

UGC

**UGC
MODEL
CURRICULUM**

HISTORY AND ARCHAEOLOGY



**UNIVERSITY GRANTS COMMISSION
NEW DELHI**

2001

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FOREWORD

Renewing and updating of the Curriculum is the essential ingredient of any vibrant university academic system. There ought to be a dynamic Curriculum with necessary additions and changes introduced in it from time to time by the respective university with a prime objective to maintain updated Curriculum and also providing therein inputs to take care of fast paced development in the knowledge of the subject concerned. Revising the Curriculum should be a continuous process to provide an updated education to the students at large.

Leaving a few, there have been many universities where this exercise has not been done for years together and it is not uncommon to find universities maintaining, practicing and teaching still on the Curriculum as old as few years or even more than a decade. Not going through the reasons for this inertia, the University Grants Commission, realising the need in this context and in relevance to its mandate of coordinating and maintaining standard of higher education, decided to adopt a pro-active role to facilitate this change and to ensure that the university Curriculum are soon updated to provide a standard education all over the country.

Curriculum Development Committee for each subject was constituted with the respective Convenor as its nodal person. The Committee besides having five subject experts drawn from the university system, was given a wider representation of various sub subject experts attending meetings of the Committee as the esteemed co-opted members which kept on changing from time to time as the need arose. The Committees, therefore, had representations from a large number of experts and had many meetings before final updated Model Curricula were presented to UGC.

The University Grants Commission and I as its Chairman are grateful to the nodal persons, a large number of permanent and co-opted members in different subjects and their sub disciplines for having worked seriously with committed devotion to have produced a UGC Model Curriculum in 32 subjects within a record period of 18 months.

The exercise would not have been possible without the support of our entire academic community. We can only hope that the results will fulfil their expectations and also those of university community and Indian society.

The UGC Model Curriculum has been produced to take care of the lacuna, defects/ shortcomings in the existing Curricula in certain universities, to develop a new Model Curriculum aiming to produce the one which is compatible in tune with recent development in the subject, to introduce innovative concepts, to provide a multi disciplinary profile and to allow a flexible cafeteria like approach including initiating new papers to cater to frontier development in the concerned subject.

The recommendations have been compiled by panels of experts drawn from across the country. They have attempted to combine the practical requirements of teaching in the Indian academic context with the need to observe high standards to provide knowledge in the frontier areas of their disciplines. It has also been aimed to combine the goals and parameters of global knowledge with pride in the Indian heritage and Indian contribution in this context.

Today all knowledge is interdisciplinary. This has been duly considered. Flexible and interactive models have been presented for the universities to extend them further as they would like. Each institution may have to work out certain uniform structures for courses at the same level, so that effective interaction between subjects and faculties is possible. The tendency across the country is now to move from the annual to the semester system, and from award of marks to award of credits. There is perceptible growing interest in modular framing as well.

The recommendations while taking all these features into account, have also made provisions for institutions who may not be in a position to undertake radical structural reform immediately. In any country, especially one as large and varied as India, academic institutions must be allowed enough autonomy and freedom of action to frame courses according to specific needs. The recommendations of the Curriculum Development Committees are meant to reinforce this. The purpose of our exercise has been to provide a broad common framework for exchange, mobility and free dialogue across the entire Indian academic community. These recommendations are made in a spirit of openness and continuous improvement.

To meet the need and requirement of the society and in order to enhance the quality and standards of education, updating and restructuring of the curriculum must continue as a perpetual process. Accordingly, the University Grants Commission constituted the Curriculum Development Committees. If you need to seek any clarification, you may contact Dr. (Mrs.) Renu Batra, UGC Deputy Secretary and Coordinator of CDC who shall accordingly respond to you after due consultation with the respective nodal person of the concerned subject.

The University Grants Commission feels immense pleasure in forwarding this Model Curriculum to the Hon'ble Registrars of all Universities with a request to get its copies made to be forwarded also to the concerned Deans and Heads of Departments requesting them to initiate an early action to get their Curriculum updated. The University Grants Commission Model Curricula is being presented to the Registrar of the university with **options** either to adopt it in toto or adopt it after making necessary amendments or to adopt it after necessary deletion/addition or to adopt it after making any change whatsoever which the university may consider right. This UGC Model Curriculum has been provided to the universities only to serve as a base and to facilitate the whole exercise of updating the Curriculum soon.

May I request Hon'ble Vice Chancellor and the Hon'ble Registrar including the esteemed Deans, Heads of Departments, Members of the Faculty, Board of Studies and Academic Council of the Universities to kindly update their Curriculum in each of the 32 subjects in consultation with Model Curriculum provided here. This has to be done and must be done soon. May I request the Academic administration of the universities to kindly process it immediately so that an updated Curriculum is adopted by the university latest by July, 2002.

The University Grants Commission requests the Hon'ble Registrars to confirm that this time bound exercise has been done and send a copy of the university's updated Curriculum in each subject to UGC by July 31, 2002. It is a must. It has to be done timely, failing which, the UGC may be forced to take an appropriate unpleasant action against the concerned university.

The UGC looks forward for your active participation in this joint venture to improve the standards to achieve excellence in higher education.



HARI GAUTAM
MS (SURGERY) FRCS (EDIN) FRCS (ENG)
FAMS FACS FICS FIACS DSc (HON CAUSA)
CHAIRMAN, UGC

December 2001

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INTRODUCTION

The past remains constant but writings about the past change. The word history carries two meanings – it refers to what actually happened in the past and to the representation of that past in the work of historians. History, like other disciplines is a growing subject and perspectives and interpretations tend to change with new theories, influence of other disciplines, new methods of analysis, availability of new sources and changing contexts. There is an ongoing debate on various historical issues. Is history essentially a narrative of events or is it concerned with structures? How securely based is our knowledge of the past? Can history be objective? Answers to such questions have been widely divergent and have occasioned intense debates over the years.

With the unrivalled prestige of the natural sciences in the eighteenth and nineteenth centuries, a school of thought developed known as Positivism which held that history could become a new scientific discipline by adopting a rigorous scientific method. Science was regarded as the only valid form of knowledge and facts the only possible object of historical knowledge. The historian's first duty was to accumulate factual knowledge of the past, facts which could be verified by applying the critical method to primary sources, mainly official records preserved in archives. The best known exponent of this school is Leopold von Ranke (1795-1886), often regarded as the father of modern scientific history. His famous statement that the historian must "show only what actually happened", *wie es eigentlich gewesen*, became the motto of a large number of historians, not only in Germany, but elsewhere also.

Ranke's assumptions were challenged from many quarters. It was asserted by E.H. Carr, among others, that the historians can never get a 'pure' fact. He/she chooses his/her facts and organizes them according to his/her needs. The Marxist School of history which developed in the early twentieth century emphasized socio-economic forces as prime movers in history. However, the weaknesses of the orthodox Marxist approach as a mode of interpretation in history were also sharply revealed. The debate within the Marxist tradition and outside particularly carried on by historians like E.P. Thompson, Christopher Hill, Eric Hobsbawm and others, made a substantial contribution in the development of history as a discipline for the understanding of society. In India too, a major breakthrough was made by some Marxist historians. In the 1970s and 1980s there was a reaction against the Positivist paradigm. The reaction is often associated with the *Annales* School, which founded the journal *Annales* in 1929 for the promotion their approach. The history of events – *histoire evenementielle* – no longer interested these historians. They were interested in total history as opposed to history of segments, in structures, in mentalities and adopted methods of anthropology, sociology, economics and psychology to study the past. The study of history became inter-disciplinary.

History today is multi-dimensional. The universe of historians has expanded enormously. According to the traditional paradigm, history was essentially concerned with past politics as is epitomized in the confident Victorian phrase of Sir John Seeley, 'History is past politics; politics is present history'. Although other kinds of history, such as that of art or science, were not excluded in traditional history, they were considered peripheral to the interest of the 'real' historian.

History is concerned with virtually every type of human activity. The last three or four decades have seen the growth of new areas of historical study such as environment, women, cities, films, sports, family, childhood, death and a host of other areas. As the scope and subject matter of history are widening, new books and specialized journals are being published. The research output does not always filter down to courses offered at the postgraduate and undergraduate level. It is important therefore, to incorporate the new research output in the syllabi.

In the last decade, under the influence of post-modern philosopher-writers like Foucault, Derrida, Lyotard, Rorty and others, historians have been convulsed by doubts about the possibility of any objective knowledge. These historians are no longer interested in events or structures but in historical discourse, that is, in the writings about events in the past but in a different way. According to the post-modernists, the same object of enquiry can be read differently by different historians. Historians do not make up stories or invent events but they can have their own descriptive categories and interpretations. Historians read texts and there are infinite ways of reading them. Thus, according to this school of thought, there is never one final view, there can be nothing like historical 'truth'. The biases, the subjective elements in a historian's account, it was previously believed (and which is still believed in by many), could be minimized by tight methodological rules and procedures. For the post-modernists the questions are: Which rigorous method should one follow – Marxist, Idealist, Positivist, *Annales*? What are the criteria? Which method would lead to a 'truer' past? According to them, the historian chooses one, rather than the other, because of his/her own predilections. The question is not what is history but who is history for? History, according to them, thus means different things to different groups. According to them, history teaches us that diversity rather than uniformity is the rule of the land.

History teaching has to cater to societal needs. Universities are not ivory towers and they cannot ignore the social and economic realities that students face after they leave the academic portals. In many parts of the country, the enrolment in history courses is declining because of the limited job opportunities. This also demands a fresh look at the curricula it offers. Universities in India are autonomous and rigid uniformity for all universities in a country of India's size and diversity is neither possible nor desirable. Universities must have the freedom to experiment with new curricula. At the same time it is essential to maintain certain minimum academic standards at all levels. The teaching of history needs to be further strengthened and

updated. At the same time, better library facilities, good textbooks and reading material in the regional languages and Hindi should be provided. Students must not be just passive recipients. Their own initiative, imagination, innovativeness and their critical and analytical faculties must be encouraged. Audiovisual equipment such as slide and overhead projectors must be provided. New technologies like T.V., computer, internet, world wide web should be made available and utilized for the teaching of history. The Committee was of the view that at the post graduate level students should be encouraged to review the latest books on the subjects, read journals and write and present term papers.

Curriculum development is an ongoing process. There is a need for periodical review and rethinking on the aims, content and methodology of teaching history. The University Grants Commission (UGC) has been aware of the need to periodically update the curricula in different disciplines.

The first seminar on curriculum development in history was organized by UGC in New Delhi in 1964. Regional seminars were organized a decade later in 1974. As a result of these, some concrete recommendations and guidelines emerged. In 1985, the UGC felt the need for establishing Curricula Development Committees (CDCs) in different parts of the country for preparing a model curriculum in each subject. The CDC in the Department of History, Patna University, prepared a Report after wide consultation which was printed in 1990 and circulated. More than a decade has passed since then and the UGC rightly felt that it was necessary in the new millennium to update and review the curriculum. The Committees constituted by the UGC for this purpose, therefore, undertook the task with the following objectives in view:

1. The Committee aimed at improving and updating the academic content of the curriculum by ensuring that new research is reflected in it.
2. The Committee held that the courses/curricula must adequately acquaint students with Indian reality and ethos. It must provide a critical understanding of Indian society, economy, polity and culture. At the same time students must be made aware of historical developments outside India.
3. The growing alienation of our youth from our own cultural heritage necessitates that the curriculum in history should enable them to discover the best in our own culture and also in other cultures. The history curriculum should provide and promote critical insights into our historical and cultural heritage.
4. The existing curricula in many universities is tradition bound, outdated and rigid. The Committee was of the view that the curriculum must be more flexible.
5. While within each paper an effort has been made to make the subject interdisciplinary by having units and sub-units on art, architecture, literature, environment, economy, religion, science, etc., ideally, universities should make it possible for students to take a few core courses in history and the rest from other disciplines of their choice. History as a discipline has no barrier.

6. The Committee aimed at making the curriculum more socially relevant. It held that historical insight and knowledge should enable students to understand current social and economic problems better and suggest ways of coping with them. A degree in history should prepare students, apart from teaching and research, for other vocations also.
7. The Committee kept in view the fact that standards are not uniform in the universities of India and the syllabus must not be framed from the perspective of a few advanced centres of learning. It tried to incorporate an all India perspective and at every level included the history of South India, Deccan, Western India, Eastern India and the North East.

Keeping all these objectives in view, the Committee has tried its best in framing courses which are academically sound and socially relevant.

A syllabus is prescribed by the university and implemented at the undergraduate level either by it or by the affiliated colleges. Further, the prescribed syllabus is taught by different teachers who may interpret it in their own way. Keeping this in view, the courses have been worked out in detail and a suggested reading list is provided for each undergraduate Pass and Honours Paper with a view to eliminate the unevenness in standards. At the postgraduate level, reading lists have deliberately not been provided except in a few cases. Universities may improve upon the reading list for B.A. Hons. It is further suggested that the faculty should keep track of recent publications from time to time.

B.A. Pass

At the B.A. Pass level, the Committee has proposed four papers.

Paper I: History of India upto *c.* 1200.

Paper II: History of India : from *c.* 1200-1757.

Paper III: History of India : from *c.* 1757-1950.

Paper IV: Modern World - mid 15th century to World War II.

Each of these papers carries 100 marks and the course should be covered in 50 lectures of one hour each.

The Committee felt that even at the B.A. Pass level, students should be initiated to use historical sources and see historical facts in relation to a framework of study. They should study social and cultural patterns along with the polity and society.

B.A. Honours

The Committee has suggested that the B.A. Honours Course should have eight papers – two in the First Year, two in the Second Year and four in the Final Year. Of the eight papers, four should be in Indian History and four in Non-Indian. The Indian History Papers should be

compulsory. Students may opt for any four of the papers offered in non-Indian History. The papers offered by a college or university will depend on the expertise available and the infrastructural facilities.

The compulsory paper in the First Year should be History of India from the Earliest Times to c. 650, in the Second Year, History of India from c. 650-1550, in the Third Year, History of India from c. 1550 to 1750 and History of India from c. 1750 to 1950. The non-Indian papers could be any four of the following:

1. Rise of Modern West-mid -15th to mid -18th centuries.
2. History of Modern Europe, c. 1789- c.1945.
3. History of U.S.A., c. 1776-1945.
4. History of China and Japan c. 1840-1949.
5. History of South East Asia, c. 1800-1970.
6. History of West Asia, mid-16th to mid-19th centuries.
7. History of Africa, from mid-15th century to the present.
8. History of Russia, c. 1861-1968.
9. History of England c. 1688-1945.
10. History of Latin America, from mid-15th century to the present.

Each paper carries 100 marks and ideally should be covered in 60 lectures of one hour each.

Note: Details of the four compulsory Indian history papers and four optional non-Indian history papers are given. The universities may work out the details of the other papers.

M.A.

At the M.A. level, the Committee was of the view that ideally there may be four Core Papers which should be compulsory for all students doing M.A. History. These were:

1. **Historiography, Historical Concepts, Methods and Tools:** This should provide the student an understanding of the emergence of history as a discipline incorporating the different schools of thought right from ancient times and a knowledge of historical tools, concepts and methods that are applied to historical writing and analysis.
2. **Ancient Societies:** This should provide students an understanding of ancient societies, outside India. The syllabus includes trade, commerce, urbanization, religion, culture, state formation, etc. It was felt that such a paper would provide a comparative focus of ancient societies cutting across regional barriers.
3. **Medieval Societies:** This should lead to a deeper understanding of the transition and processes at work keeping in view the same objectives as mentioned above. This paper will have three units: Unit 1 will be Western Europe, 8th century-15th century; Unit 2 will be West Asia and Unit 3 will be Medieval China and Japan.

4. **Twentieth Century World:** To sensitise students to historical developments in the last century, of taking into account a comparative framework, the paper will deal with the two World Wars, ideologies such as Nazism, Fascism, Communism, Democracy, Liberalism; the Cold War; the Non-aligned movement and the Third World; United Nations; Collapse of Communism; end of the Cold War, etc. A student of history should have a comprehensive understanding of the previous century to enter into a meaningful dialogue with the present.

However, some members were of the view that it would be difficult for many universities to teach papers 2 and 3 as expertise in these areas is not easily available. Knowledge of languages such as Egyptian, Greek, Latin, etc. is also rare. It is, therefore, suggested that in such cases these papers may be offered as optional papers.

It was, therefore, felt that Paper 1 (Historiography) and Paper 4 (Twentieth Century World) may be taught as compulsory papers for all students doing M.A. History. The Committee was also of the view that students should opt for another two papers in their area of specialisation – ancient, medieval or modern Indian History or Archaeology. Accordingly, the Committee has framed two papers in each area of specialisation. These four papers may, if feasible, be taught in the first year. In the second year, the students may offer four other papers, two related to their area of specialisation and any other two from the open basket of optional papers. In order to make history more relevant and popular, a large number of thematic courses cutting across chronological periods and interdisciplinary in nature have been put in the open basket which may be introduced as optional papers.

The M.A. course will be for two years. There will be 8 papers in all. The student will offer two or four Compulsory papers of 100 marks each, two specialization papers of 100 marks each and four optional papers of 100 marks each. The Compulsory papers may be taught in the First Year.

