture of Islam Volume I & II*.
2. Holt, P.M., Ann K.S. Lambton and Bernard Lewis, (ed.), (1970) *The Cambridge History of Islam, Vol. I, The Central Islamic Lands* (Cambridge: Cambridge University Press).
3. Robinson, Chase F., (ed.), (2010) *The New Cambridge History of Islam, Vol. I, The Formation of the Islamic World, Sixth to Eleventh Centuries* (Cambridge: Cambridge University Press), 2010.
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5. Crone, Patricia, (2003) *Slaves on Horses: The Evolution of the Islamic Polity* (Cambridge: Cambridge University Press).
6. Watt, W. Montgomery and M.V. McDonald, (1988) *The History of al-Tabari, Vol. VI, Muhammad at Mecca* (Albany: State University of New York Press).
7. Serjeant, R. B., (1990) 'Meccan Trade and the Rise of Islam: misconceptions and flawed polemics' (Review Article on Patricia Crone's work), *Journal of the American Oriental Society*, vol. 110, pp. 472-486.
8. Duri, Abd Al-Aziz, (2011) *Early Islamic Institutions-Administration and Taxation from the Caliphate to the Umayyads and Abbasids* (London: I.B.Tauris).
9. Gülru, (2017) *A Companion to Islamic Art and Architecture* (New Jersey: John Wiley & Sons).
10. Lapidus, Ira M., (2002) *A History of Islamic Societies* (Cambridge: Cambridge University Press).
11. Donner, Fred, (2015) *The Study of Islam's Origins since W. Montgomery Watt's Publications*, November 23, 2015, University of Edinburgh.
12. Hinds, Martin, (1971) "Kufan Political Alignments and their background in the mid-seventh century A.D." *IJMES*, vol. 2, 346-367.

13. Afsaruddin, Asma, (2008) *The First Muslims: History and Memory*, University Michigan.
14. Hazleton, Lesley, (2010) *After the Prophet: The Epic History of Shia-Sunni Split*, 2010
15. Jackson, Peter, (2000) "From Ulus to Khanate: the Making of the Mongol States, c. 1220-1290" in R. Amitai-Preiss and D.O. Morgan, *The Mongol Empire and its Legacy*.
16. John M. Smith jr.,(1970) "Mongol and Nomadic Taxation" *Harvard Journal of Asiatic Studies* 30 (1970): 46-85.
17. Hirschkind, Charles, (2020) *The Feeling of History: Islam, Romanticism, and Andalusia*, University of Chicago Press.
18. P. Petrushevsky, (1968) "The socio-economic condition of Iran under the Il-Khans" in *Cambridge History of Iran*, vol. 5, Cambridge University Press.

SEMESTER-VI

COURSE CODE	COURSE NAME	COURSE CATEGORY	CREDITS			
			L	T	P	C
HIS 607	Dissertation	DC	0	0	12	6

COURSE PURPOSE

Each student will arrive at a topic/research project in consultation with her/his faculty advisor in the department and work on a minor dissertation of about 50 pages during the semester on any one of the aspects listed here or a combination of those. The course will involve regular presentations before the class and submission of a BA dissertation by the end of the semester. The evaluation will be on the basis of presentations, participation in the discussions while others present and also on the dissertation.

COURSE OUTCOMES

To identify a core area of research and arrive at a meaningful research problem Identify resources to enable in depth research about a topic of interest to the student to effectively utilize sources and to generate valid research questions To critically use historical tools and methodology to analyse historical research questions/themes.

SEMESTER-VII

SEMESTER-VII

COURSE CODE	COURSE NAME	COURSE CATEGORY	CREDITS			
			L	T	P	C
HIS 701	Historical Methods	Core	3	1	0	4

OBJECTIVE

This course will train the students in historical methods and the historian's craft. The course will examine important historiographical interventions and issues related with history writing. Through this course students will examine the fundamentals of historical thinking, and the craft of utilising and evaluating sources.

OUTCOMES

1. Understand the purview and scope of the discipline of history.
2. Identify the various schools of historiography.
3. To acquire a basic knowledge of historical methods
4. To comprehend the nature of historical sources and to address the issues of utilization of multiple types of sources.

