

FYUGP CURRICULAR FRAMEWORK FOR HISTORY AS A MAJOR FOR 2023

SEMESTERS	COURSE CODE	COURSE TYPE	COURSE TITLE	CREDITS	
				THEORY	TUTORIAL
I	HST123J	CT1	HISTORY: HISTORY OF ANCIENT INDIA	4	2
II	HST223J	CT1	HISTORY: HISTORY OF MEDIEVAL INDIA	4	2
III	HST322J	CT1	HISTORY: HISTORY OF MODERN INDIA	4	2
IV	HST422J1	CT1	HISTORY: HISTORY OF ANCIENT KASHMIR	3	1
	HST422J2	CT2	HISTORY: SOCIO-CULTURAL HISTORY OF ANCIENT INDIA	4	2
	HST422J3	CT3	HISTORY: ECONOMIC HISTORY OF ANCIENT INDIA	4	2
V	HST522J1	CT1	HISTORY: HISTORY OF MEDIEVAL KASHMIR	3	1
	HST522J2	CT2	HISTORY: SOCIO-CULTURAL HISTORY OF MEDIEVAL INDIA	4	2
	HST522J3	CT3	HISTORY: ECONOMIC HISTORY OF MEDIEVAL INDIA	4	2
VI	HST622J1	CT1	HISTORY: HISTORY OF MODERN KASHMIR (1846-1947)	3	1
	HST622J2	CT2	HISTORY: INDIAN NATIONAL MOVEMENT	4	2
	HST622J3	CT3	HISTORY: ECONOMY AND SOCIETY OF MODERN INDIA (1757-1947)	4	2
HONOURS					
VII	HST722J1	CT1	HISTORY: WORLD HISTORY-I	3	1
	HST722J2	CT2	HISTORY: HISTORIOGRAPHY	4	2
	HST722J3	CT3	HISTORY: SOURCES OF ANCIENT INDIAN HISTORY	4	2
VIII	HST822J1	CT1	HISTORY: WORLD HISTORY-II	3	1
	HST822J2	CT2	HISTORY: SOURCES OF MEDIEVAL INDIAN HISTORY	4	2
	HST822J3	CT3	HISTORY: SOURCES OF MODERN INDIAN HISTORY	4	2
HONOURS WITH RESEARCH					
VII	HST722J1	CT1	HISTORY: WORLD HISTORY-I	3	1
	HST722J2	CT2	HISTORY: HISTORIOGRAPHY	4	2
	HST722J3	CT3	HISTORY: SOURCES OF ANCIENT INDIAN HISTORY	4	2
VIII	HST822J1	CT1	HISTORY: WORLD HISTORY-II	3	1
	HST822J2	CT2	HISTORY: SOURCES OF MEDIEVAL INDIAN HISTORY	4	2
	HST822J3	CT3	HISTORY: SOURCES OF MODERN INDIAN HISTORY	4	2

HoD / CONVENOR BOUGS

**1ST SEMESTER
MAJOR
HST123J: HISTORY: HISTORY OF ANCIENT INDIA
Credits: THEORY-4, TUTORIAL: 2**

Course Overview:

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

Course Learning Outcomes:

After successful completion of the course the learners are expected:

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

Unit – I

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

Unit-II

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

Unit-III

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

Unit-IV

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

TUTORIALS (2 CREDITS; 30 HOURS)

Tutorial-I:

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

Tutorial-II:

I. Debates/ Group discussions on importance of historical sites

II. Guided Heritage Walk: Visit and Report Writing on any of the archeological sites

Suggested Readings

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

**1ST SEMESTER
MINOR**

HST123N: HISTORY: HISTORY OF ANCIENT INDIA

Credits: THEORY-4, TUTORIAL: 2

Course Overview:

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

Course Learning Outcomes:

After successful completion of the course the learners are expected:

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

Unit – I

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

Unit-II

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

Unit-III

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

Unit-IV

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

TUTORIALS (2 CREDITS; 30 HOURS)

Tutorial-I:

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

Tutorial-II:

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

Suggested Readings

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

SEMESTER – 1st to 3rd
MULTI-DISCIPLINARY COURSE

HST022I: HISTORY (MODERN INDIAN HISTORY: AN INTRODUCTION)

Credits: 03

Objectives/ Expected Learning Outcomes:

The course aims at imparting basic knowledge about the foundation, consolidation and expansion of British colonialism. The varied ways through which colonialism was responded by Indian society is discussed to appreciate the contribution of different sections of Indian society in putting an end to the colonial structure.