2. Specialization Courses

These are aimed at giving students a deeper understanding of the period under study taking into account the polity, economy, society and culture of the period opted for specialization. The specialized courses are –

- Ancient Indian History – two papers
- Medieval Indian History – two papers
- Modern Indian History – two papers
- Indian Archaeology – two papers

Each paper would carry 100 marks and should be ideally covered in 80 lectures of one hour each. With an enormous amount of effort the Committee was able to compress vast and highly diversified historical changes and developments as specialized papers.

3. Optional Courses

These papers are based on themes not limited by chronological constraints in order to encourage comparative analysis.

- 3.1 Ancient Societies: This should provide students a comprehensive understanding of ancient societies, cutting across regional barriers. The syllabus includes trade, commerce, urbanization, religion, culture, state formation, etc.
- 3.2 Medieval Societies: This should lead to a deeper understanding of the transition and the processes at work keeping in view the same objectives as mentioned above. This paper will have three units – Unit 1 will be Western Europe, 8th century to 15th century; Unit 2 will be West Asia; and Unit 3 will be Medieval China and Japan.
- 3.3 History and Archaeology: theory; methods and tools (modern methods and trends); and regional archaeology.
- 3.4 History of Architecture
- 3.5 History of Art
- 3.6 Ancient Indian Epigraphy
- 3.7 Ancient Indian Numismatics
- 3.8 Medieval Indian Epigraphy
- 3.9 Medieval Indian Numismatics
- 3.10 History of Medieval Rajasthan
- 3.11 History of Science and Technology in Pre-colonial India
- 3.12 History of Science and Technology in Modern India
- 3.13 Business History
- 3.14 Women in Indian History
- 3.15 Archival studies: relevance; importance; and archival management
- 3.16 History of Ecology and Environment
- 3.17 History of Ideas
- 3.18 History of Indian Diaspora
- 3.19 History of Application in Tourism
- 3.20 State in India
- 3.21 Agrarian History of Colonial India
- 3.22 Economic History of India, 1757-1947
- 3.23 History of Literature*
- 3.24 Regional History*

(It is suggested that intra-regional studies should be encouraged)

*(Departments may work out the details of these papers keeping in view their specific requirements).

Universities may introduce courses in the History of music, dance, theatre and films.

There are 272 universities in India. History is taught in most of them. It was obviously not

possible to examine the curriculum of each and every university. But syllabi from a large number of universities from all over the country were called for, and taken into consideration, while restructuring the courses.

The curricula of ancient, medieval and modern Indian history, as well as of archaeology and non-Indian history of different universities were discussed and deliberated upon at length in the meetings. Regional specificities and requirements were kept in mind while framing the courses.

The draft syllabi prepared was circulated to members and other experts around the country to invite comments and suggestions. A number of experts were consulted for preparing the M.A. optional papers. It was decided that suggested reading lists be provided for every B.A. Pass and B.A. Honours Paper to ensure a minimum uniformity of academic standard in teaching history. The views of students and research scholars were kept in mind.

The CDC brought together a group of distinguished historians from different parts of the country. The first Committee held 17 meetings and the Members were kind enough to make themselves available in spite of their busy schedules. I would like to express my deep sense of gratitude to all members without whose cooperation this work would not have been possible.

I would also like to place on record my thanks to Professor Hari Gautam, Chairman, University Grants Commission, for giving me the opportunity to co-ordinate this effort at the national level, to Professor Arun Nigavekar, Vice-Chairman, UGC, who came and shared his views with the Committee, and to Dr Asha Kiran, Deputy Secretary, UGC, for her ready and constant help and cooperation in completing the task.

Nodal Person: Professor Aparna Basu (Formerly of University of Delhi)

The Working Group and Members of the Committee

Dr Imtiaz Ahmed (Patna University)

Professor Pratipal Bhatia (University of Delhi)

Professor B.B. Chaudhuri (University of Calcutta)

Professor S.P. Gupta (Aligarh Muslim University)

Professor Vidula Jayaswal (Banaras Hindu University)

Professor A.R. Kulkarni (Poona University)

Professor Kapil Kumar (Indira Gandhi National Open University)

Professor S. Manickam (Madurai Kamaraj University)

Professor A.K. Mittal (Deen Dayal Upadhyaya University, Gorakhpur)

Professor V.N. Misra (Deccan College, Pune)

Professor M.G.S. Narayanan (Chairman, Indian Council of Historical Research)

The late Professor Ajay Mitra Shastri (Nagpur University)

Professor Dilbagh Singh (Jawaharlal Nehru University)

Professor K.L. Tuteja (Kurukshetra University)

Professor Y. Vaikuntham (Osmania University, Hyderabad)

Professor T.K. Venkatasubramanian (University of Delhi)

The Chairman, UGC, appointed a Committee of the following scholars for their expert comments – Professor Aparna Basu (Convener, CDC), Professor G.C. Pandey (Chairman, Institute of Advanced Studies, Simla), Professor S.P. Gupta (Chairman, Indian Archaeological Society), Professor M.G.S. Narayanan (Chairman, ICHR), Professor V.D. Misra (Allahabad University), Professor S.P. Gupta (AMU), Dr Devendra Swarup and Professor Kapil Kumar (IGNOU).

Shri B.R. Grover, former Chairman, ICHR, was nominated but unfortunately died before any meeting could be held. The same happened in the case of the former Vice-Chancellor, Himachal Pradesh University, Professor S.K. Gupta.

The valuable help of the following scholars was sought and obtained for drafting some of the optional papers:

Professor Deepak Kumar (Jawaharlal Nehru University)

Dr M.C. Joshi (Former Director, Archaeological Survey of India)

Dr Pradeepa Ranjan Kanungo (Fellow, Nehru Memorial Museum and Library)

Professor K.N. Panikkar (Vice-Chancellor, Shankaracharya Sanskrit University, Kerala)

Professor Rajat Kanta Ray (Presidency College, Calcutta)

Dr Kaushik Roy (Fellow, Nehru Memorial Museum and Library)

Dr Ravinder Kumar (Indira Gandhi National Open University)

Dr S. Sarkar (Former Director, National Archives of India).

B.A. (PASS) COURSE

PAPER I: HISTORY OF INDIA UPTO c. A.D. 1200

(100 Marks; 50 Lectures)

Unit 1: Social and Cultural Patterns

- a. Survey of the sources, land; environment; and people.
- b. Prehistoric hunter-gatherers: Palaeolithic cultures – sequence and geographical distribution. Mesolithic cultures – distribution, cultural developments with special reference to rock art.
- c. Concept of the Neolithic—advent of food production. Neolithic-Chalcolithic cultures.
- d. Harappan Civilization – origin, extent, urban planning. Urban decline and the late Harappan cultures.
- e. Society, polity, economy, culture and religion as reflected in Vedic literature.
- f. Iron Age cultures in India: megaliths in the Deccan, far South and North.
- g. Social developments – *Varna*, *Jati* and occupational categories, marriage and property relations. 16 *Sanskaras* and 4 *Purusharthas*.
- h. Rise of new religious movements in north India. Doctrines and social dimensions of early Buddhism and Jainism.
- i. The Mauryan Empire – Ashoka's *dhamma* – its nature and propagation, Mauryan art and architecture.
- j. Post-Mauryan social and cultural developments with special reference to the Kushanas and Satavahanas. Kushana (Mathura and Gandhara) art and architecture.
- k. Sangam Age – literature, society and culture.
- l. Developments in the Gupta and post-Gupta times (upto 1200 AD).
 - i. North: society, art, architecture, literature, philosophy, science and technology.
 - ii. South: temples, Bhakti movement, art and architecture.
- m. Status of women: marriage, property rights, sati, purdah and devadasi systems.
- n. Shifts in *varna* and proliferation of *jatis*, slavery and forced labour.

Unit 2: Political and Economic Patterns

- a. The Harappan civilization – nature of political and economic organization; economic patterns in non-Harappan India.
- b. Rise of territorial states.
- c. The Mauryas: state, administration and economy.

- d. Post-Mauryan period: Sungas, Western Kshatrapas; Satavahanas, Kushanas; chieftaincies, Chera, Chola and Pandyas, in the Far South. Urban growth; craft production, trade, coinage.
 - e. The Gupta empire and its contemporaries; administration; agrarian and revenue systems; changing patterns of urban settlements and trade.
 - f. Post-Gupta period upto 750 AD. Pallavas, Chalukyas and Vardhanas.
 - g. Polity and economy: (c. A.D. 750-1200):
 - i. North India: Gurjara-Pratiharas; Palas; and Senas.
 - ii. Deccan: Rashtrakutas and their contemporaries.
 - iii. South India: Cholas and their contemporaries; relations with South East Asia and Sri Lanka.
- Note: The above rubrics should be taught with reference to political institutions; economy; land grants and agrarian expansion; inter-regional and maritime trade; and merchant guilds.
- h. Invasions of the Arabs, Ghaznavids and Ghorids; and their impact.

PAPER II: HISTORY OF INDIA FROM c. AD 1200 c. 1760

(100 Marks; 52 Lectures)

Unit 1: Survey of Sources of Medieval Indian History (2 Lectures)

Unit 2: Early Medieval Period (AD 1200-1556)

(40 Marks; 20 Lectures)

- 2.1 Foundation and consolidation of the Sultanate; causes of the success of the Turks; Iltutmish, Razia, Balban; the Mongols and the Sultanate.
- 2.2 Expansion:-
 - 2.2.1 Khaljis – conquests, administrative and economic reforms.
 - 2.2.2 Tughlaqs – Mohammad bin-Tughlaq, and Feroz Shah Tughlaq.
- 2.3 Fragmentation of the Sultanate and rise of provincial kingdoms:-
 - 2.3.1 Timur's invasion.
 - 2.3.2 Malwa, Gujarat, Bengal, Jaunpur, and Mewar.
- 2.4 Advent of the Mughals and the Second Afghan Empire.
- 2.5 State and society: political and administrative institutions and ruling classes.
- 2.6 Economic and technological developments: agriculture, industry, trade, commerce; and urban centres.
- 2.7 Religion and culture: Bhakti and Sufi movements; art, architecture; and literature.

Unit 3: Later Medieval Period (AD 1556-1761)

(40 Marks; 20 Lectures)

- 3.1 Consolidation and territorial expansion: growth of composite ruling class.
- 3.2 Mughal Empire – 1707 – relations with Rajputs; Sikhs; Deccan kingdom; Marathas; Persia and Central Asia.
- 3.3 Mughal administration and institutions: administrative structure; land revenue system; mansabdari; and jagirdari.
- 3.4 Rajputs: Administrative Structure and Institutions.
- 3.5 Society and economy:
 - 3.5.1 Agriculture; trade; and commerce.

- 3.5.2 Social classes – ulema; nobility; zamindars; peasantry; artisans; agricultural labour; and slaves.
- 3.5.3 Status of women.
- 3.6 Religion and Culture: religious policies of Akbar and Aurangzeb; revivalist movements; and composite culture.
- 3.7 Decline and disintegration of the Mughal Empire.
- 3.8 Advent of European powers: Portuguese; French; and English.

Unit 4: Peninsular India

(20 Marks; 10 Lectures)

Bahmani; Vijayanagar; Marathas and Tamil Kingdoms:

- 4.1 Society; and economy.
- 4.2 Religion and culture: Bhakti and Sufi movements in the Deccan; art; architecture; literature; and education.
- 4.3 Emergence of modern Indian languages and literature.

PAPER III: HISTORY OF INDIA FROM c. AD 1760-1950

(100 Marks; 50 Lectures)**Unit 1:**

- 1.1 Understanding the mid-eighteenth century: political; economic; social; and cultural trends.
- 1.2 Expansion and consolidation of British Empire:
 - 1.2.1 Ideologies of expansion: Mercantilism; Orientalism; Utilitarianism and Evangelicalism.
 - 1.2.2 Tools of expansion: war and diplomacy; Bengal, Mysore, Marathas, North East, Rohillas, Awadh, Central India, Sind and Punjab; Subsidiary Alliance; and Doctrine of Lapse.
 - 1.2.3 Growth of colonial administrative apparatus; ideological influences; central, provincial, district and judicial administration.
- 1.3 Economic changes:
 - 1.3.1 Land revenue settlements: permanent settlement, ryotwari and mahalwari; condition of peasants; rural indebtedness; and recurrent famines.
 - 1.3.2 Commercialization of agriculture and its effects.
 - 1.3.3 Decline of cottage industries; and 'de-industrialization'.
 - 1.3.4 Nature of colonial economy: rise of modern industry; volume and composition of trade; British fiscal policy; and India's poverty.
- 1.4 Social changes:
 - 1.4.1 Spread of western education.
 - 1.4.2 Rise of professional classes and the emerging intelligentsia.
 - 1.4.3 Growth of press: English; and in Indian languages.
 - 1.4.4 Indian Renaissance.
 - 1.4.5 Socio-religious movements.
 - 1.4.6 Status of women.
- 1.5 Popular Resistance to Company's Rule:
 - 1.5.1 Peasant and tribal movements.
 - 1.5.2 Revolt of 1857: causes; nature; and results.

Unit 2:

- 2.1 National Movement:
 - 2.1.1 Emergence of organized nationalism.

- 2.1.2 Political associations and the Indian National Congress: Moderates; Extremists; and Revolutionaries.
- 2.1.3 Emerging communal trends.
- 2.1.4 Constitutional developments upto 1919.
- 2.1.5 Impact of the First World War.
- 2.1.6 Rise of Gandhi and the nature of Gandhian movements.
- 2.1.7 Revolutionary Left Wing movements; peasants' and workers' movements; depressed class movements.
- 2.1.8 Government of India Act, 1935; and Provincial Ministries.
- 2.1.9 Indian Polity (1939-45) and the Quit India Movement.
- 2.1.10 Subhash Chandra Bose and the Indian National Army.
- 2.1.11 Communal politics and Partition.
- 2.1.12 Princely States.
- 2.2 India; 1947-1950:
 - 2.2.1 Integration of the Indian States.
 - 2.2.2 Making of the Constitution.
 - 2.2.3 Foreign Policy.
 - 2.2.4 Society, economy, culture; problems and issues.

PAPER IV: WESTERN WORLD–MID 15TH CENTURY TO WORLD WAR II

(100 Marks; 50 Lectures)

Unit 1:

- 1.1 Decline of Feudalism and the rise of the modern era – Renaissance and Reformation.
- 1.2 Economic origins of the modern western world – Mercantilism; and Commercial Revolution; Beginnings of Colonialism.
- 1.3 Rise of the absolutist state : France; Spain; and Britain.
- 1.4 Scientific Revolution; Agricultural Revolution; Industrial Revolution; and emergence of new social classes.
- 1.5 Glorious Revolution (1688).
- 1.6 American Revolution (1776).
- 1.7 French Revolution (1789).
- 1.8 Age of Conservatism.
- 1.9 European exploitation of Asia and America.

Unit 2:

- 2.1 Liberalism in England; American Civil War; Socialist and Marxist thought.
- 2.2 Nationalism in Europe:
 - 2.2.1 Ideology of nationalism: comparison between West and East.
 - 2.2.2 Germany and Italy.
- 2.3 Rise of new Imperialism: beginnings of First World War; and peace settlements.
- 2.4 Russian Revolution (1917), Civil War and Dictatorship.
- 2.5 Economic and social crisis in the inter-War years and emergence of new ideologies: Nazism and Fascism.
- 2.6 Second World War, Decline of Imperialism and Decolonisation.

SUGGESTED READINGS

Paper I: History of India upto c. A.D. 1200

- 1 Adhya, G.L., Early Indian Economics (Kolkata, Asia Publishing House, 1960).
- 2 Allchin, B. and Allchin, F.R., Rise of Civilization in India and Pakistan (Delhi, Select Book Service Syndicate, 1983).
- 3 _____, Origins of a Civilization (Delhi, Viking, 1997).
- 4 Basham, A.L., The Wonder That Was India. (Mumbai, Rupa, 1971).
- 5 Brown, Percy, Indian Architecture, Vol. 1 (Mumbai, Taraporevala, 1984).
- 6 Chakrabarti, D.K. India: An Archaeological History, Paleolithic Beginnings to Early Historical Foundation (Delhi, OUP, 1999). Now available in paperback.
- 7 Chattopadhyaya, D.P., Indian Philosophy (New Delhi, Popular Publishing House, 1986).
- 8 Comprehensive History of India, Vols II (1957), III (Orient Longman, 1952), IV (Delhi, PPH, 1992).
- 9 Dani, A.H., Recent Archaeological Discoveries in Pakistan (Paris, UNESCO, 1988).
- 10 Gopal, L., Economic History of Northern India, 750-1200 (Varanasi, Motilal Banarsidass, 1965).
- 11 Gupta, P.L. and T.S. Hardekar, Indian Silver Punchmarked Coins (Nasik, Indian Institute of Research in Numismatic Studies, 1985).
- 12 Gupta, P.L., Coins: India, the Land and People (New Delhi, NBT, 1969).
- 13 Harle, J.C., Art and Architecture of the Indian Subcontinent (Harmondsworth, Penguin, 1986).
- 14 Hiriyanna, M., Essentials of Indian Philosophy (Delhi, Motilal Banarsidass, 1995).
- 15 Jha, D.N. and Shrimali K.M., *Prachin Bharat Ka Itihas* (Delhi, Hindi Directorate, 1990).
- 16 Krishna Deva, Temples of North India (Delhi, NBT, 1969).
- 17 Kulke, H, and D. Rothermund, History of India (London, Routledge, 1998).
- 18 Majumdar, R.C. et al., History and Culture of the Indian People, Vols II, III, IV and V (Mumbai, Bhartiya Vidya Bhavan Series, 1970, 1979, 1980).
- 19 Munshi, V.K.M. and R.R. Diwakar, Bharatiya Vidya Bhavan Series – Indian Inheritance, 3 vols (Bombay, Bhartiya Vidya Bhavan, 1965, 1970).
- 20 Nilkanta Sastri, K.A., A History of South India from pre-historic times to the fall of Vijaynagar (Chennai, OUP, 1983).
- 21 Sharma, R.S., Aspects of Political Ideas and Institutions in Ancient India (Delhi, Motilal Banarsidass, 1991) (Revised edition).
- 22 Srinivasan, K.R., Temples of South India (Delhi, NBT, 1972).
- 23 Stein, Burton, Peasant State and Society in Medieval South India. (Delhi, OUP, 1980).
- 24 Thapar, B.K., Recent Archaeological Discoveries in India (Paris, UNESCO, 1985).
- 25 Thapar, Romila, A History of India, Vol. 1 (Pelican, 1966, Penguin, Harmondsworth).