UNIT I: HISTORY OF HISTORY

Definitions, Periodisation, and Temporal context

Concepts of Time

Defining the region (physical, imagined, global, national and regional history)

UNIT II: HISTORY AND HISTORICISM

Historical Consciousness and Historical Thinking. Facts in History Writing (What is a Historical Fact): Objectivity, Narratives and Perspectives, Causation and Generalization in History, Ideology and/in History

Unit III: SOURCES

Sources for the historian; Archaeology, Epigraphy, Numismatics, Inscriptions, Official Chronicles, Archives and Literary Sources.

Unit IV: APPROACHES TO HISTORY IN MODERN EUROPEAN

Enlightenment historiography – Romanticist historiography – Positivist school – Critical method of Niebuhr and Ranke - Annales School (Lucien Febvre, Marc Bloch, Fernand Braudel, Roger Chartier) - Marxist School (Frankfurt School, British Marxist Historians); Oral History; Environmental History; Feminist Historiography; History and Post- Modernism (the Cultural Turn).

Unit IV: THEMES IN INDIAN HISTORIOGRAPHY

Orientalist, Imperial and Colonial Historiography, Nationalist Historiography, Marxist Historiography, The Revisionist Historiography, Subaltern Historiography, Gender and Caste in Indian History,

UNIT V: HISTORY IN THE DIGITAL AGE

History as Social Science; Historian and the Computer: Quantitative history and computers, coming to terms with the mass of historical information, towards 'Big' history; Studying digital historical atlas in India.

References

8. E.H. Carr, *What is History?* Penguin, (Reprint), 2008.
9. Marc Bloch, *The Historian's Craft*, Vintage, 1964.
10. Bernard Lewis, *History: Remembered, Recovered, Invented*, Simon & Schuster, 1987.
11. Bhupendra Yadav, *Framing History: Context and Perspectives*, New Delhi, 2012.
12. Aloka Parasher Sen, 'The Making of Digital Historical Atlas', *The International Journal of Technology, Knowledge and Society*, Vol. 2, No. 4, 2006.
13. Shashi Bhushan Upadhyaya, *Historiography in the Modern World: Western and Indian Perspectives*, Oxford University Press, 2016.
14. Gerda Lerner, *The Majority Finds Its Past: Placing Women in History*, 1979.
15. Beauvoir, Simon De, *The Second Sex*, 1949.
16. Guha, Ranajit, *Elementary Aspects of Peasant Insurgency in Colonial India*, Duke University Press, 1999.
17. Hobsbawm, Eric, 'Among the Historians' in Hobsbawm Interesting Times, Hachette, 2002, pp 282-297.
18. Cornforth, Maurice, *Historical Materialism*, International Publishers, New York, 1975.

SEMESTER-VII

COURSE CODE	COURSE NAME	COURSE CATEGORY	CREDITS			
			L	T	P	C
HIS 702	Writing a Research Proposal	Core	3	1	0	4

Course Purpose:

This course will train the students in the use of basic skills needed to begin developing and undertaking research in history drawing from a guided experience of developing a proposal, collecting, and analyzing primary sources. The student will be familiarized with using basic tools and techniques and presenting a research report based on their findings and conclusions. Students will work on the specific area of their proposed research and the course will expose them to contextualize various approaches and methods.

The necessary readings, hence, will be specific to the proposed research area and provided by the concerned faculty member.

Outcomes

- A basic understanding of research in history and social sciences. Students will get a broad overview about the purpose of research, its contribution to day-to-day life and society, research boundaries, and ethical dimensions.
- The student will be taken through the processes involved in conducting historical research, utilizing related and existing research findings in the specific area so that she/he is guided to critically reflect on established research.
- To understand the process of formulating research questions. This in turn will involve movement between broad areas of interest, the conceptual framework which will direct the research and specific research questions.

SEMESTER-VII

COURSE CODE	COURSE NAME	COURSE CATEGORY	CREDITS			
			L	T	P	C
HIS 703	Thesis Writing-I	Core	0	0	24	12

COURSE PURPOSE:

Each student will arrive at a topic of their thesis in consultation with her/his faculty advisor in the department. The student will formulate the rationale for their research and research questions. They will further collect and analyze primary sources, and write a detailed historiography on the topic of their thesis. The evaluation will be on the basis of presentations, participation in the discussions while others present and also on the dissertation.

SEMESTER-VIII

SEMESTER-VIII

COURSE CODE	COURSE NAME	COURSE CATEGORY	CREDITS			
			L	T	P	C
HIS 801	Thesis Writing- II	Core	0	0	40	20

COURSE PURPOSE:

The student will submit the final thesis of a minimum of 50 pages double-spaced. The evaluation will be on the based on the submission and presentation of the final thesis.