The students are expected:

- a. To understand the processes that led to colonization of India.
- b. To understand the adverse impact of British Colonialism.
- c. To understand the processes in making of Indian Constitution.
- d. To appreciate the contribution of Indian people in freedom struggle.

Unit I

- i. Foundation of British Rule: Battle of Plassey and Buxar.
- ii. Expansion and consolidation: Subsidiary Alliance, Doctrine of Lapse; Civil services.
- iii. Revolt of 1857.

Unit II

- i. Indian National Congress: Moderates and Extremists.
- ii. Foundation of Muslim League.
- iii. Constitutional Developments: Act of 1909, 1919 and 1935.

Unit III

- i. The Gandhian Era: Non-Cooperation, Civil Disobedience and Quit India Movement.
- ii. Depressed Class Movements: Communal Award, Poona Pact.
- iii. Freedom and Partition: Mountbatten plan, Radcliff Mission.

Suggested Readings

- Bandyopadhyay, Shekhar, 2004, From Plassey to Partition. Orient Longman.
- Chandra, Bipin, Mridula Mukherjee, Aditya Mukherjee, K.N Panikar and Sucheta
- Mahajan. 1989. India's Struggle for Independence. New Delhi : Penguin Books India.
- Chandra, Bipin, 2009, History of Modern India, Orient Blackswan.
- Sarkar, Sumit. 1983. Modern India, 1885-1947. New Delhi: Macmillan

BACHELORS WITH UNDERSTANDING INDIA AS VALUE ADDED COURSE
1st and 2nd SEMESTERS

UIN024V UNDERSTANDING INDIA

CREDITS: 02

LEARNING OBJECTIVES

- To make student appreciate the value of pluralism and unity in diversity.
- To highlight the contribution of India to different branches of Knowledge.
- To make students understand and appreciate the contribution made by different sections of the society towards freedom struggle.
- To Inculcate in students the values promoted by the Indian National Movement.

CONTENTS

UNIT-I

- Bharatavarsha: Concept, Origin and its Evolution;
- The Idea of India: Unity in diversity and Composite culture
- Indian Education Systems: Vedic, Buddhist, Muslim; Modern Education
- India's Contribution to the World: Medicine- Charaka, Sushruta, Mathematics and Astronomy- Aryabhatta, Varahmihira, Ramanuja; India's Contribution to Philosophy: Sad Darshan.
- Major Socio-Religious Reform Movements: Brahmo Samaj, Arya Samaj, Aligarh Movement

UNIT-II

- India's struggle for Freedom: Revolt of 1857; Foundation and Role of Indian National Congress
- Makers of Modern India: Raja Ram Mohan Roy, Rabindernath Tagore, Sir Syed Ahmad Khan, Dada Bhai Naoroji, M.K. Gandhi, J.L. Nehru, V.B. Patel, Abul Kalam Azad, B.R. Ambedkar
- Contribution of Peasants, Tribal's, Working Classes and Women to Freedom Movement
- Legacy of Indian National Movement: Secularism, Socialism, Democracy.
- Making of Indian Constitution and its Salient Features