Paper II: History of India, c. A.D. 1200-1760

- 1 Beach, Milo Cleveland, Mughal and Rajput Paintings, New Cambridge History of India. I.3 (Delhi, Foundation Books, 1992).
- 2 Desai, Z.A., Indo-Islamic Architecture (Delhi, Publication Division, 1972).
- 3 Gordon, Stewart, The Marathas. 1600-1818, The New Cambridge History of India II.4 (Delhi, Foundation Books, 1994)
- 4 Karashima, N., Towards A New Formation, South Indian Society under Vijaynagar Rule (Delhi, OUP, 1992).
- 5 Kulkarni, A.R., Medieval Maharashtra (Delhi, Books & Books, 1996).
- 6 Pandey, A.B., Early Medieval India, ed. 2 (Allahabad, Central Book Depot, 1970).
- 7 _____, Later Medieval India (Allahabad, Central Book Depot, 1967).
- 8 Richards, John F., Mughal Empire, New Cambridge History of India. I.5 (Delhi, Cambridge, 1993).
- 9 Rizvi, S.A.A., The Wonder that was India. Vol 2, London 1987, II.4 (Delhi, Foundation Books, 1993). Reprint Paperback, 1993.
- 10 Sastri, K.A.N., History of South India (Delhi, OUP, 1975).
- 11 Satish Chandra, Medieval India, From Sultanate to the Mughals (Delhi, Har Anand Publications, 1997).
- 12 Stein, Burton, Peasant State and Society in Medieval South India (Delhi, OUP, 1980)
- 13 Tripathi, R.P., Rise and Fall of the Mughal Empire (Allahabad, Central Book Depot, 1963).
- 14 Verma, H.C., *Madhya Kalin Bharat* 1540-1701, Part II (Delhi, Hindi Directorate, 1993).
- 15 _____, *Madhya Kalin Bharat* 750-1540, Part I (Delhi, Hindi Directorate, 1983).

Paper III: History of India, c. AD 1760-1950

- 1 Bayly, C.A., Indian Society and the Making of the British Empire, The New Cambridge History of India, Vol. II (Cambridge, 1988).
- 2 Bhattacharji, Sabhyasachi (trans.) *Adhunik Bharat ka Arthik Itihas* 1850-1947 (Delhi, 1990).
- 3 Bipan Chandra, et al., India's Struggle for Independence, 1857-1947 (Delhi, Penguin, 1996).
- 4 Brass, Paul, The Politics of India since Independence (Delhi, Foundation Books, 1994).
- 5 Desai, A.R., Social Background of Indian Nationalism (Mumbai, Popular Prakashan, 1986)
- 6 Dharma Kumar & Tapan Raychaudhuri, ed., Cambridge Economic History of India, Vol. II (Cambridge, 1982).
- 7 Heimsath, Charles, Hindu Nationalism and the Indian Social Reform Movement (Princeton, 1964).
- 8 IGNOU Course Material, EH 1.1 and EH 1.5 (English & Hindi) (1858-1964) (1757-1857).
- 9 Kulke, H., and D. Rothermund, History of India (Australia, Crook Helms, 1986, D. Routledge, 3rd edn. 1998).
- 10 Mazumdar, Datta and Ray Chowdhury (eds), Advanced History of India (London, Macmillan, 1961).
- 11 Panigrahi, D.N., ed., Economy, Society and Politics in Modern India (Delhi, Vikas, 1985).
- 12 Rao, M.S.A., Social Movements in India, Vol. I and Vol. II (Delhi, Manohar, 1978).
- 13 Sarkar, Sumit, *Modern India 1885-1947* (Delhi, Macmillan, 1985).
- 14 Shukla, R.L., ed., *Adhunik Bharat Ka Itihas* (Delhi, Hindi Directorate, reprint 1998).

- 15 Singh, Ayodhya, *Bharat Ka Mukti Sangram* (Delhi, Prakashan Sansthan, 1992).
- 16 Spear, T.G.P., *History of India, Vol. II* (London, Penguin 1965).
- 17 Tara Chand, *History of the Freedom Movement in India, Vols I-IV* (Delhi, Publication Division, Vol. I – 1965, Vol. 2 – 1967, Vol. 3 – 1971, Vol. 4 – 1973).

Paper IV: Modern World – mid 15th century to World War II

- 1 Anderson, Pery, *Lineages of the Absolutist State* (Routledge, 1974).
- 2 Barraclough, G., *An Introduction to Contemporary History* (Penguin, 1968).
- 3 Bronowski, J. and Bruce Mazlish, *The Western Intellectual Tradition* (Ayer Co. Publication, 1960).
- 4 Bury, J.I.T., *France, 1840* (Routledge Chapman and Hall, 1985).
- 5 Carr, H.H. *The Bolshevik Revolution, 1917-23. 3 Vols* (Macmillan, 1950, 1951 & 1953).
- 6 Davies, H.A., *Outline: History of the World ed. 5, 1968.*
- 7 Fisher, H.A.L., *A History of Europe* (London, Fontana Library, 1969).
- 8 Henderson, O.P., *The Industrial Revolution on the Continent.*
- 9 Hill, Christopher, *From Reformation to Industrial Revolution* (Penguin, 1970).
- 10 Hill, Christopher, *Lenin and the Russian Revolution* (Penguin, 1978).
- 11 Hinsley, F.H. (ed.), *Modern History: Material Progress and World Wide Problems.*
- 12 Joll, James, *Europe Since 1870: An International History* (Har-Row, 1973).
- 13 Langer, W.L., *Diplomacy of Imperialism.*
- 14 Langer, W.L., *European Alliances and Alignments.* (Greenwood, 1977).
- 15 Lefebvre, Georges, *Coming of the French Revolution* (Princeton, 1989).
- 16 Palmer, R.A. and Cotton, Joel, *A History of Modern World, 6th ed.* (Mcgraw, 1982).
- 17 Parks, H.B., *The United States of America.*
- 18 Randal J.G. and David Donald, *The Civil War and Reconstruction 2nd rev., ed.* (Heath, 1969).
- 19 Rolls, Eric, *History of Economic Thought.*
- 20 Rude, George, *Revolutionary Europe* (1984).
- 21 Saboul, A., *The French Revolution.*
- 22 Stavrianos, L.S., *The World Since 1500* (1928).
- 23 Taylor, A.J.P., *The Origins of the Second World War.*
- 24 Taylor, A.J.P., *The Struggle for Mastery in Europe* (OUP, 1954).
- 25 Thompson, David, *Europe Since Napoleon* (Penguin, 1957, 1966).

B.A. HONOURS COURSE

The Committee suggests that the B.A. Honours Course should have eight papers – two in the First Year, two in the Second Year and four in the Final Year. Of the eight papers, four should be on Indian History and the other four on Non-Indian. The Indian History Papers should be compulsory. Students may opt for any four of the papers offered in non-Indian History. The papers offered by a college or university will depend on the infrastructure and expertise available.

The compulsory paper in the First Year should be *History of India from the Earliest Times to c. AD 650*. In the Second Year – *History of India from AD 650-1550*. In the Third Year – *History of India from AD 1550 to 1750* and *History of India from AD 1750 to 1950*. The non-Indian papers could be any four of the following:

1. The Rise of Modern West, mid-15th to mid-18th centuries.
2. History of Modern Europe, c. AD1789-1939.
3. History of U.S.A. c. AD1776-1945.
4. History of China and Japan c. AD 1839-1949.
5. History of South East Asia c. AD1800-1970.
6. History of West Asia, mid-16th to mid-19th centuries.
7. History of Africa and Latin America from mid-15th century to the present.
8. History of Russia c. AD 1861-1968.
9. History of England c. AD 1688-1945.

Details of the four compulsory Indian history papers and four optional non-Indian history papers are given. The universities may work-out the details of the other papers.

PAPER I: HISTORY OF INDIA UP TO c. AD 650

(100 Marks; 60 Lectures)**Unit 1: Geographical background**

Physiography; major routes of communication; environment; peoples and languages.

Unit 2: Survey of sources and approaches to ancient Indian history

Sources: literature; archaeology; epigraphy; numismatics.

Unit 3: Prehistory

- a. Paleolithic cultures – sequence and geographical distribution; topographic and climatic changes; evolution and uses of stone industries and other technological developments.
- b. Mesolithic cultures – regional and chronological distribution; new developments in technology and economy; rock art.
- c. Food production – concept of the Neolithic. Understanding the complexities of its beginnings.

Unit 4: Protohistory

- a. Growth of Chalcolithic village societies from Baluchistan to Gujarat.
- b. The Harappan civilization – origin, distribution, morphology of major sites (Mohenjodaro, Harappa, Kalibangan, Lothal, Dholavira), agrarian base, craft production and trade, religious beliefs and practices, art and architecture, and script. The problem of urban decline and the late Harappan cultures.
- c. Neolithic-Chalcolithic cultures in non-Harappan India.

Unit 5: Background to the emergence of early historic India

- a. Society, economy, polity and religion as reflected in Vedic literature.
- b. Iron Age cultures with special reference to Painted Grey Ware and Northern Black Polished Ware cultures. Megaliths.

Unit 6:

- a. Material and ideological background.
- b. Jainism, Buddhism, Ajivikas and other systems.
- c. Expansion of settlements and urbanization.
- d. Social structure.

Unit 7: Janapadas and Mahajanapadas

- a. Early monarchical states and *gana-sanghas*.
- b. Craft production, trade and coinage.

Unit 8: The Mauryan Empire

Empire – its nature and bases; political and cultural relations with special reference to Sri Lanka and West Asia; Ashoka's *dhamma* – its nature and propagation; society and economy; art and architecture.

Unit 9: Post-Mauryan developments (c. 200 BC – c. 300 AD).

- a. Invasions and their impact: Bactrian Greeks; Scythians; Kushanas.
- b. Polity, Economy, Society, Religion; and Culture.
 - i. Polity: Post Mauryan polities with special reference to the Kushanas and Satavahanas; Tamil Chieftaincies – Chera, Chola, Pandya.
 - ii. Economy: land grants and agricultural expansion; urban growth; craft production; trade and trade routes; coinage and currency; Indo-Roman trade.
 - iii. Society: peasantization of tribes; assimilation of incoming people.
 - iv. Religion: spread of Jainism and Buddhism; emergence of Mahayana Buddhism; Vaisnava and Saiva forms of worship; beginning of Tantric practices.
 - v. Culture: art and architecture; sculpture; literature; scientific and technical treatises.
 - vi. Sangam Age: society, language and literature, Megaliths, Tamilagam.

Unit 10: Age of the Guptas

- a. State and administrative institutions.
- b. Social and economic changes with special reference to urban patterns; agrarian structure; land grants; coinage and currency system; trade.
- c. Cultural developments: art; architecture; sculpture; painting, literature; religion; Sanskrit theatre.
- d. Cultural contacts with Central Asia.
- e. Maukharis, Vakatakas, Chalukyas and later Guptas.

Unit 11: Post-Gupta period

- a. Harshavardhana: political system and administrative institutions.
- b. Peninsular India: Chalukyas, Pallavas; polity, society and economy. Cultural developments with special reference to art and religion.

PAPER II: HISTORY OF INDIA, c. AD 650-1550

(100 Marks; 60 Lectures)

Unit 1: c. AD 650-1200 (40 Marks; 25 Lectures)

- a. Historiography and recent debates; sources and their interpretation; epigraphy, numismatics, and literature.
- b. Polity:-
 - i. Arab invasion.
 - ii. Political developments: nature of regional politics with special reference to the Pratiharas, Palas, Rashtrakutas, Cholas and other contemporary dynasties.
 - iii. Ghaznavid and Gharid invasions: nature; and impact.
- c. Economy:-
 - i. Land grants and agrarian expansion; changes in land tenure; peasants; intermediaries and landed magnates; their regional variations.
 - ii. Urban centres; trade and trade networks; itinerant trade; coinage and currencies; trade contacts with South East Asia and West Asia; crafts, guilds and industries.
- d. Culture:-
 - i. Literature – rise and growth of regional languages.
 - ii. Art, architecture, painting, sculpture, arts; and crafts.
 - iii. Schools of philosophy; and religious cults.
 - iv. Science and technology.

Unit 2: Sultanate AD 1200-1550

(40 Marks; 25 Lectures)

- a. Sultanate:-
 - i. Historiography and Sources.
 - ii. Political Structure: 1200-1290; 1290-1450; and 1450-1550.
Ruling elites; central structure and military organization; *iqta*; territorial changes; Mongol threat; relations with rural intermediaries; legitimation of political authority; theories of kingship; symbols and rituals of sovereignty;

relations with autonomous chieftains; Sufis, Bhaktas and political authority.

- c. Society and economy in north India:-
 - i. Environmental context; agricultural production; technology.
 - ii. Rural society; revenue system.
 - iii. Urbanization, technology and non-agricultural production.
 - iv. Monetization; market regulations; and trade.
- d. Religion and Culture:-
 - i. Sufism: doctrines; Silsilas; and practices.
 - ii. Bhakti movements: Nathpanthis; Kabir, Nanak; and the Sant tradition.
 - iii. Sultanate architecture.
 - iv. Literature: Persian; and indigenous.

Unit 3: Regions (20 Marks; 20 Lectures)

- a. Historiographical issues; sources: regional chronicles; bardic narratives; Sufi and bhakti texts; and travelogues.
- b. Societies and Political Formations: A Regional Perspective:-
 - i. Rajasthan.
 - ii. Vijayanagar.
 - iii. Warfare and Society.
- c. Societies and Economy; A Regional Perspective:-
 - i. Vijayanagar.
 - ii. Deccan and Rajasthan.
 - iii. Trade and urbanization with special reference to South India.
 - iv. Indian Ocean trade.
- d. Religion, Culture and Regional Identities:-
 - i. Religious cults: Vaishnavite movements in eastern India; Jagannath cult in Orissa; Warkari movement and cult of Vithoba in Maharashtra.
 - ii. Sufis.
 - iii. Regional art and architectural forms; regional literature.

PAPER III: HISTORY OF INDIA, c. AD 1550-1750

(100 Marks; 60 Lectures)**Unit 1: The Mughals**

- a. Historiography and sources
 - i. Historiography; different approaches.
 - ii. Sources: Abul Fazl, Badauni, Abdul Hamid Lahori, Bernier.

Unit 2: Polity

- a. Evolution of the administrative system: mansab; and jagir.
- b. The Mughal ruling classes: nobility; and zamindars.
- c. State and religion: Akbar's religious ideas; *Sulh I Kul*; relations with religious elites; Aurangzeb's relations with religious groups and institutions.

Unit 3: Rural Economy and Society

- a. Environmental context; forests; and agricultural zones.
- b. Agricultural production; management of water resources; agricultural technology and crop patterns; growth of cash nexus and rural credit; and role of the state.
- c. Agrarian structure: land ownership and rights; revenue system; the village community; and peasantry.

Unit 4: Trade, Commerce and the Monetary System

- a. Trade routes and the pattern of internal commerce.
- b. Indian ocean trade network in the 17th century.
- c. Markets; monetary system.

Unit 5: Urban Centres

- a. Morphology of cities – a survey.
- b. Administration of cities and towns.
- c. Urban economy; crafts; industries; organization of production; imperial *karkhanas* and textiles.

- d. Urban social structure: merchant communities; bankers; artisans; craftsmen; and labourers.

Unit 6: Cultural Developments

- a. Language and Literature.
- b. Architecture.
- c. Visual and performing arts.

Unit 7: Decline of the Mughal Empire and Emergence of Successor States

Unit 8: Patterns of Regional Polity

- a. Rajasthan.
- b. Maharashtra.

Unit 9: Religion and Culture

- a. Sufis.
- b. Sant tradition; Vaishnava bhakti and its regional variants, saints and their cults; shrines; and pilgrimages.
- c. Formation of religious identities: Sikh; Kabirpanthis; and Dadupanthis.
- c. Regional languages and culture.

Unit 10: Interpreting the Eighteenth Century

PAPER IV: HISTORY OF INDIA c. AD 1750-1950

(100 Marks; 60 Lectures)

Unit 1: Understanding Modern India

Concepts, terminologies and approaches.

Unit 2: Expansion and consolidation of British rule with special reference to

- a. Bengal.
- b. Mysore.
- c. Marathas.
- d. Punjab.
- d. Awadh.

Unit 3: Colonial state and its ideology

- a. Orientalism.
- b. Utilitarianism.
- c. Classical political thought in relation to India; theory of rent; laissez faire; and colonial paternalism.
- e. Colonial state's attitude to social institutions such as caste, tribe and communities.

Unit 4: Rural economy and society

- a. The rural agrarian social structure.
- b. Land revenue settlements.
- c. Commercialization of agriculture.
- d. Peasants and landless labour.
- e. Rural credit and indebtedness.
- f. Changing rural landscape and environment; the issues concerning 'forestry'; and an environmental view of rural change.
- g. The tribal dimension: the changing economy and society of the tribal world.

Unit 5: Trade and Industry

- a. Changes in the trading economy of India in the 18th century: Surat, Bengal, Coromandel; trade; and trade routes.
- b. Banking – indigenous; and modern.
- c. Emergence of modern industries – cotton; jute; and steel.
- d. National income; demography; and occupational structure.

Unit 6: Cultural Changes and Social and Religious Reform Movements

- a. Rise of modern education; and press.
- b. Rise of the new intelligentsia and its social composition.
- c. Socio-religious revivalist/reform movements.
- d. Women: changing position and attitudes.
- e. Sanskritization; caste movements; Brahmanical and Depressed Classes.

Unit 7: Nationalism

- a. Historiography of Indian nationalism.
- b. Trends upto 1919.
- c. Political ideology and organizations; formation of the Indian National Congress.
- d. Moderates and Extremists.
- e. Swadeshi.
- f. Revolutionaries.
- g. Emergence of communal consciousness.
- h. Ideas and movements – 1919-1947.
- i. Gandhian ideology and movements; Rowlatt satyagraha; Khilafat, non-cooperation; civil disobedience; Quit India; role of social groups and classes, ideological trends in the Congress.
- j. Revolutionaries; Left movements; and States' Peoples' movements.
- k. Constitutional changes and response – Morley Minto Reforms; Govt. of India Act of 1919; Swarajists and regional political parties; Simon Commission and Nehru Report; Communal Award; Govt. of India Act, 1935, working of Provincial Ministries; Cripps Mission; Wavell Plan; and Cabinet Mission.
- l. INA; Telangana; and Naval Mutiny.

Unit 8: Communal politics and partition

- a. Demand for Pakistan.
- b. Responses to Pakistan Demand – national and regional.
- c. British policies.
- f. Partition.

Unit 9: India 1947-1950

- a. Displaced persons; and rehabilitation.
- b. Agrarian reforms.
- c. Integration of princely states.
- d. Framing of the constitution.
- e. Situating India in the global context.

NON-INDIAN HISTORY PAPERS

PAPER V: THE RISE OF MODERN WEST (MID 15TH TO MID 18TH CENTURIES)

(100 Marks; 60 Lectures)

Unit 1:

- a. Renaissance: its social roots; humanism and its spread in Europe; and art.
- b. Reformation: origins; course and results; the Thirty Years' War and its significance.
- c. European State system: Spain; France; England; and Russia.
- d. Colonial expansion and economic developments: motives; voyages, explorations and early colonial empires of Portugal and Spain; shift of economic balance from the Mediterranean to the Atlantic; commercial revolution; and price revolution.

Unit 2:

- a. Crisis in Europe in the 17th century: economic, social and political dimensions.
- b. The English Revolution: major issues; and political and intellectual currents.
- c. Scientific revolution upto the 18th century.
- d. Mercantilism and European economies: 17th and 18th centuries.
- e. American War of Independence: political and economic issues; and significance.
- f. European political patterns in the 18th century: parliamentary monarchy; and patterns of Absolutism in Europe.
- g. The Industrial Revolution.
- g. Debate on transition from feudalism to capitalism: problems; and theories.

PAPER VI: HISTORY OF MODERN EUROPE c. AD 1780-1945

(100 Marks; 60 Lectures)**Unit 1:**

- a. French Revolution: crisis of the ancient regime; intellectual currents; participation of social classes; role of women; art; and culture.
- b. Emergence of Napoleon Bonaparte: expansion, consolidation and downfall; and the Congress of Vienna, 1815.
- c. Social and political developments, 1815-1848: Metternich – forces of conservatism and restoration of old hierarchies; social; political and intellectual currents; revolutionary movements of 1830 and 1848.
- d. Changes and developments, 1848 to 1871: processes of economic change with reference to Britain, France, the German States and Russia; political developments in France (Louis Napoleon and Paris Commune); making of the nation-states of Italy and Germany; liberalism and democracy in Britain.

Unit 2:

- a. Europe between 1871-1914: Bismarckian diplomacy and system of alliances; Eastern question; scramble for African and Asian colonies; theories and mechanisms of imperialism; power blocks and alliances; and World War I.
- b. Europe 1914-1945: Russian Revolution, 1917; peace settlements and post-1919 world under economic crises; the Great Depression and recovery; Fascism and Nazism; Spanish civil war; and origins of World War II.

PAPER VII: HISTORY OF U.S.A. c. AD 1776-1945

(100 Marks; 60 Lectures)**Unit 1:**

- a. American revolution: colonial background; sources of conflict; revolutionary groups and ideological basis; and War of Independence – its nature, significance and interpretations.
- b. Making of the Constitution: issues and debates; and nature and significance.
- c. Evolution of American democracy: Jeffersonianism and Jacksonianism; political parties, 1840 to 1860; role of judiciary; Monroe doctrine and Turner's thesis of expansion of frontier; and limitations of the American democratic system – Blacks and women.
- d. Sectional conflict and Civil War: basis of conflict; plantation economy; slave society and resistance; abolitionism and sectionalism; Civil War – issues and interpretations; and Lincoln's role in the war and emancipation of slavery.

Unit 2:

- a. Reconstruction: varieties – Presidential; Radical and Congressional plans; the emergence of New South; and social tensions and reactions.
- b. Economic change: growth of capitalism and big business; labour movements and unionization; changes in agriculture; and populism.
- c. Progressive era: Theodore Roosevelt; and Woodrow Wilson.
- d. Emergence of USA as an imperial power: Monroe doctrine in practice; Spanish-American War; interests in the Far East and Latin America; and World War I and Fourteen Points.
- e. America between the two World Wars: economic depression and the New Deal; Black and women's movements; emerging cultural and intellectual trends; and entry into World War II and its consequences.

PAPER VIII: HISTORY OF CHINA AND JAPAN c. AD 1839-1949

(100 Marks; 60 Lectures)

Unit 1: (China)

- a. China and imperialism during the 19th century:-
 - i. Chinese society – social groups and classes; Confucian value system.
 - ii. Sinocentrism.
 - iii. Canton commercial system.
- b. China as an 'informal colony':-
 - i. Opium wars; treaties with imperialist powers; and struggle for concessions in China.
 - ii. Increasing western economic interests.
 - iii. Open door policy.
- c. Popular and reform movements: Taiping; self-strengthening; and reforms in the Chinese state, 1860 to 1898.
- d. Emergence of nationalism in China:-
 - i. Boxer rebellion and its consequences.
 - ii. Reforms of 1901-08.
 - iii. Revolution of 1911 – role of social classes; Sun Yat Sen – principles and politics; emergence of the republic and Yuan-Shi-Kav; warlordism - 1916-1928.
 - iv. New intellectual ideas and May Fourth movement – its nature and significance.
- e. Nationalism and communism in China:-
 - i. Political crisis in the 1920's.
 - ii. Nature of industrialisation and changing social structure.
 - iii. KMT and the first united front.
 - iii. Communist movement: 1928 to 1949; rise of Mao Tse Tung; making of the Red army; the second united front; civil war; Chinese revolution – ideology, causes and significance.

Unit 2: (Japan)

- a. Meiji Restoration: Tokugawa Baku-han system – nature and crisis; encounter with the west; Meiji restoration; and processes of modernization – social, military, political and economic.
- b. Popular and democratic movements: Satsuma rebellion; popular rights movement; and Meiji constitution.
- c. Emergence of Japan as an imperial power: Sino-Japanese relations; Anglo-Japanese alliance; Russo-Japanese war; World War I and after; and Manchurian Crisis.
- d. Democracy and Militarism: rise of political parties and failure of the democratic system; rise of militarism; and second Sino-Japanese war.
- e. Japan and World War I – its consequences.

HISTORY OF INDIA UPTO c. AD 1200

Suggested Readings for Papers I and II

1. Agarwal, D.P., *The Archaeology of India* (Delhi, Select Book Services Syndicate, 1984).
2. Agrawala, V.S., *Indian Art, Vol. I* (Varanasi, Prithvi Prakashan, 1972).
3. Allchin, Bridget and F. Raymond, *Origins of a Civilisation: The Pre-history and Early Archaeology of South Asia* (Delhi, Oxford and IBH, 1994).
4. _____, *The Rise of Civilisation in India and Pakistan* (Delhi, Select Book Service Syndicate, 1983).
5. Allchin, F.R., *The Archaeology of Early Historic South Asia: The Emergence of Cities and States* (Cambridge, 1995).
6. Basham, A.L., *The Wonder that was India* (Mumbai, Rupa, 1971).
7. Bhattacharya, N.N., *Ancient Indian Rituals and their Social Contents*, 2nd edn (Delhi, Manohar, 1996).
8. Chakrabarti, D.K., *India an Archaeological History Palaeolithic Beginnings to Early Historic Foundations* (Delhi, Oxford University Press, 1999) (Now available as an Oxford India Paperback).
9. _____, *The Archaeology of Ancient Indian Cities* (Delhi, OUP, 1997).
10. Chakravarti, Uma, *The Social Dimensions of Early Buddhism* (Delhi, Munshiram Manoharlal, 1996).
11. Champakalakshmi, R., *Trade, Ideology and Urbanisation: South India 300 BC-AD 1300* (Delhi, OUP, 1996).
12. Chanana, Dev Raj, *Slavery in Ancient India* (Delhi, PPH, 1960).
13. Chattopadhyaya, B.D., *A Survey of Historical Geography of Ancient India* (Kolkata, Manisha, 1984).
14. _____, *The Making of Early Medieval India* (Delhi, OUP, 1994).
15. _____, *History of Science and Technology in Ancient India*. (Kolkata, Firma KLM, 1986).
16. Eaton, Richard, *The Rise of Islam and the Bengal Frontiers, 1204-1760* (Delhi, OUP, 1997).
17. Gupta, P.L., *Coins*, 4th edn. (Delhi, 1996).
18. Harle, J.C., *The Art and Architecture of the Indian Subcontinent* (Harmondsworth, Penguin, 1987).
19. Hiriyanna, M., *Essentials of Indian Philosophy* (Delhi, Motilal Banarsidass, 1995).
20. Huntington, S. and John C. Huntington, *The Art of India: Buddhist, Hindu, Jain* (New York, Weatherhill, 1985).
21. Jha, D.N. (ed.), *Feudal Social Formation in Early India* (Delhi, Chanakya, 1988).
22. _____, *Economy and Society in Early India: Issues and Paradigms* (Delhi, Munshiram Manoharlal, 1993).
23. Karashima, N., *South Indian History and Society, (Studies from Inscriptions AD 850-1800)* (Delhi, OUP, 1984).
24. Kosambi, D.D., *An Introduction to the Study of Indian History* (Mumbai, Popular Prakashan, 1975).
25. Lal, B.B. and Gupta, S.P. (ed.), *Frontiers of the Indus Civilization* (Delhi, Books & Books, 1984).
26. Ludden, David, *Peasant Society in South India* (Princeton, 1985).
27. Maity, S.K., *Economic Life in Northern India in the Gupta Period 300 AD-550 AD* (Delhi, Motilal Banarsidass, 1970).
28. Majumdar, R.C., et al. (eds.), *History and Culture of the Indian People, Vols. I, II and III* (Mumbai, 1974).

29. Mukherjee, B.N., Rise and Fall of the Kushana Empire (Kolkata, Firma KLM, 1988).
30. Nandi, R.N., Social Roots of Religion in Ancient India (Kolkata, K.B. Bagchi, 1986).
31. Parasher-Sen, Aloka (ed.), Social and Economic History of the Early Deccan (Delhi, Manohar, 1993).
32. Possehl, G.L. (ed.), Ancient Cities of the Indus (Delhi, Vikas, 1979).
33. _____ (ed.), Harappan Civilization : A Contemporary Perspective (Delhi, Oxford and IBH, 1993).
34. Ramaswamy, Vijaya, Walking Naked: Women, Society, Spirituality in South India (Simla, IAS, 1997).
35. Ratnagar, S., Enquiries into the Political Organization of Harappan Society, (Pune, 1991).
36. Ray, Himanshu Prabha, The Winds of Change (Delhi, OUP, 1994).
37. Raychaudhuri, H.C., Political History of Ancient India (Rev. edn. with commentary by B.N. Mukherjee) (Delhi, 1996).
38. Raychaudhuri, Tapan and Irfan Habib (eds), Cambridge Economic History of India, Vol. I. c. 1200-c. 1750 (Delhi, S. Chand, 1984).
39. Sahu, B.P. (ed.), Land System and Rural Society in Early India (Delhi, Manohar, 1997).
40. _____, From Hunters to Breeders (Delhi, Anamika Prakashan, 1988).
41. Sastri, K.A.N. (ed.), A Comprehensive History of India, Vol. II, with an updated bibliography (Delhi, PPH, 1987).
42. _____ (ed.), A History of South India, edn 4 (Chennai, OUP, 1983).
43. Schwartzberg, J., (ed.), Historical Atlas of South Asia (Chicago, 1978, Oxford, 1992).
44. Sharma, R.S., Aspects of Political Ideas and Institutions in Ancient India. (Delhi, Motilal Banarsidass, 1991).
45. _____, Indian Feudalism ed. 2 (Delhi, Macmillan, 1981).
46. _____, Material Culture and Social Formations in Ancient India (Delhi, Macmillan, 1983).
47. _____, Perspectives in Social and Economic History of Early India ed. 2 (Delhi, Munshiram Manoharlal., 1995).
48. _____, Shudras in Ancient India. rev edn 2 (Delhi, Motilal Banarsidas, 1980).
49. _____, Urban Decay in India c. 300-1000 (Delhi, Munshiram Manoharlal, 1987).
50. Stein, Burton, Peasant, State and Society in Medieval South India (Delhi, OUP, 1980).
51. Thapar, Romila (ed.), Asoka and the Decline of the Mauryas (Delhi, OUP, 1997).
52. _____, From Lineage to State: Social Formations in the Mid-First Millenium BC in the Ganga Valley (Delhi, OUP, 1984).
53. _____, Recent Perspectives of Early Indian History (Mumbai, Popular Prakashan, 1995).
54. Thapar, Romila, Ancient Indian Social History – Some Interpretations (Delhi, Orient Longman, 1984).
55. Veluthat, Kesavan, The Political Structure of Early Medieval South India (Delhi, Orient Longman, 1993).
56. Winternitz, M., History of Indian Literature, 3 vols (Indian reprint), (Delhi, Motilal Banarsidass, 1985, 1988, 1996).
57. Yadava, B.N.S., Society and Culture of Northern India in the Twelfth Century (Allahabad, Central Book Depot, 1973).