READINGS

- Basu, D. (2012) 'Introduction to the Constitution of India'. New Delhi. Lexis Nexis.
- Bhikku, Parekh (1989). Colonialism. Tradition and Reforms: An Analysis of Gandhi's Political Discourses. Neu Delhi. Sage Publications.
- Bipan Chandra (1987). India's Struggle for Independence. Penguin. Delhi.
- Dhar. P. K. (2000): Growing Dimensions of Indian Economy. Kalyani Publishers. New Delhi.
- Dhingra. I. C. (2020): Indian Economy. Sultan Chand & Sons. New Delhi.
- Dutt, R. and Sundharam (2018): Indian Economy. S. Chand & Co. Ltd. New Delhi
- Gautam A (2009): Advanced Geography of India. Sharda Pustak Bhawan. Allahabad.
- Godschalk. D.R. (et.al.) (1999): Natural Hazard Mitigation Recasting Disaster Policy and Planning. Island Press. Washington. D.C.
- Gore. M. S. (2002) Unity in Diversity: The Indian Experience in Nation-Building. Rauat Publication. Jaipur.
- Government of India, Economic Survey (Annual). Economic Division. Ministry of Finance, New Delhi.
- K. Roy, C. Saunders and J. Kincaid (2006) (eds.) 'A Global Dialogue on Federalism'. Volume 3 Montreal, Queen's University Press.
- Kabir. Humayun (1946). Our Heritage. National Information and Publications Ltd., Mumbai.
- L. Rudolph and S. Rudolph. (2008) 'Explaining Indian Institutions: A Fifty-Year Perspective, 1956-2006'. Volume 2. Neu Delhi. Oxford University Press.
- M. Singh, and R. Saxena (2011) (eds.), 'Indian Politics: Constitutional Foundations and Institutional Functioning'. Delhi: PHI Learning Private Ltd.
- Malik. S. C. (1975). Understanding Indian Civilization: A Framework of Enquiry. Indian Institute of Advanced Study. Shimla.
- Ministry of Human Resource Development.
- Ministry of Skill Development and Entrepreneurship.
- Misra, S.K and Puri (2020), V.K.: Indian Economy. Himalaya Publishing House, Mumbai.
- MoEF. 2006: National Environmental Policy-2006. Ministry of Environment and Forests. Government of India
- MoEF. 2006: National Environmental Policy-2006. Ministry of Environment and Forests. Government of India
- Romila Thapar (2016) History of India. Tylor and Francis.
- S. Chaubc. (2009) 'The Making and Working of the Indian Constitution*. Neu Delhi. National Book Trust XXIII. S. Cohen. (2002) India: Emerging Power. Brookings Institution Press
- Satish Chandra (2009) History of Medieval India, Orient Black Swan. Neu Delhi.
- Schneider. T. and Collins, L. (1998): Disaster Management and Preparedness. Lewis Publishers. Washington, D.C. 12.
- Sharma. T.C. (2013) Economic Geography of India. Rauat Publication. Jaipur.
- XXVII. Tiwari. R.C. (2007) Geography of India. Prayag Pustak Bhawan. Allahabad.

FYUGP CURRICULAR FRAMEWORK FOR HISTORY AS A MAJOR FOR 2023

SEMESTERS	COURSE CODE	COURSE TYPE	COURSE TITLE	CREDITS	
				THEORY	TUTORIAL
I	HST123J	CT1	HISTORY: HISTORY OF ANCIENT INDIA	4	2
II	HST223J	CT1	HISTORY: HISTORY OF MEDIEVAL INDIA	4	2
III	HST322J	CT1	HISTORY: HISTORY OF MODERN INDIA	4	2
IV	HST422J1	CT1	HISTORY: HISTORY OF ANCIENT KASHMIR	3	1
	HST422J2	CT2	HISTORY: SOCIO-CULTURAL HISTORY OF ANCIENT INDIA	4	2
	HST422J3	CT3	HISTORY: ECONOMIC HISTORY OF ANCIENT INDIA	4	2
V	HST522J1	CT1	HISTORY: HISTORY OF MEDIEVAL KASHMIR	3	1
	HST522J2	CT2	HISTORY: SOCIO-CULTURAL HISTORY OF MEDIEVAL INDIA	4	2
	HST522J3	CT3	HISTORY: ECONOMIC HISTORY OF MEDIEVAL INDIA	4	2
VI	HST622J1	CT1	HISTORY: HISTORY OF MODERN KASHMIR (1846-1947)	3	1
	HST622J2	CT2	HISTORY: INDIAN NATIONAL MOVEMENT	4	2
	HST622J3	CT3	HISTORY: ECONOMY AND SOCIETY OF MODERN INDIA (1757-1947)	4	2
HONOURS					
VII	HST722J1	CT1	HISTORY: WORLD HISTORY-I	3	1
	HST722J2	CT2	HISTORY: HISTORIOGRAPHY	4	2
	HST722J3	CT3	HISTORY: SOURCES OF ANCIENT INDIAN HISTORY	4	2
VIII	HST822J1	CT1	HISTORY: WORLD HISTORY-II	3	1
	HST822J2	CT2	HISTORY: SOURCES OF MEDIEVAL INDIAN HISTORY	4	2
	HST822J3	CT3	HISTORY: SOURCES OF MODERN INDIAN HISTORY	4	2
HONOURS WITH RESEARCH					
VII	HST722J1	CT1	HISTORY: WORLD HISTORY-I	3	1
	HST722J2	CT2	HISTORY: HISTORIOGRAPHY	4	2
	HST722J3	CT3	HISTORY: SOURCES OF ANCIENT INDIAN HISTORY	4	2
VIII	HST822J1	CT1	HISTORY: WORLD HISTORY-II	3	1
	HST822J2	CT2	HISTORY: SOURCES OF MEDIEVAL INDIAN HISTORY	4	2
	HST822J3	CT3	HISTORY: SOURCES OF MODERN INDIAN HISTORY	4	2

HoD / CONVENOR BOUGS

**1ST SEMESTER
MAJOR
HST123J: HISTORY: HISTORY OF ANCIENT INDIA
Credits: THEORY-4, TUTORIAL: 2**

Course Overview:

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

Course Learning Outcomes:

After successful completion of the course the learners are expected:

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

Unit – I

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

Unit-II

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

Unit-III

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

Unit-IV

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

TUTORIALS (2 CREDITS; 30 HOURS)

Tutorial-I:

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

Tutorial-II:

I. Debates/ Group discussions on importance of historical sites

II. Guided Heritage Walk: Visit and Report Writing on any of the archeological sites

Suggested Readings

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

Bachelors with History as Minor
3rd Semester

HST322N: History: HISTORY OF MODERN INDIA Credits: THEORY-4, TUTORIAL: 2
THEORY 4 Credits: 60 HOURS

Course Overview:

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

Course Learning Outcomes:

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

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

UNIT I

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

UNIT II

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

UNIT III

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

UNIT IV

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

TUTORIALS (2 CREDITS; 30 HOURS)

TUTORIAL I:

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

TUTORIAL II:

- I. Debates/ Group discussions on any course relevant documentary/book/report of historical importance

II. Guided visit to Archives and Report writing

Selected Readings

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

BACHELORS WITH HISTORY AS MAJOR (CT – I)

5th SEMESTER

HST522J1 HISTORY _ HISTORY OF MEDIEVAL KASHMIR

CREDITS: THEORY: 3; TUTORIAL: 1

COURSE OVERVIEW

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

LEARNING OUTCOMES:

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

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

THEORY (3 CREDITS)

UNIT-I.

- Foundation and Consolidation of Sultanate in Kashmir
- Economic and Cultural Changes under Sultans: Contribution of Zain-ul-Abidin
- Emergence of Islam: Role of Sufis and Rishis

UNIT-II

- Foundation and Consolidation of Mughal Rule
- Changes in Economy
- Cultural Developments

UNIT-III.

- Establishment of Afghan Rule
- Socio-Economic Impact
- Sikh Rule: An Assessment

TUTORIAL (1 CREDIT)

- Guided visit and report writing on any local medieval monument, trade route or craft centre

SUGGESTED READINGS

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

BACHELORS WITH HISTORY AS MAJOR (CT – II)

5th SEMESTER

HST522J2 HISTORY _ SOCIO-CULTURAL HISTORY OF MEDIEVAL INDIA

CREDITS: THEORY: 4; INTERNSHIP / TUTORIAL: 2

COURSE OVERVIEW

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

LEARNING OUTCOMES

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

- Study the growth of composite socio-cultural life, including art and architecture.
- Sensitize learners about gender relations in medieval India.
- See the role of devotional movements in the development of composite culture.
- Explain and appreciate art, architecture and painting in medieval India

THEORY (4 CREDITS)

UNIT-I

- Indian Society on the eve of Turkish Conquest: An Overview
- Social Mobility in Delhi Sultanate

UNIT-II

- Social Structure of Mughal India
- Women in Mughal India

UNIT-III.

- Sufism in India: Major Orders and their Role
- Bhakti Movement: Saints and Teaching
- Sikhism: Emergence and Teaching

UNIT-IV

- Architecture under Sultans
- Mughal Architecture and Painting

INTERNSHIP OR TUTORIAL (2 CREDITS)

- Guided Visit to any historical monument or Mughal Garden and report writing on it.
- Moderated discussion and reading of any prominent work on Medieval Indian society and Culture

SUGGESTED READINGS

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

BACHELORS WITH HISTORY AS MAJOR (CT – III)

5th SEMESTER

HST522J3 HISTORY _ ECONOMIC HISTORY OF MEDIEVAL INDIA

CREDITS: THEORY: 4; TUTORIAL: 2

COURSE OVERVIEW

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

LEARNING OUTCOMES:

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

- *Understand the major economic institutions of medieval India*
- *Appreciate the working of trade, commerce and indigenous banking of medieval India.*
- *To map the contours of the urban economy of medieval India*
- *Explain the working of overseas and inland trade.*

THEORY (4 CREDITS)

UNIT-I.