PAPER III: HISTORY OF INDIA c. AD 1200-1750

Suggested Readings

1. Alam, Muzaffar and Subramanyam, Sanjay (ed.), *The Mughal State* (Delhi, OUP, Oxford India Paperback, 2000).
2. Alam, Muzaffar, *The Crisis of Empire in Mughal North India: Awadh and the Punjab, 1707-1748* (Delhi, OUP, 1993).
3. Ali, M. Athar, *The Mughal Nobility under Aurangzeb* (Mumbai, Asia, 1970).
4. Arasaratnam, S., *Maritime India in the Seventeenth Century* (Delhi, OUP, 1994).
5. Asher, Catherine, *Architecture of Mughal India* (Cambridge, 1992).
6. Ashraf, K.M., *Life and Conditions of the People of Hindustan (1200-1550 AD)* (Delhi, Munshiram Manoharlal, 1970).
7. Banga, Indu, (ed.), *The City in Indian History : Urban Demography, Society and Politics* (Delhi, Manohar, 1991).
8. Beach, Milo, *Mughal and Rajput Paintings: The New Cambridge History of India Series* (Delhi, Foundation Books, 1992).
9. Champakalakshmi, R., *Trade, Ideology and Urbanization: South India 300 BC to AD 1300* (Delhi, OUP, 1997).
10. Chatterjee, Anjali, *Bengal in the Reign of Aurangzeb* (Kolkata, Progressive Publishers, 1967).
11. Chattopadhyaya, B.D., *Representing the Other* (Delhi, Manohar, 1998).
12. Chaudhuri, K.N., *Trade and Civilisation in the Indian Ocean : An Economic History from the Rise of Islam to 1750* (Delhi, Munshiram Manoharlal, 1985).
13. Dasgupta, Ashin, *Indian Merchants and the Decline of Surat, c. 1700-1750* (Delhi, Manohar, 1994).
14. Digby, Simon, *War Horse and Elephant in the Delhi Sultanate: A Study in Military Supplies* (Oxford, 1971).
15. Dilbagh Singh, *The State, Landlords and the Peasants: Rajasthan in the 18th Century* (Delhi, Manohar, 1990).
16. Eaton, Richard M., *The Rise of Islam and the Bengal Frontier (1204-1760)* (Delhi, OUP, 1997).
17. Fukazawa, Hiroshi, *The Medieval Deccan: Peasants, Social Systems and States – Sixteenth to Eighteenth Centuries. edn 17* (Delhi, OUP, 1991).
18. Gordon, Stewart, *The Marathas, 1600-1818 (New Cambridge History of India)* (Delhi, Foundation Books, 1994).
19. Goswami, B.N. and J.S. Grewal., *Mughal Jogis of Akbar* (Indian Institute of Advanced Studies, Shimla, 1967).
20. Gupta, S.P., *Agrarian System of Eastern Rajasthan, c. 1650-1750* (Delhi, Manohar, 1986).
21. Habib, Irfan (ed.), *Medieval India – Research in the History of India, 1200-1750* (Delhi, OUP, 1992).
22. _____, *Agrarian System of Mughal India, 1526-1707* (Mumbai, Asia, 1963).
23. _____, *An Atlas of the Mughal Empire, edn 2* (Delhi, OUP, 1986).
24. _____, *Essays in Indian History: Towards a Marxist Perception* (Delhi, Tulika, 1995).
25. Habib, Mohammad, *Politics and Society in Early Medieval Period, Vols. I & II* (Delhi, PPH, 1974).

26. Habib, Mohammad and K.A. Nizami (eds.), *Comprehensive History of India, Vol. V. AD 1206-1526, The Delhi Sultanate* (Delhi, PPH, 1987).
27. Hasan, S. Nurul, *Thoughts on Agrarian Relations in Mughal India* (Delhi, PPH, 1973).
28. Husain, Iqbal., *Rise and Decline of the Ruhela Chieftaincies* (Delhi, OUP, 1994).
29. Jackson, P., *The Delhi Sultanate* (Cambridge University Press circulated through Foundation Press, Delhi, 1999).
30. Karashima, N., *South Indian History and Society, (Studies from Inscriptions AD 850-1800)* (Delhi, OUP, 1984).
31. Karashima, N., *Towards a New Formation: South Indian Society Under Vijaynagar* (Delhi, OUP, 1992).
32. Khan, A.R., *Chieftains in the Mughal Empire During the Reign of Akbar* (Simla, IAS, 1977).
33. Koch, Ebba, *Mughal Architecture: An Outline of its History and Development (1528-1858)* (Munich, Prestel, 1999).
34. _____, *Mughal Art and Imperial Ideology* (Delhi, OUP, 2001).
35. Kulkarni, A.R., *Maharashtra in the Age of Shivaji* (Poona, Deshmukh, 1969).
36. Kulke, Hermann, *The State in India (AD 1000-1700)* (Delhi, OUP, 1995).
37. Malik, Z.U., *Reign of Mohammad Shah* (Mumbai, Asia Publishing House, 1977).
38. Moosvi, Shireen, *Economy of the Mughal Empire: A Statistical Study* (Aligarh, AMU, 1987).
39. Moreland, W.H., *Agrarian System of Moslem India: A Historical Essay with Appendices. Edn. 2* (Delhi, Oriental Books Reprint Corp., 1968).
40. Moreland, W.H., *From Akbar to Aurangzeb : A Study in Indian Economic History* (Delhi, Low Price Publication, 1990).
41. Mukhia, Harbans, *Historians and Historiography During the Reign of Akbar* (Delhi, Vikas, 1976).
42. Naqvi, H.K., *Urbanisation and Urban Centres Under the Great Mughals, 1556-1707* (Simla, IAS, 1971).
43. Nizami, K.A., *Akbar and Religion* (Delhi, Idarah-i-Adabiyat-i-Delhi, 1990).
44. Nizami, Khaliq A., *Religion and Politics in the Thirteenth Century* (Aligarh, 1961).
45. Qaiser, A.J., *The Indian Response to European Technology and Culture, 1498-1707* (Delhi, OUP, 1982).
46. Qureshi, I.H., *The Administration of the Moghal Empire* (Delhi, Low Price Publication, 1990).
47. Raychaudhuri, Tapan, and Irfan Habib (eds.), *Cambridge Economic History of India, Vol. I. X. 1200-c. 1750* (Delhi, S. Chand, 1984).
48. Richards, J.F. (ed.), *Power, Administration and Finance in Mughal India* (Britain, Varionum, 1993).
49. _____ (ed.), *The Imperial Monetary System of Mughal India* (Delhi, OUP, 1987).
50. _____, *New Cambridge History of India: The Mughal Empire* (Delhi, Cambridge, 1993).
51. _____, *The Mughal Empire* (Delhi, Foundation Books, 1993).
52. Rizvi, Syed Athar Abbas, *History of Sufism, Vol I* (Delhi, Munshiram Manoharlal., 1983).
53. _____, *Muslim Revivalist Movements in Northern India in the Sixteenth and Seventeenth Centuries* (Delhi, Munshiram Manoharlal., 1993).
54. _____, *Religious and Intellectual History of the Muslims in Akbar's Reign* (Delhi, Munshiram Manoharlal, 1975).
55. Satish Chandra, *Historiography, Religion and State in Medieval India* (Delhi, Har Anand, 1996).
56. _____, *Medieval India : From Sultanate to the Mughals, Part I, Delhi Sultanate (1205-1526)* (Delhi, Har Anand, 1997).
57. _____, *Medieval India : Society, The Jagirdari Crisis and the Village* (Delhi, Macmillan, 1982).

58. _____, Mughal Religious Policies, The Rajputs and the Deccan (Delhi, Vikas, 1993).
59. _____, Parties and Politics at the Mughal Court, 1707-1740 (Delhi, PPH, 1972).
60. _____, The Eighteenth Century in India : Its Economy and the Role of the Marathas, the Jats, the Sikhs and the Afghans (Kolkata, K.P. Bagchi, 1986).
61. Schwartzberg, J., Historical Atlas of South Asia (Oxford, OUP, 1992).
62. Sharma, G.D., Rajput Polity: A Study of Politics and Administration of the State of Marwar (Delhi, Manohar, 1977).
63. Sherwani, H.K. and P.M. Joshi, (eds), The History of Medieval Deccan (1295-1724) (Hyderabad, Govt. of A.P. Press, 1973).
64. Siddiqi, Noman Ahmad, Land Revenue Administration under the Mughals, 1700-1750 (Delhi, Munshiram Manoharlal, 1989).
65. Singh, Chetan, Region and Empire: Punjab in the 17th Century (Delhi, OUP, 1991).
66. Stein, Burton, New Cambridge History of India: Vijayanagar (Cambridge Univ. Press, 1989).
67. _____, Peasant State and Society in Medieval South India (Delhi, OUP, 1980).
68. Streusand, Douglas E., The Formation of the Mughal Empire (Delhi, OUP, 1989).
69. Subramanyam, Sanjay, The Political Economy and Commerce in South India, 1500-1600 (Cambridge, 1990).
70. Tripathi, R.P., Rise and Fall of the Mughal Empire. (Vol. II) (Allahabad, Central Book Depot, 1963).
71. _____, Some Aspects of Muslim Administration (Allahabad, Central Book Depot, 1964).
72. Vanina, Eugenia, Ideals and Society in India from the Sixteenth to the Eighteenth Centuries (Delhi, OUP, 1996).
73. Vaudeville, Charlotte, Myths, Saints and Legends in Medieval India (Delhi, OUP, 1996).
74. Verma, S.P., Mughal Painters and Their Work: A Biographical Survey and Catalogue (Delhi, OUP, 1994).
75. Wink, Andre, Land and Sovereignty in India : Agrarian Society and Politics under the Eighteenth Century Maratha Swarajya (Cambridge University Press, 1986).
76. Yadava, B.N.S., Society and Culture of Northern India in the Twelfth Century (Allahabad, Central Book Depot, 1973).

PAPER IV: HISTORY OF INDIA c. AD 1750-1950

Suggested Readings

1. Arnold, David and Ramachandra Guha (eds.), *Nature, Culture, Imperialism: Essays on the environmental history of South Asia* (Delhi, OUP, 1995).
2. Bayly, C.A., *Indian Society and the making of the British Empire* (New Cambridge History of India). II.1 (Cambridge University Press, 1987).
3. Bipan Chandra, *Communalism in Modern India* (2nd edn) (Delhi, Vikas, 1987).
4. Bipan Chandra, K.N. Panikkar, Mridula Mukherjee, Sucheta Mahajan and Aditya Mukherjee, *India's Struggle for Independence 1857-1947* (Delhi, Penguin 1996).
5. Bipan Chandra, *Nationalism and Colonialism in Modern India* (Delhi, Orient Longman, 1981).
6. _____, *Rise and Growth of Economic Nationalism in India* (Delhi, PPH, 1966).
7. Brass, Paul, *The Politics of India Since Independence* (Delhi, Foundation Books, 1994).
8. Brown, Judith, *Gandhi and Civil Disobedience: The Mahatma in Indian Politics 1928-34* (Cambridge 1977).
9. Brown, Judith, *Gandhi's Rise to Power, Indian Politics 1915-22* (Cambridge University Press, 1972).
10. _____, *Modern India: The Origin of an Asian Democracy* (Delhi, OUP, 1987).
11. Chakravarty, Suñash, *The Raj Syndrome: A Study in Imperial Perception* (Delhi, Penguin Overseas, 1991).
12. Chaudhuri, N., 'European Trade in India', Tapan Raychaudhuri and Irfan Habib (eds.) *Cambridge Economic History of India*, Vol. 1 (Delhi, S. Chand, 1984).
13. Desai, A.R., *Peasant Struggles in India* (Delhi, OUP, 1979).
14. Desai, A.R., *Social Background of Indian Nationalism* (Mumbai, Popular Prakashan, 1986).
15. Dutt, R.P., *India Today* (Kolkata, Manisha Granthalaya, 1979).
16. Fisher, M.H., (ed.), *Politics of the British Annexation of India 1757-1857* (Oxford in India Readings). (Delhi, OUP, 1993).
17. Frankel, Francine, *India's Political Economy, 1947-77: The Gradual Revolution* (Mumbai, OUP, 1984).
18. Gallagher, J., G. Johnson, Anil Seal (eds), *Locality, Province and Nation: Essays in Indian Politics 1870-1940* (Cambridge, 1973).
19. Gandhi, Mohandas K., *Autobiography or The Story of My Experiments with Truth* (London 1966; Ahmedabad, Navajivan 1981).
20. Guha, Ranajit and Gayatri C. Spivak (eds), *Selected Subaltern Studies* (Delhi, OUP, 1988).
21. Guha, Ranajit, *Elementary Aspects of Peasant Insurgency in Colonial India* (Delhi, OUP, 1983).
22. _____, *Rule of Property for Bengal: An Essay on the Idea of Permanent Settlement* (Delhi, Orient Longman, 1982).
23. Hardy, Peter, *The Muslims of British India* (Cambridge, 1972).
24. Hasan, Mushirul (ed), *India's Partition: Process, Strategy and Mobilization* (Delhi, OUP, 1998).
25. Heimsath, Charles, *Indian Nationalism and Hindu Social Reform* (Mumbai, OUP, 1964).
26. Hutchins, F., *Illusion of Permanence British Imperialism in India* (New Jersey, Princeton Univ., 1967).

27. Jalal, Ayesha, *Sole Spokesman: Jinnah, The Muslim League and the Demand for Pakistan* (Delhi, Orient Longman, 1985).
28. Jones, Kenneth, *Social and Religious Reform Movement in Modern India* (New Cambridge History, 1989).
29. Joshi, P.C. (ed.), *Rammohan Roy and the Process of Modernisation in India* (Delhi, Vikas, 1975).
30. Joshi, P.C., *Rebellion - 1857* (Kolkata, K.P. Bagchi, 1986).
31. Krishnamurti, J. (ed.) *Women in Colonial India. Essays on Survival., Work and the State* (OUP 1989).
32. Low, D.A. (ed.), *Congress and the Raj: Facets of the Indian Struggle, 1917-1947* (Delhi, Arnold-Heinemann, 1977).
33. Marshall, J., *Bengal : The British Bridgehead* (New Cambridge History of India). II.2 (Cambridge, 1987).
34. McLane, John R., *Indian Nationalism and the Early Congress* (Princeton University Press, 1977).
35. Nanda, B.R., *Mahatma Gandhi* (Delhi, Allied Publishers, 1968).
36. Naoroji, Dadabhai, *Poverty and Un-British Rule in India* (London 1901, Delhi Commonwealth, 1988).
37. Nehru, Jawaharlal., *An Autobiography* (London, 1936).
38. Panigrahi, D.N. (ed.), *Economy, Society and Politics in Modern India* (Delhi, Vikas, 1985).
39. Ravinder Kumar (ed), *Rowlatt Satyagraha of 1919. Essays on Gandhian Politics* (Oxford, 1971).
40. _____, *Social History of Modern India* (Delhi, OUP, 1983).
41. Ray, Rajat K., *Entrepreneurship and Industry: 1800-1947* (Oxford in India Readings) (Delhi, OUP, 1992).
42. Raychaudhuri, Tapan, (ed.), *Indian Economy in the 19th Century: A Symposium*.
43. Robinson, F., *Separatism among Muslims: The Politics of the United Provinces, 1860-1923* (Delhi, OUP, 1993).
44. Roy, Tirthankar, *The Economic History of India, 1857-1947* (OUP, 2000).
45. Sarkar, Sumit, *Modern India, 1885-1947* (Delhi, Macmillan, 1985).
46. Schwartzberg, J., *Historical Atlas of South Asia* (Chicago, 1978).
47. Seal., Anil, *Locality, Province and Nation* (Cambridge, Cambridge University Press).
48. _____, *The Emergence of Indian Nationalism* (Cambridge University Press, 1971).
49. Shukla, Ram Lakhna (ed.), *Adhunik Bharat ka Itihas* (Delhi, Hindi Directorate, 1998).
50. Siddiqi, Asiya, (ed.), *Trade and Finance in Colonial India 1750-1860* (Oxford in India Readings) (Delhi, OUP, 1995).
51. Stokes, Eric, *Peasants and the Raj: Studies in Agrarian Society and Peasant Rebellion in Colonial India* (Delhi, Vikas, 1978).
52. _____, *The English Utilitarians and India* (Delhi, OUP, 1959).
53. Zelliott, Eleanor, *From Untouchable to Dalit : Essays on the Ambedkar movement* (Delhi, Manohar, 1992).

PAPER V: THE RISE OF MODERN WEST – (MID 15TH TO MID 18TH CENTURIES)

Suggested Readings

1. Anderson, M.S., *Europe in the Eighteenth Century* (Longman, 1987).
2. Anderson, Perry, *The Lineages of the Absolutist States* (Routledge, Chapman & Hall, 1974).
3. Andrews, Stuart, *Eighteenth Century Europe*.
4. Aston, T.H. and C. H. E. Philipin (eds.), *The Brenner Debate* (Cambridge Univ. Press, 1987).
5. Butterfield, H., *The Origins of Modern Science* (Free Press, 1965).
6. Cipolla, Carlo M., *Before the Industrial Revolution, European Society and Economy 1000-1700*. 3rd edn 1993 (Norton, 1980).
7. Cipolla, Carlo M., *Fontana Economic History of Europe, Vols. II and III* (Collins; 1974, Harvester Press, 1976).
8. Coleman, D.C. (ed.), *Revisions in Mercantilism*.
9. Collins, James B., *The State in early Modern France, New Approaches to European History*.
10. Davis, Ralph, *The Rise of the Atlantic Economies* (Cornell University Press, 1973).
11. de Vries, Jan, *Economy of Europe in an Age of Crisis 1600-1750*.
12. Dobb, Maurice, *Studies in the Development of Capitalism* (Intl. Pub. Co., 1974).
13. Elton, G.R., *Reformation Europe, 1517-1559*.
14. Gilmore, M.P., *The World of Humanism, 1453-1517* (Green, 1983).
15. Hale, J.R., *Renaissance Europe* (University of California Press, 1978).
16. Hall, R., *From Galileo to Newton*.
17. Hill, Christopher, *A Century of Revolutions* (Norton, 1982).
18. Hilton, Rodney, *Transition from Feudalism to Capitalism* (Routledge Chapman & Hall, 1976).
19. Koenigsberger, H.G. and G. L. Mosse, *Europe in the Sixteenth Century* (Longman, 1971).
20. Kriedte, Peter, *Peasants, Landlords and Merchant Capitalists* (Berg, 1983).
21. Lee, Stephen J., *Aspects of European History, 1494-1789* (Routledge, Chapman & Hall, 1984).
22. Lynch, J., *Spain under the Hapsburgs* (New York University Press, 1984).
23. Mathias, Peter, *First Industrial Revolution* (London, 1969).
24. Miskimin, Harry, *The Economy of Later Renaissance Europe: 1460-1600* (Cambridge University Press, 1977).
25. Nauert, Charles A., *Humanism and the Culture of the Renaissance* (1996).
26. Owie, L.W., *Seventeenth Century Europe*.
27. Parker, G. and L.M. Smith, *General Crisis of the Seventeenth Century* (Routledge, Chapman & Hall, 1985).
28. Parry, J.H., *The Age of Reconnaissance* (London, 1972).
29. Pennington, D.H., *Seventeenth Century Europe* (Longman, 1972).
30. Phukan, Meenakshi, *Rise of the Modern West. Social and Economic History of Early Modern Europe*.
31. Polisensky, J.V., *War and Society in Europe, 1618-48* (Cambridge University Press, 1978).

32. Rabb, Theodore K., *The Struggle for Stability in Early Modern Europe* (OUP, 1975).
33. Rice, F., *The Foundations of Early Modern Europe* (London, Weidenfield and Nicolon, 1970).
34. Scammell, G., *The First Imperial Age : European Overseas Expansion, 1400-1715* (Unwin Hyman, 1989).
35. Slicher, B.H. van Bath, *The Agrarian History of Western Europe AD 500-1850*.
36. *The Cambridge Economic History of Europe, Vol. I, IV* (Cambridge, 1941, 1952, 1963, 1967, 1977, 1965).
37. *The New Cambridge Modern History of Europe, Vol. I, VII* (Cambridge, 1957, 1968, 1971, 1961, 1970, 1963).

PAPER VI: HISTORY OF MODERN EUROPE c. AD 1780-1945

Suggested Readings

1. Cipolla, C.M., *Fontana Economic History of Europe, Vol. III (The Industrial Revolution)* (Harvesters, 1976).
2. Evans, J., *The Foundations of a Modern State in 19th Century Europe*.
3. Hamerow, T.S., *Restoration, Revolution and Reaction : Economics and Politics in Germany (1815-1871)* (Princeton University Press, 1958).
4. Hobsbawm, E.J., *Nation and Nationalism* (Cambridge, 1970).
5. _____, *The Age of Revolution* (NAI, 1964).
6. Jelavich, Charles and Barbara, *Establishment of the Balkan National States, 1840-1920* (University of Washington Press, 1977).
7. Joll, James, *Europe Since 1870* (Har-Row, 1973).
8. _____, *Origins of the First World War* (1989), (Longman, 1984).
9. Landes, David, *Unbound Prometheus* (Cambridge University Press, 1969).
10. Landes, Joan B., *Women and the Public Sphere in the Age of the French Revolution* (Cornell University Press, 1988).
11. Lefebvre, George, *Coming of the French Revolution* (Princeton University Press, 1989).
12. Lichtheim, George, *A Short History of Socialism* (Glasgow, 1976).
13. Lucas, Colin, *The French Revolution and the Making of Modern Political Culture, Vol. 2* (Pergamon, 1988).
14. Lynn Hunt, Lynn, *Politics, Culture and Class in the French Revolution* (California University Press, 1984).
15. Mansergh, Nicholas, *The Irish Question, 1840-1921*.
16. Mathias, Peter, *First Industrial Revolution* (London, 1919).
17. Morgan, K.O., *Oxford Illustrated History of Britain, Vol. 2 (1789-1983)* (OUP, 1984).
18. Morgan, R.P., *German Social Democracy and the First International*.
19. Nove, Alec, *An Economic History of the USSR* (Penguin, 1972).
20. Porter, Andrew, *European Imperialism, 1860-1914* (1994).
21. Riasanovsky, N.V., *A History of Russia* (OUP, 1984).
22. Roberts, J.M., *Europe 1880-1945* (Longman, 1989).
23. Roth, J.J. (ed.), *World War I : A Turning Point in Modern History* (Mcgraw, 1967).
24. Soboul, Albert, *History of the French Revolution* (in two volumes).
25. Thompson, Dorothy, *Chartists: Popular Politics in the Industrial Revolution*.
26. Thompson, E.P., *Making of the English Working Class* (Random, 1966).
27. Vovelle, Michel, *Fall of the French Monarchy* (Cambridge University Press, 1984).
28. Watson, Seton, *The Russian Empire* (Oxford, Clarendon, 1967).
29. Williams, Raymond, *Culture and Society* (Columbia University Press, 1983).
30. Wood, Anthony, *History of Europe, 1815-1960* (1983).
31. Woolf, Stuart, *History of Italy, 1700-1860* (London, 1979).

PAPER VII: HISTORY OF U.S.A. c. AD 1776-1945

Suggested Readings

1. Beard, Charles, *An Economic Interpretation of the Constitution of the United States* (Free Press, 1986).
2. Boyer, Paul, Harvard Sitkoff, Nancy Woloch et al., *The Enduring Vision : A History of the American People*, Vols 1 and 2.
3. Brown, Dee, *An Indian History of the American West, Bury My Heart at Wounded Knee* (WSP, 1984).
4. Carnoll, Peter and David Noble, *Free and Unfree : A New History of the United States*.
5. Faulkner, U., *Economic History of the United States of America*.
6. Foner, Eric, *America's Black Past*.
7. Franklin, John Hope, *From Slavery to Freedom* (Knopf, 1979).
8. Grobb, Gerald N. and George A. Billias, *Interpretations of American History: Patterns and Perspectives*, 2 Vols (Free Press, 1987).
9. Hicks, John D., *The Federal Union: A History of USA Since 1865*.
10. Hofstadter, Richard, *The Age of Reform, From Bryan to FDR* (Random, 1960).
11. Kaushik, R.P., *Significant Themes in American History* (Delhi, Ajanta, 1983).
12. Kennedy, David M., Thomas Bailey and Mel Piehl, *The Brief American Pageant*. (Heath & Co., 1986).
13. Kerber, Linda, *Women's America: Refocusing the Past* (OUP, 1987).
14. Kristol, Irving, Gordon Wood et al., *America's Continuing Revolution* (Am. Enterprises, 1975).
15. Nash, Gary, (ed), *Retracing the Past* (Harp C, 1985).
16. Pratt, W., *A History of the United States Foreign Policy*.
17. Randall, James, et. al., *The Civil War and Reconstruction* (Health & Co. 1969).
18. Sellers, Charles, Henry May and Neil Macmillan, *A Synopsis of American History*, 2 Vols (Delhi, Macmillan, 1990).
19. Shihan, Donald, *The Making of American History : The Emergence of a Nation*, Vols I & II.
20. Stamp, Kenneth, *The Peculiar Institution, Slavery in the Ante-bellum South*, (Random, 1989).
21. Tripathi, Dwijendra and S.C. Tiwari, *Themes and Perspectives in American History*.
22. Turner, Frederick Jackson, *The Frontier in American History* (Krieger, 1976).

PAPER VIII: HISTORY OF CHINA AND JAPAN c. AD 1839-1949

Suggested Readings

1. Akita, George, *Foundation of the Constitutional Government in Modern Japan* (Harvard University Press, 1967).
2. Allen, George, *A Short Economic History of Modern Japan 1867-1937* (London, Allen Unwin, 1946).
3. Beasley, W.G., *The Modern History of Japan* (London, Weidenfeld & Nicolson, 1963).
4. Beckmann, George M., *Modernisation of China and Japan* (Harper & Row, 1962).
5. _____, *The Making of the Meiji Constitution* (Greenwood, 1975).
6. Bianco, Lucien, *Origins of the Chinese Revolution, 1915-1949* (London, OUP, 1971).
7. Chen, Jerome, *Mao Tse-tung and the Chinese Revolution* (Cambridge, 1970).
8. Chesneaux, Jean, et al., *China from Opium War to 1911 Revolution* (Sussex, Harvester Press, 1976).
9. Chesneaux, Jean, et al., *China from the 1911 Revolution to Liberation* (Delhi, Khosla Publishing, 1986).
10. Chesneaux, Jean, et al., *Peasant Revolts in China, 1840-1949* (London, Thames & Hudson, 1973).
11. Fairbank, John K., et al., *East Asia : Modern Transformation*.
12. Franke, Wolfgang, *A Century of Chinese Revolution* (Oxford, 1980).
13. Hall, John W., *Japan From Prehistory to Modern Times* (Rutland, VT, and Tokyo, Tuttle, 1971).
14. Hane, Mikiso, *Modern Japan: A Historical Survey* (Westview, 1986).
15. *History of Modern China Series: The Opium War, The Taiping Revolution, The Reform Movement (1898)*.
16. Hsu, Y. Immanuel, *The Rise of Modern China* (OUP, 1989).
17. Jansen, M.B., *Japan and China: From War to Peace, 1894-1972* (Chicago, 1975).
18. Jansen, Y.B., (ed.), *The Cambridge History of Japan, Vols. V and VI* (Cambridge, OUP, 1988 and 1989).
19. Johnson, Chalmers A., *Peasant Nationalism and Communist Power : The Emergence of Red China, 1937-1945* (California, Stanford Univ. Press, 1962).
20. Jon Livingstone, et al., *The Japan Reader (Imperial Japan : 1800-1945), Vol.* (Pantheon, 1974).
21. Kajima, Morinosuke, *A Brief Diplomatic History of Modern Japan*.
22. *Mao Tse-tung's Selected Writings* (National Book Agency, Kolkata).
23. Michael, Franz, *The Taiping Rebellion* (Washington University Press, 1966).
24. Myers, Ramon H. and Mark R. Peattie (eds.), *The Japanese Colonial Empire, 1895-1945* (Princeton University Press, 1987).
25. Norman, E.H., *Japan's Emergence as a Modern State* (New York, Institute of Pacific Relations, 1946).
26. Peffer, Nathaniel, *The Far East: A Modern History*.
27. Purcell, Victor, *The Boxer Uprising: A Background Study* (Cambridge, 1963).
28. Pyle, Kenneth B., *The Making of Modern Japan* (Lexington, D. C. Heath & Co., 1996).
29. Sansom, George B., *The Western World and Japan* (London, Cresset Press, 1950).
30. Scalapino, Robert A., *Democracy and the Party Movement in Pre-War Japan* (Berkeley, 1975).

31. Schiffrin, Harold Z., *Sun Yat-Sen and the Origin of the Chinese Revolution* (Berkeley, California University Press, 1970).
32. Schurmann, Franz, and Orville Schell (eds.), *China Readings, 2 Vols. (Imperial China, and Republican China)*.
33. Schwartz, Benjamin I., *Chinese Communism, The Rise of Mao* (Harvard University Press, 1951).
34. Sheng, Hu, *Imperialism and Chinese Politics* (Gordon Press, 1976).
35. Tan Chung, *China and the Brave New World : A Study of the Origins of the Opium War, 1840-42* (Delhi, Allied Publishers, 1978).
36. _____, *Triton and Dragon : Studies on the Nineteenth Century China and Imperialism* (Delhi, Gyan Publications, 1986).
37. *The Yi Ho Tuan Movement, The Revolution of 1911* (Beijing, Foreign Language Press, 1976).
38. Tse-tung, Chow, *The May Fourth Movement : Intellectual Revolution in Modern China* (California, Stanford University Press, 1967).
39. Wright, Mary C., *China in Revolution : The First Phase, 1900-1013* (Yale, 1968).
40. Yanaga, Chitoshi, *Japan since Parry* (Greenwood, 1975).
41. Yu-teng, Ssu, and John K. Fairbank, *China's Response to the West* (Cambridge, 1954).

M.A. HISTORY COURSE

COMPULSORY PAPER I: HISTORIOGRAPHY, CONCEPT, METHODS AND TOOLS

(100 Marks; 80 Lectures)

Unit 1: Meaning and Scope of History

- a. Collection and selection of data; evidence and its transmission; causation; and 'Historicism'.

Unit 2: History and other Disciplines

- a. Archaeology; Geography; Anthropology; Linguistics; Sociology; Economics; Philosophy; Politics; Natural Sciences; Applied Sciences and Literature.

Unit 3: Traditions of Historical Writing

- a. Greco-Roman traditions; Chinese tradition; Ancient Indian tradition; Medieval Historiography – Western; Arabic; Persian; and Indian. Modern – Positivist; Whig; Classical Marxist; and *Annals*.

Unit 4: Approaches to History

- a. Theological; Orientalist; Imperialist; Nationalist; Marxist; Recent Marxist; Subaltern; and Post-Modernist.

Unit 5: Major Theories of History

- a. Cyclical; Historical Materialism; Sociological; Comparative; Structural; World-system; Ecological; and Post-modernist critiques of history.

Unit 6: Themes in Indian History

- a. Economic; labour and peasant; *varna, jati, janajati* and gender; religion; culture; environment; and science and technology.

Unit 7: Debates in History

- a. Representative study of at least four major debates on the social and economic history of the world.

COMPULSORY PAPER II: TWENTIETH CENTURY WORLD

(100 Marks; 80 Lectures)

Unit 1: Legacy of the Nineteenth Century

- a. Growth of Capitalism and Imperialism: U.K.; France; Germany; and Japan.
- b. Liberalism and Socialism.
- b. Nationalism.

Unit 2: World Order up to 1919

- a. Origins of the First World War: its nature; Peace Settlement and its long-term consequences.
- c. Making of the Russian Revolution – establishment of a Socialist State; its economic and political aspects; and responses and reactions in the West.

Unit 3: World Between the two Wars

- a. Working of the League of Nations and Collective Security; crisis in capitalism; Great Depression; liberal ideas and social movements; and ideologies of Nazism and Fascism: Germany, Italy and Japan.

Unit 4: Second World War and the New Political Order

- a. Origins, nature and results of the War.
- b. Nationalist Movements and Decolonization.
- b. Communist Revolution in China and its impact on world politics.

Unit 5: Cold War and its effects

- a. Ideological and political basis of Cold War; Pacts and Treaties; tensions and rivalries.
- b. Non-Aligned Movement and the Third World.
- c. UNO and the concept of World Peace; and regional tensions – Palestine, Kashmir, Cuba, Korea, Vietnam.

Unit 6: Age of Progress: Economic and Social

- a. Industry; Agriculture; Science and Technology; and Communication and Information.
- b. Cultural Revolution; Civil Rights Movement; Apartheid; and Feminism.

Unit 7: Disintegration of Socialist block and end of Cold War

- a. Genesis and process of disintegration – its impact on society and politics.
- b. Changes in the political order: from bipolar to unipolar World System.
- c. Socialism in decline; globalization and its economic and political impact.

M.A. HISTORY
SPECIALISATION COURSES
ANCIENT INDIA

PAPER I: HISTORY OF INDIA UPTO c. AD 650

(100 Marks; 80 Lectures)**Unit 1: Reconstructing ancient Indian history**

- a. Sources and interpreting historiographical trends.

Unit 2: Stone age hunters and gatherers

- a. Palaeolithic and Mesolithic cultures; and rock art.

Unit 3: Early farming communities

- a. Pastoralism and incipient farming; and Neolithic and Chalcolithic village cultures.

Unit 4: Bronze age, first urbanization

- a. Early Harappan.
- b. Mature Harappan.
- b. Late and post-Harappan.

Unit 5: Debate on Harappan chronology and ethnic identities**Unit 6: Vedic society**

- a. Polity; economy; religion; role of Vedas in Indian history.

Unit 7: Early Iron Age

- a. Disposal of the dead, Megalithic culture.
- b. Economic development; social stratification – beginnings of *varnashram*; *jati*; gender; marriage; property relations; *samskaras*.

Unit 8: Janapadas and Mahajanapadas

- a. Territorial states: monarchical; and republican.
- b. Religious movements: Jainism; Buddhism; Ajivikism; and other sects.

- c. Second Urbanization: urban centres; new classes; and changing social relations.

Unit 9: Towards empire: Nandas and Mauryas

- a. Polity: nature and extent of centralization; and foreign relations.
- b. Economy – trade and trade routes, currency and coinage.
- c. Art and architecture.
- d. Asokan edicts, dhamma, scripts.
- d. Kautilya's Arthashastra; and Megasthenes' India.

Unit 10: Post Mauryan developments

- a. Sungas and Kanvas; Indo-Greeks and Saka-Pallavas – social conditions.
- b. State formation in Central India and in the Deccan: Satavahanas and Western Kshatrapas – land grants and agricultural expansion; trade and trade guilds; Indo-Roman trade; coins and currency; architecture; sculpture; and cave paintings.
- c. Kushanas: society; religion; art and architecture; and sculpture – Gandhara, Mathura, Amaravati. Mahayana Buddhism and Tantricism; interactions with Central and Western Asia; trade and trade routes, including silk routes and spice routes; coins and currency; syncretic elements in Indian society.
- e. Sangam age: chiefdoms; literature; society; Indo-Roman trade; and integration of cultures.

Unit 11: Guptas, Vakatakas and Vardhanas

- a. Guptas
 - i. political consolidation – extent and structure.
 - ii. administrative organization, provisions and feudatory states.
 - iii. land grants, expansion of agriculture.
 - iv. religion – revival of Vedic and Puranic religious traditions, temples.
 - v. sculpture, painting, architecture, Sanskrit literature, science and technology.
 - vi. coins and currency.
- b. Huna invasions

- c. Vakatakas and other dynasties of peninsular India: land grants; art and architecture; painting; society; and religion.
- d. Harsha, Chalukyas, Pallavas: extent of kingdoms; administration; religion; society; and cultural activities.