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

UNIT-II

- Agrarian Production in the Mughal Empire
- Methods of Revenue Assessment and Revenue Collection

UNIT-III

- Craft Production in Medieval India
- Urbanization in Medieval India

UNIT-IV.

- Indigenous Banking and Currency
- Inland and Maritime Trade

TUTORIAL (2 CREDITS)

- Guided tour and report writing on a medieval trade route/craft centre or Museum
- Book review/reading or moderated discussion on any classical or recent work on medieval Indian economy

SUGGESTED READINGS

- Irfan Habib, *The Agrarian System of Mughal India*, Oxford University Press, Delhi, 1963
- T. V. Mahalingam, *Economic Life in the Vijayanagar Empire*, University of Madras, Madras, 1951.
- Tapan Raychaudhuri & Irfan Habib, ed. *The Cambridge Economic History of India c. 1200-1750*, Vol. I, Cambridge University Press, 1982.
- W. H. Moreland, *The Agrarian Systems of Moslem India*, Cambridge University Press, 1929.

BACHELORS WITH HISTORY AS MINOR (CT – I)

5th SEMESTER

HST522N HISTORY _ HISTORY OF MEDIEVAL KASHMIR

CREDITS: THEORY: 3; TUTORIAL: 1

COURSE OVERVIEW

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

LEARNING OUTCOMES:

After the successful compilation of the course, the learners are expected to:

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

THEORY (3 CREDITS)

UNIT-I.

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

UNIT-II

- Foundation and Consolidation of Mughal Rule
- Changes in Economy
- Cultural Developments

UNIT-III.

- Establishment of Afghan Rule
- Socio-Economic Impact
- Sikh Rule: An Assessment

TUTORIAL (1 CREDIT)

- Guided visit and report writing on any local medieval monument, trade route or craft centre

SUGGESTED READINGS

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

BACHELORS WITH HISTORY AS MAJOR (CT – I)
7th SEMESTER

HST722J1 HISTORY _ WORLD HISTORY-I

CREDITS: THEORY: 3; TUTORIAL: 1

COURSE OVERVIEW

This course examines the major events and turning points in world history from the 13th century to the 19th century. The course provides a guideline to the students in investigating the foundational ideas that shaped the modern world in Europe, Asia, and the Americas, and also explores the economic, political, and social revolutions that have transformed human history. This rigorous study of modern history examines recurring themes, such as social history, democratic government, and the relationship between history and the arts, allowing students to draw connections between the past and the present, across cultures, and among multiple perspectives.

LEARNING OUTCOMES:

The learners will have the knowledge and skills to:

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

THEORY (3 CREDITS)

UNIT-I

- Feudalism: Decline
- Renaissance: Features
- Reformation: Significance

UNIT-II

- Glorious Revolution (1688)
- American Revolution (1776)
- French Revolution (1789)

UNIT-III

- Rise of Nationalism
- Capitalism and the Industrial Revolution
- Socialist and Labor Movements

UNIT-IV: TUTORIAL

Essay on any one of the following:

- Enclosure Movement
- Mercantilism
- Unification of Italy
- Unification of Germany

SUGGESTED READINGS

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

BACHELORS WITH HISTORY AS MAJOR (CT – II)
7th SEMESTER

HST722J2 HISTORY _ HISTORIOGRAPHY

CREDITS: THEORY: 4; TUTORIAL: 2

COURSE OVERVIEW

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

LEARNING OUTCOMES

- Introduce learners to the basic historiographical concepts and techniques.
- Impart learners the value of internal as well as external criticism of sources.
- To help learners to trace the evolution of historical scholarship from Greco-Roman up to post-modernist school.

UNIT-I.

- History and Historiography: An Introduction
- Facts and Interpretation
- Causation in History

UNIT-II

- Greece-Roman Historiography: Main Features
- Muslim Historiography with special reference to Ibn-i-Khaldun
- Renaissance Historiography

UNIT-III

- Scientific Historiography: Bacon and Descartes
- Enlightenment Historiography
- Marxist Historiography

UNIT-IV.