Unit 12: Educational ideas and institutions

Unit 13: Status of women; family; and marriage and property rights

Unit 14: Slavery; labour; untouchability; and *Varnasanskar*

Unit 15: Debate on feudalism.

PAPER II: HISTORY OF INDIA c. AD 650-1200

(100 Marks; 80 Lectures)**Unit 1: Interpreting the period**

- a. Changing patterns of polity, economy and society.
- b. Historiography and recent debates: feudal; segmentary; and integrative approaches.
- c. Sources: Sanskrit, Tamil and other literatures; and archaeology, epigraphy and numismatics.

Unit 2: Polity

- a. Political structure and forms of legitimation; regional variations: northern and eastern India; western and central India; and Deccan and south India.

Unit 3: Economy

- a. Agrarian economy: land grants; agricultural expansion; agrarian organization; irrigation; and technology.
- b. Urban economy: trade and trade routes; inter-regional and maritime trade; urban settlements; trade and craft guilds; forms of exchange; coinage and currency; interest and wages; and traders, merchants and craftsmen.

Unit 4: Society

- a. Social stratification; proliferation of castes; untouchability; status of women; matrilineal system; marriage; property rights; inheritance; educational ideas and institutions; everyday life; migration and settlement of Aryan groups in different regions of India.

Unit 5: Religion and Philosophy

- a. Religion: Bhakti movements: Shaivism; Vaishnavism; Tantricism; Jainism; Buddhism; Judaism; Christianity; Islam; popular religious movements.
- b. Philosophy: schools of Vedanta and Mimamsa.

Unit 6: Literature

- a. Sanskrit, Prakrit, Tamil and Apabhransha.
- b. Rise of regional language and literature: Marathi; Kannada; Telugu; and other languages.

Unit 7: Art and Architecture

- a. Temple architecture: evolution of major regional styles; sculpture; bronzes; and painting.

M.A. HISTORY
MEDIEVAL INDIA

PAPER I – POLITY AND ECONOMY OF INDIA c. AD 1200-1750

(100 Marks; 80 Lectures)**Unit 1: Primary Sources and Historiography**

- a. Sources:
 - i. Inscriptions
 - ii. Commentaries on Dharma Shastras
 - iii. Monuments and Sculpture
 - iv. Tarikh-i-Firozshahi, Fatawa-i-Jahandari, Babarnama, Akbarnamah, Ain-i-Akbari, Muntakhab ut-Tawarikh, Tuzluk-i-Jahangiri, Muntakhab ul-Lubab
 - v. Bernier; European Factory Records
 - vi. Selections from Peshwa Daftar
 - vii. Rajasthani Khayats, Pargana-ri-vigat, arsattas and other Documents.
 - viii. Rayavachakamu, (ed.), Philip Wagoner
 - ix. Malfuzat and Bhakti literature
- c. Historiography: different approaches.

Unit 2: State

- a. Nature; theory of kingship (Central, West Asian and Persian legacies); problem of legitimacy; pressure groups; state and regional identities; and evolution of indigenous theories.

Unit 3: Evolution of the Institutional Structure and System of Government

- a. Iqta; amaram; mansab and jagir; centre and provinces; state and rural society; and village administration.

Unit 4: Ruling Classes

- a. Evolving composition; immigration; local alliances; and conflicts.

Unit 5: Systemic Crisis and Collapse

- a. Tensions and conflicts inherent in the imperial system; patterns of resistance; collapse of empire; and emergence of regional states – patterns of state formation.

Unit 6: Agrarian Economy and the State

- a. Control over land and relations of production; resource base and the pattern of resource use in agrarian production; nature and magnitude of taxation; and agrarian relations.

Unit 7: Trade, Commerce and the Monetary System

- a. Inland and maritime trade; structure and volume of trade; role of Arab and European traders; Indian merchants and their commercial practices; medium of exchange, currency, coinage; and banking – indigenous methods.

Unit 8: Growth of Cities and Towns

- a. Nature and classification; demographic changes; administration; urban communities; and morphology of cities.

Unit 9: Industries and Production Technology

- a. Textiles; agro-industries; metal technology; and artisans, mercantile groups and their role in production.

Unit 10: Interpreting the Eighteenth Century

PAPER II: SOCIETY AND CULTURE OF INDIA c. AD 1200-1750**(100 Marks; 80 Lectures)****Unit 1: Structure of Rural Society**

- a. Composition and stratification of rural society; village community; forms of dominance; resistance; and conflict and mechanisms of resolution.

Unit 2: Urban setting and Structure of Urban Society

- a. Composition; classes and communities; rural-urban relationships; and urban life.

Unit 3: Formation of Regional Identities

- a. Movements and cults – Jagannath cult in Orissa; Vaishnavite movement in Eastern India; Warkari movement and Vithoba Cult in Maharashtra; Rishi tradition in Kashmir; Vira-Saivism in Karnataka; Acharyas and Madhos in Tamil region; Ascendancy of Namboodris in Kerala; and clan and community solidarity.

Unit 4: Bhakti and Sufi Movements

- a. Sufism – its origins, concepts and practices; relation with other religious groups.
- b. Bhakti – Nathpanthi; Kabir, Sant tradition; Nanak; Dadu, Chaitanya; Tulsidas; and Namdev.

Unit 5: Patriarchy, Gender Relations and Women Bhaktas

- a. North India : Meera.
- c. South India : Mahadevi, Akka.

Unit 6: Sultanate and Mughal Architecture

- a. Mamluk; Khalji; Tughlaq; and early and mature phases of Mughal architecture.

Unit 7: Regional Architecture and Sculpture

- a. Vijaynagar; Bahmani; Sharqi; and Sur styles.

Unit 8: Visual and Performing Arts

- a. Mughal, Rajput, Kangra, Nayak and the Maratha and Jaunpur schools of Painting; Devdasis; drama, dance and music.

Unit 9: Language and Literature

- a. Persian : language; and literature.
- b. Sanskrit and regional languages; and literature.

Unit 10: Elements of Conflict and Synthesis in Medieval Indian Society

- a. Ruling groups; state and orthodoxy; religious and sectarian communities; and evolution of composite culture.

M.A. HISTORY

MODERN INDIA

PAPER I: HISTORY OF INDIA 1757-1857

(100 Marks; 80 Lectures)**Unit 1: Understanding Modern India**

- a. Sources: archival records; private papers; newspapers; periodicals; and oral tradition. Approaches and Interpretation – different schools of thought.

Unit 2: India in the mid-18th Century

- a. Late pre-colonial order: polity; economy; society; and culture.

Unit 3: Expansion and consolidation of British power

- a. Ideology of expansion and mercantilism.
- b. Policies and programmes of expansion.
- b. Instruments of expansion – war and diplomacy.

Unit 4: Colonial Construction of India : Structures and Institutions

- a. Administrative structure.
- b. Arms of the state-police, army and law.
- c. Ideologies of the raj and racial attitudes.

Unit 5: Social Policies and Social Change

- a. British understanding of Indian society – Orientalist; Evangelical; and Utilitarian.
- b. Ideas of change.
- c. Education – indigenous and modern.
- d. Social reform and emerging social classes.

Unit 6: Economic organization: changes and continuity

- *a. Rural economy:
 - i. Eastern India.
 - ii. South India.
 - iii. Western India.

- iv. Central and northern India
- v. Princely States

*Note: This should be studied with special emphasis on new types of land revenue administration, commercialization of agriculture, rural indebtedness, rural power relations, landlords, peasants and agricultural labour and institutions of finance.

- b. Urban Economy
 - i. Artisans and industrial production.
 - ii. Debate over de-industrialization – regional variations.
 - iii. Rise of internal markets and urban centres; and communication – posts and telegraphs, railways, etc.

Unit 7: Resistance to Colonial Rule

- a. Nature and forms of resistance.
- b. Pre-1857 – Peasant, tribal and cultural resistance.
- c. Revolt of 1857: ideology; programmes; leadership at various levels; people's participation; and British repression and response.

PAPER II: HISTORY OF INDIA 1858-1964

(100 Marks; 80 Lectures)**Unit 1: Strategies of Imperial Control**

- a. British government and its control over Indian administration – central, provincial and district.
- b. Relations with Princely States.
- c. Principles and policies governing foreign relations.
- d. India and its neighbours:
 - i. Afghanistan and Central Asia.
 - ii. Tibet.
 - iii. Nepal.
 - iv. Burma.
 - iv. Persia and the Persian Gulf.

Unit 2: Economy

- a. India in the Imperialist world system: volume and composition of urban flow of capital; balance of payments and the drain; and currency problems.
- b. Agrarian relation: regional diversities and their administration; social and economic origins of commercialization and its effects; nature and extent of stratification within the peasantry; and landlords, tenants and the state.
- c. Agricultural output; levels and brands; and natural and regional explanations.
- d. Domestic and craft industry; rise of modern industry and capitalist class; state and industrial growth, and rise of the working class (formal and informal sectors).
- d. Trends in population and national income.

Unit 3: Society

- a. Social composition: ethnic groups – tribes (creation of new categories of 'criminal tribes and castes'); and class and community.
- b. Colonial intervention and social change: reform movements; modern education; rise of middle classes; and caste movements.

- c. Women: status; property rights; reform legislation; and political participation.
- e. Tradition and modernity.

Unit 4: National Movement

- a. Approaches to Indian nationalism: conceptual debates.
- b. Emergence of organized nationalism.
- c. Trends till 1919.
- d. Gandhian movements – nature, programme, social composition, limitations and challenges.
- e. Revolutionary and Left Movements.
- f. States' Peoples' movements.
- g. Working of Congress and non-Congress Provincial ministries.
- h. Communal politics and partition.
- i. Subhash Bose and INA; and Telengana.

Unit 5: Independent India

- a. Visions of new India.
- b. Integration of Princely states.
- c. Beginnings of planned economy.
- d. Land question and industrial policy.
- e. Education; health; science; and technology.
- f. Foreign policy – non-alignment.
- g. Women – Hindu Code Bill.

M.A. HISTORY

ARCHAEOLOGY

PAPER I: PRINCIPLES AND METHODS

(100 Marks; 80 Lectures)

Unit 1: Nature and History of Archaeology

- a. Definition and Scope of Archaeology
- b. Relationship of archaeology with history, anthropology and the pure sciences.
- c. History of archaeology from the 19th century till the present. Development of field techniques. Rise of archaeological science.
- d. History of Indian archaeology: the colonial background; new issues and perspectives since 1947.

Unit 2: Methods of data retrieval

- a. Discovering archaeological sites and features: ground reconnaissance, aerial reconnaissance including satellite imagery. Aims and methods of exploration.
- b. Excavation: purposes and methods; Non-destructive methods.
- c. Recording the context of excavated remains; preparation of sections and plans; three dimensional recording.
- d. Under-water archaeology with special reference to developments in India.
- e. Retrieval of botanical and ecofactual data; plant and animal remains; soil and pollen analysis.
- f. Study of faunal plants and remains, human bones.

Unit 3: Chronology and dating methods

- a. Stratigraphy: causes of formation of layers; their nature and order. Determining the chronology and periods of excavated remains; study of pottery - different aspects like techniques of manufacture, vessel forms and decorations.
- b. Methods of relative dating: typological sequences with special reference to seriation.
- c. Methods of absolute dating: Calendars and historical chronologies; clay varves and tree-rings. Radioactive clocks: radiocarbon, thermoluminescence, potassium argon, uranium series, fission-track and other scientific techniques.

Unit 4: Approaches for Documentation and Reconstruction of past lifeways

- a. Social and economic organization: settlement patterning at the macro- and micro-level; site catchment analysis; site formation processes.
- b. Ethnoarchaeology: methods; interpretative technique.
- c. Technology and trade: microwear studies of stone tools; pyrotechnology; archaeometallurgy; technology of prehistoric art; scientific analysis of raw materials.
- e. Cognitive Archaeology: archaeological indicators of rituals; conventions of representation in art; symbols of organization and power in complex societies.

Unit 5: Conservation and preservation of archaeological remains

- a. Principles of conservation of cultural property. Chemical treatment of organic and inorganic objects.
- b. Museums and the storage and display of antiquities.
- c. Architectural conservation: preservation of excavated structures with special reference to those of stone and baked and unbaked bricks. Monument conservation.
- f. Principles and techniques of transplantation of monuments: Nagarjunakonda and Srisailem.

Unit 6: Archaeology and the Public

- a. Threats to archaeological sites: damage by development projects, damage due to ignorance, negligence, greed for land and wanton destruction.
- b. Legislative basis of conservation and protection of heritage.
- c. Archaeology and public awareness. Return of cultural property.
- g. Role of archaeology in Indian education.

Suggested Readings

1. Agrawal, D.P. and M.D. Yadava 1995. Dating the Human Past. Pune: Indian Society for Prehistoric.
2. Allchin, Bridget 1994. Studies in the Ethnoarchaeology of South Asia. Delhi: Oxford & IBH Publishing Co. Pvt. Ltd.
3. Chakrabarti, D.K. 1988. A History of Indian Archaeology. Delhi: Munshiram Manoharlal.
4. Child, V.G. 1956. Peacing Together the Past. London: Routledge and Kegan Paul.
5. Clark, J.G.D. 1960. Archaeology and Society: Reconstructing the Prehistoric Past. London: Methuen.
6. Daniel Glyn 1967. The Origins and Growth of Arhaeology. Harmondsworth: Penguin Books.

7. Mishra, F. 1999. *Researches in Archaeology and Conservation*. Delhi: Sundeeep Prakashan.
8. Rao, S.R. 1988. *Marine Archaeology of Indian Ocean Countries*. Goa: National Institute of Oceanography.
9. Wheeler, R.E.M. *Archaeology from the Earth*. Harmondsworth: Penguin Books.
10. Paddayya, K. *New Archaeology and its Aftermath*. Pune: Ravish Publishers.

PAPER II: ARCHAEOLOGICAL CULTURES AND SEQUENCES

(100 Marks; 80 Lectures)

Unit 1: Palaeo-environmental Studies

- a. Palaeo-environment and Prehistoric man.
- b. Geoarchaeology, Palaeontology, Palaeobotany and Archaeozoology.
- b. The problem of human evolution in global and Indian contexts.

Unit 2: Stone Age hunter-gatherers

- a. Stone Age technologies. Tool types of the Palaeolithic, Mesolithic and Neolithic cultures.
- b. Palaeolithic cultures: regional distribution, stratigraphy and cultural evidence. The Himalayan context: Soan valley, Himachal Siwaliks, Nepal, the Peninsular context: Madhya Pradesh, Maharashtra, Tamil Nadu and other regions.
- c. Mesolithic cultures: alluvial plain adaptation; Baghor; Chopani-Mando, Birbhanpur; horse-shoe lake sites; Sarai-Nahar-Rai, Mahadaha; sand-dune landscape: Langhnaj, Bagor; plateau occupation: Paisra.
- c. Prehistoric rock-art: Global context, Indian context. Cave and rock-shelter sites in India: Adamgarh, Bhimbetka, Lekhania, Morhana Pahar, Kurnool caves
Problem of Chronology: 'relative' and 'absolute'.

Unit 3: Beginnings of food production

- a. Interpretative models. Understanding the origin and growth of food production in India, the role of ecology and geomorphology.
- b. Agricultural communities in north west India from Baluchistan to Kashmir.
- c. Ash mounds and other Neolithic village sites of Karnataka, Tamil Nadu and Andhra Pradesh.
- d. Early farming communities in Uttar Pradesh and Bihar.
- d. Neolithic remains in Orissa and Northeastern states

Unit 4: Early Chalcolithic Cultures and Bronze Age Civilization

- a. Landscape: Rivers and Mountains.

- b. The Chalcolithic cultures: Pre- and Early Harappan cultures from Baluchistan to Haryana. Highland-Lowland interaction.
- c. The Bronze Age Civilization: The Harappan Civilization: origins, extent, chronology, nature and character of settlements, metals and minerals, trade and commerce, art, craft, seals, sealings, glimpses of rituals and beliefs.
- d. Contemporaries of the Harappans in Gujarat and Rajasthan.
- e. Ochre Coloured Pottery and Copper Hoards.
- f. Urban decline and cultural transformations: Late Harappan horizons.
- h. Post-Harappan Chalcolithic village communities: Rajasthan, Eastern Uttar Pradesh, Bihar, West Bengal, Madhya Pradesh, Maharashtra, Deccan and Far South.

Unit 5: Iron Age Cultures

- a. Assessing the beginning and consequences of the use of Iron in India.
- b. Regional distribution of early Iron Age settlements in North and Northwest India.
- b. Megalithic culture: Vindhya, Vidarbha, Deccan and the peninsular South.

Unit 6: The Archaeological Foundations of Early Historical India

- a. Painted Grey Ware culture and Pre-NBP Ware cultures of Uttar Pradesh, Bihar and West Bengal: Chronology and cultural characteristics.
- b. Northern Black Polished Ware culture: extent, chronology and cultural characteristics.
- c. Early historic urban growth: processes, phases and character: archaeology and literature.
- d. Important excavated sites: Taxila, Hastinapura, Mathura, Kausambi, Ahicchhatra, Piprahwa-Ganwaria, Rajghat, Rajagriha, Pataliputra, Mahasthangarh, Chandraketugarh, Sisupalgarh, Dharnikota, Nagarjunakonda, Arikamedu.