- Annales School
- Subaltern Historiography
- History and Postmodernism

TUTORIAL (2 CREDITS)

- Moderated Discussion on any Selected work of Prominent Historian/Classical author
- Essay writing on any theme of Historiography/Book Review of any recent work on Historiography

SUGGESTED READINGS:

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

BACHELORS WITH HISTORY AS MAJOR (CT – III)

7th SEMESTER

HST722J3 HISTORY _ SOURCES OF ANCIENT INDIAN HISTORY

CREDITS: THEORY: 4; TUTORIAL: 2

COURSE OVERVIEW:

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

LEARNING OUTCOMES:

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

- To understand various types of sources
- To understand the importance of sources in the reconstruction of the past.
- To understand various schools of historiography on ancient India.

UNIT-I

- Sources: Meaning and types
- Archaeology Sources and their significances: Sites, Artifacts, Epigraphy and Numismatics

UNIT-II

Religious Sources

- The Vedas, Epics, Puranas, and Dharmashastra
- The Buddhist and Jain Literature
- IV. Sangam Literature

UNIT-III

Non-Religious Texts

- Arthashastra, Rajatarangini, Abhinashakuntala, Harshacharita
- Foreign Accounts: Indica, Si-Yu-Ki, Kitab-ul-Hind

UNIT-IV

- Relative Significance of the Variety of Sources
- Source Criticism and the Perceptions on the Past: Colonial, Nationalists and Marxist

UNIT-V TUTORIAL (2 CREDITS)

- Moderated Discussion on any Selected Primary source of Ancient India
- Guided tour to places of Historical importance: Museums & Ancient sites

SUGGESTED READINGS

- Chakrabarti, D. K., 1988, A History of Indian Archaeology from the beginning to 1947. New Delhi: Munshiram Manoharlal Publishers Pvt. Ltd.
- D.D. Kosambi., Indian Numismatics, ed. B.D. Chattopadhyaya
- Dani, A. H. ([1986] 1997). Indian Epigraphy. New Delhi: Munshiram Manoharlal.
- Goldman, Robert P., ed. 1984. The Ramayana of Valmiki: An Epic of Ancient India, Vol. 1. Princeton: Princeton University Press.
- Nilakanta Sastri, K.A., Sangam Literature: Its Cults and Cultures, Madras, 1972.
- Parmeshwari, Lal Gupta, 1981. Coins: The Source of Indian History.
- Philips, C.H., ed., Historians of India, Pakistan and Ceylon, London, 1961. Oxford University Press.
- Romila Thapar, Sakuntala: Texts, Readings, Histories, Kali for Women: New Delhi, 1999.
- Sharma, R. S., 2005, India's Ancient Past, Oxford University Press.
- Singh, Upinder. 2009. A History of Ancient and Early Medieval India from the Stone Age to the 12th Century. Delhi: Pearson Longman.
- Smith, John D. 2009. The Mahabharata. Penguin.
- Sreedharan, E., 2009, A Textbook of Historiography. Orient Blackswan,
- Thapar, Romila, Interpreting Early India, Delhi, 1999. Oxford University Press.

BACHELORS WITH HISTORY AS MINOR (CT – I)
7th SEMESTER

HST722N HISTORY _ WORLD HISTORY-I

CREDITS: THEORY: 3; TUTORIAL: 1

COURSE OVERVIEW

This course examines the major events and turning points in world history from the 13th century to the 19th century. The course provides a guideline to the students in investigating the foundational ideas that shaped the modern world in Europe, Asia, and the Americas, and also explores the economic, political, and social revolutions that have transformed human history. This rigorous study of modern history examines recurring themes, such as social history, democratic government, and the relationship between history and the arts, allowing students to draw connections between the past and the present, across cultures, and among multiple perspectives.

LEARNING OUTCOMES:

The learners will have the knowledge and skills to:

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

THEORY (3 CREDITS)

UNIT-I

- Feudalism: Decline
- Renaissance: Features
- Reformation: Significance

UNIT-II

- Glorious Revolution (1688)
- American Revolution (1776)
- French Revolution (1789)

UNIT-III

- Rise of Nationalism
- Capitalism and the Industrial Revolution
- Socialist and Labor Movements

UNIT-IV: TUTORIAL

Essay on any one of the following:

- Enclosure Movement
- Mercantilism
- Unification of Italy
- Unification of Germany

SUGGESTED READINGS

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