Suggested Readings

1. Allchin, Bridget and Raymond 1988. *Origins of Civilization*.
2. Allchin, F.R. 1963. *Neolithic Cattle Keepers of South India*. Cambridge.
3. Deo, S.B. 1973. *Problem of South Indian Megaliths*. Dharwar: Kannada Research Institute.
4. Dhavalikar, M.K. 1997. *Indian Protohistory*. Delhi: Books and Books.

5. Dhavalikar, M.K. 1999. Historical Archaeology of India. Delhi: Books and Books.
6. Kennedy, K.A.R. 2000. God-Apes and Fossil Man: Palaeoanthropology in South Asia. Ann Arbor: The University of Michigan Press.
7. Kenoyer, J.M. 1998. Ancient Cities of the Indus Valley Civilization. Karachi: Oxford University Press.
8. Lal, B.B. 1997. The Earliest Civilization of South Asia. Delhi: Aryan Books.
9. Misra, V.N. 1989. Stone Age India: An Ecological Perspective, Man and Environment 14(1): 17-64.
10. Misra, V.N. 2001. Prehistoric Human Colonization in India, Journal of Bio-Sciences 26 (4 Supplement): 491-531.
11. Moorti, U.S. 1994. Megalithic Cultures of South India. Varanasi: Ganga Kaveri Publishing House.
12. Sankalia, H.D. Stone Age Tools: Their Techniques and Functions. Pune: Deccan College.
13. Tripathi, V. The Painted Grey Ware: An Iron Age Culture of Northern India. Delhi: Concept Publishing House.

M.A. HISTORY
OPTIONAL COURSES

ANCIENT SOCIETIES*

(100 Marks; 80 Lectures)

Unit 1: Origins

- a. Tool making and earliest humans; hominid behaviour and scavenging; hunting and gathering; territorial consciousness; food production and village settlements; division of labour and craft specialisation.

Unit 2: Bronze Age Civilizations

- i. Economy: industry and trade
- ii. Social stratification
- iii. Religion
- iv. State structure
- b. Any two of the following may be studied:
 - i. Egypt (old kingdom)
 - ii. Mesopotamia (up to the Aqqadian Empire)
 - iii. China (Shang)
 - v. Eastern Mediterranean (Minoan and Mycenaean)

Unit 3: Nomadic groups in Central and West Asia

Unit 4: Iron Age Cultures

Greece and West Asia.

Note: Distinctive features; democratization of agriculture; small currency; alphabetic scripts; settled agriculture; revealed religions; morality; crafts; and warfare.

Unit 5: Slave societies in ancient Greece and Rome

- a. Agrarian economy; urbanization and trade; Athenian democracy; Roman Republic; Roman Empire; and Greek and Roman cultures.

Unit 6: Decline of Roman Empire

- a. Disappearance of Latifundia and emergence of colonate and patrocinium systems; Germanic social formations up to AD 406; Germanic invasions – first and second phase; and origins of feudalism.

* This paper may be introduced as a compulsory paper where the expertise is available.

MEDIEVAL SOCIETIES*

(100 Marks; 80 Lectures)

Unit 1: Western Europe: 8th century to mid 15th century

- a. Transition from ancient society to medieval society.
- b. Medieval state and church.
- c. Agrarian structure and relations – feudalism.
- d. Demographic trends.
- e. Technological developments.
- f. Organization of non-agricultural production.
- g. Trade, trade routes and commerce.
- h. Urbanization and urban centres; and artisans and merchants.
- i. Cultural developments.

Unit 2: Islamic World

- a. Rise of Islam: Socio-political background; and contemporary and later sources – Quran and Hadith literature.
- b. Evolution of Islamic State: Constitution of Medina; nature of state; relations with Arab tribes, Jews and Christians; and state under Umayyids and Abbasids.
- c. Society: under the Prophet; under the Caliphs; under the Umayyids; under the Abbasids; and slavery.
- d. Economy: trade and trade routes; revenue administration with special reference to taxation system.
- e. Islamic city.
- f. Art and architecture; ceramics; textiles; ivories; music; and calligraphy.
- g. Intellectual contributions; language and literature; historiography; geography; astronomy; medicine; mathematics; and philosophy.

Unit 3: Medieval China and Japan

- a. China:-
 - i. Transition from classical to early modern China.
 - ii. Commercial revolution.

- iii. Society and culture.
- iv. Neo-Confucianism.
- v. State and society under the Ming dynasty.
- vi. China under the Ching dynasty.
- b. Feudal Japan:-
 - i. Rise of the provincial warrior class.
 - ii. High feudal society.
 - iii. Zen culture.

* This paper may be introduced as a compulsory paper where the expertise is available.

HISTORY OF ARCHAEOLOGY

(100 Marks; 80 Lectures)

Unit 1: Growth of archaeology as a discipline

- a. Definition and scope of archaeology.
- b. History of earlier discoveries; and changing attitude and development of scientific temper.
- c. History of Indian archaeology.
- c. Recent trends and their application in India.

Unit 2: Stratigraphy

- a. Factors and process of formation of layers.
- b. Identification and recording of strata.
- d. Reconstruction of culture sequence.

Unit 3: Methods of Dating

- a. Relative dating methods.
- b. Dating the past: Radio-carbon; Thermoluminescence; Potassium-argon; Pollen analysis; etc.

Unit 4: Methods of discovering the past

- a. Map and satellite image studies.
- b. Aims and methods of explorations.
- c. Aims and methods of excavations: multi-cultural settlement; village settlement; and city site.
- d. Methods of recording of excavated finds.
- e. Spatial distribution and contextual studies.
- f. Under-water archaeology: method and important studies.

Unit 5: Interpretation of archaeological remains

- a. Methods of study and significance of pottery, tools, beads, etc. in archaeology.

- b. Reconstruction of shelters and architectural remains: post-holes; floors; foundation; superstructures of buildings; etc.
- c. Methods of retrieval of non-artefactual remains and their interpretations: botanical, zoological; human bones; etc.

Unit 6: Terminologies and definitions

- a. Technological stages: Stone Age, Bronze Age and Iron Age.
- b. Techno-economic stages: Palaeolithic; Mesolithic; Neolithic; Chalcolithic; Bronze age; etc.
- c. Naming cultures based on – site; geographical distribution; chronology; major artefact categories; etc.
- d. Terms related to important techniques and culture traits.

Unit 7: Archaeology and Public Awareness

- a. Monuments and sites: religious, secular: explored and excavated; and preservation and their cultural and historical significance.
- b. Antiquities: cleaning; storing; and display.
- c. Museums: significance of site museums; museums of national and state importance; exhibitions of new discoveries.
- d. Antiquarian Laws and monument acts.

Note: Students will be required to visit museums and sites under excavation for proper understanding of the subject.

HISTORY OF ARCHITECTURE OF INDIA

(100 Marks; 80 Lectures)

Unit 1: Architecture of Ancient India

- a. Harappan Architecture – town planning, private houses, public buildings including dockyards and granaries; domestic architecture.
- b. Architecture in Vedic literature.
- c. Early Historical architectural forms and techniques : stupas, chaityas, temples : rock cut and structural.
- d. Gupta Architecture.
- e. Post Gupta Architecture – regional styles.

Unit 2: Medieval Architecture:

Tombs, mosques; public works. forts; temples; domestic architecture.

Unit 3: Regional Architectural Styles:

Vijayanagar; Jaunpur, Malwa; Rajputana, Gujarat, Deccan, South India.

Unit 4: Colonial Architecture

- a. Eighteenth Century.
 - i. The new towns : Lucknow, Pune, Murshidabad, Hyderabad, Jaipur, Madras, Calcutta, Bombay.
 - ii. Colonial forts (Portuguese, Danish, French, British).
- b. Nineteenth Century
 - i. P.W.D. Architecture.
 - ii. 'Indo-Saracenic' style.
- c. Twentieth Century
 - i. New Delhi.
 - ii. Jamshedpur, Bhopal, Patna.
- d. Post-1947
 - i. Indian Architects.
 - ii. Public Architecture, private housing.

HISTORY OF ART

Unit 1: A) Art and Craft

- (a) What is Art? What is Craft? Originality and Creativity in art. Quality of Workmanship in craft. Visual Art vs. Performing Art. Different kinds of Arts: - Fine Art, Commercial Art, Decorative Art. Different Forms of Art: (i) Two-dimensional and three-dimensional figures (ii) Drawing (iii) Engraving and Pecking (iv) Relief (v) Painting.
- (b) Early unfavourable European Response to Indian Art and the contributions of A.K Coomaraswamy and others to dispel this notion.
- (c) Different Contexts of Arts: (1) Belief, Belief systems, and organised Religions with literature (ii) Religious Art (iii) Secular Art (iv) Tribal Art (v) Folk Art.
- (d) Art Appreciation and Basic Principles of Aesthetics: Indian and Greek
 - (i) Single figures (ii) Portraits (iii) Compositions-Unity, Balance, Perspective (iv) *Sadanga* theory, or Six Limbs of art of painting according to ancient Indian System.
- (e) Symbols and Symbolism in Indian Art: Forms and underlying concepts Iconography and Iconometry.
- (f) The Concept of 'Classicism' in Greek and Indian Art

B) Architecture and Sculpture

- a) What is Architecture? Piecing together the parts-masonry. (i) Understanding architecture: Plan, Section, Elevation (ii) Different types of Arches: Corbelled arch and Four Centered arch. (iii) Different kinds of domes and vaults (iv) Different kinds of pillars and their capitals. What is 'Sculptural' or 'Rock-cut' Architecture'?
- (b) The Concept of Hindu Temple: *Vastu-purusha*, Miniature Cosmos.
- (c) Secular Architecture: (i) Houses, Palaces and Forts (ii) Water reservoirs and Baolis.
- (d) Religious Architecture: Brahmanical, Buddhist, Jain and Islamic:
 - (i) Temples (ii) Stupas (iii) *Chaityas* and *Chaityagrihas* (iv) *Devakulikas* (v) Mosques (vi) Tombs, Mausoleums and Memorials.

Unit-2: A) Stone Age Art

- (a) Prehistoric Rock Art: Painting, Engraving and Sculpture:
 - (i) Cave paintings of Altamira in Spain, and Lascaux in France, etc. (ii) Engravings and Sculptures in European caves (iii) Rock Art of Bhimbetaka and other sites in India.

- (b) Neolithic Art: (i) Paintings and sculptures at Catal Hayuk (Turkey) (ii) Engravings and terracottas from Maski, Piklihal, etc. in India.

B) Bronze Age Art and Architecture

- (a) Pyramids of Egypt and Ziggurates of Mesopotamia.
- (b) Protohistoric Settlement Art and Architecture in India: Stone sculpture, Seals, Bronzes, Painting on pots, Terracotta. (i) Pre-Harappan settlements- Neolithic to Copper Age (7000 B.C.-3500 B.C.): Mehrgarh, Rehman Dheri, Kunal (ii) Harappan Age (3500 B.C.-2000 B.C.): Harappa, Mohenjodaro, Kalibangan, Banawali, Lothal, Dholavira.

Unit 3: Greco-Roman and Persian Art (700 B.C.-600 A.D.)

- (a) Greek Art and Architecture and its Influence on Roman Art and Architecture: (i) Archaic Sculpture: 7th-6th centuries B.C. (ii) Doric, Ionic and Corinthian orders of temple architecture: Pillars, Capitals (iii) Greek Classical Sculpture: 5th-4th century B.C. (iv) Hellenistic Art: 3rd-2nd century B.C. (v) Greek Traditions in Roman Art and Architecture: 2nd century B.C.-2nd century A.D.
- (b) Art and Architecture of Persia: (i) Achaemenid: 6th century B.C.-4th century B.C. (ii) Parthian: 2nd century B.C.- 3rd century A.D. (iii) Sassanian: 3rd century A.D - 7th century A.D.

Unit 4: Early Indian Art and Architecture (Maurya, Sunga-Satavahana and Kushana Art: 300 B.C.-300 A.D.)

- (a) Mauryan Art and Architecture: Pillars, Caves, Stupa, Stone sculpture, Wooden Palace, Terracotta. (i) Northern India: Pataliputra, Barabar, Sarnath, Bairat, etc. (ii) Eastern India: Dhauri, etc.
- (b) Sunga-Satavahan Art and Architecture: Stone sculpture, Caves, Monasteries, Painting, Bronzes, Terracotta. (i) Northern India: India: Mathura, Kausambi, Bodhgaya, Pataliputra, Bharhut, Sanchi, Vidisha, etc. (ii) Eastern India: Udaigiri-Khandagiri, etc. (iii) Western India: Bhaja Karla, Ajanta, Pitalkhora, etc. (iv) South India: Gudimallam, Amaravati, Guntupalli, etc.
- (c) Saka-Kushana Art and Architecture: Temples, Monasteries, Stone sculpture, Engraving, Painting, Terracotta, Ivory. (i) Mathura School: Mathura, Sonkh, etc. (ii) Gandhara School: Peshawar and Swat Valley sites, Taxila, etc. (iii) Bactrian School: Khalchayan, Dalverzin, etc. (iv) Amaravati School: Amaravati, Nagarjunakonda, etc. (v) Kashmir School : Harvan, etc. (vi) Karakorum Highways: Chilas, etc. (vii) Roman Art in India: Ter, Brahmapuri, Arikamedu, etc.

Unit 5: Classical Indian Art and Architecture (Gupta-Vakataka, Maitraka and Early Chalukya: 400 A.D.-600 A.D.)

- (a) Temple, Stone sculpture and Painting, Terracotta, Bronzes. (i) Gupta Art Mathura Style, Sarnath Style: Ahichhatra, Sarnath, Kausambi, Deogarh, Bhumara, Udayagiri, Bagh, etc. (ii) Vakataka Art: Ajanta, Ellora, Aurangabad, etc. (iii) Indo-Afghan Art: Hadda, Tapa Sardar, etc. (iv) Maitraka Art: Shamalaji, Roda, etc. (v) Early Chalukya Art: Ter, Aihole, Pattadakal, Badami, Ellora, etc.

Unit 6: Late Classical Indian Art and Architecture (Rashtrakuta, Pala, etc. 700 A.D.-1000 A.D.)

- (a) Temples, Stone sculpture, Painting, Bronzes. (i) Rashtrakuta Art: Aurangabad, Ellora, Elephanta, Virupaksha, etc. (ii) Gurjara-Pratihara Art: Kannauj, Osian, Sirpur, etc. (iii) Pallava Art: Mahabalipuram, Kanchipuram, etc. (iv) Pala Art: Nalanda, Vikramshila, etc.

REGIONAL ART STYLES

- (a) Kashmir Art: Martanda, Avantipura, etc.
 (b) North-eastern Art: (i) Assam (Upper, Middle and Lower) (ii) Tripura (iii) Meghalaya.
 (c) Himalayan Art: Chamba, Kangra, etc.

Unit 7: Medieval Indian Art and Architecture: Hindu Tradition (1000 A.D.-1700 A.D.)

Temple, Sculpture, Painting, Bronzes

- (a) Northern India
 (i) Paramara Art: Dhar, Udaipur, Hingalajgarh, etc. (ii) Chandella Art: Khajuraho, Mahoba, etc. (iii) Soma and Eastern Ganga Art: Bhubaneswar, Puri, Konark, etc. (iv) Pala-Sena Art: Kurkihar, Rajashahi, Rangpur, Vishnupur, etc.
- (b) Western India
 (i) Western Chalukya and Solanki Art: Modhera, Palitana, Mt. Abu, etc. (ii) Western Indian Manuscript Paintings.
- (c) Southern India
 (i) Chola Art: Thanjavur, Gangiacholapuram, etc. (ii) Pandya Art: Srirangam, Chidambaram, etc. (iii) Hoysala Art: Belur, Halebid, etc. (iv) Vijayanagara Art: Hampi, etc. (v) Kakatiya Art: Warangal, etc. (vi) Nayaka Art; Madura, etc. (vii) Kerala Art: Padmanabhaswami, Vadakkunath, Tiruvanchikkulam temples, etc. and Mattancheri Palace.

Unit 8: Medieval Indian Art and Architecture: Muslim Tradition (1100 AD-1800 AD)

Mosques, Mausoleums, Palaces, Forts, Decorative Art, Painting

- (a) Muslim Art and Architecture: Sultanate (i) Delhi (Early Sultan, Khilzi, Tughlaq, Lodhi, Sur)
(ii) Regional Styles: Deccan, Gujarat, Malwa, Bengal
- (b) Muslim Art and Architecture: Mughal
(i) Mughal Architecture: Agra, Delhi (ii) Mughal Decorative Art: Agra, Delhi (iii) Mughal Painting: Court Art (iv) Later Mughal Painting: Provincial Schools (v) Deccani Styles
- (c) (i) Rajasthani Painting (ii) Pahari Painting

EPIGRAPHY

(100 Marks; 80 Lectures)

Unit 1: Value of inscriptions for historical reconstruction; origin and the antiquity of the art of writing in India; writing materials; and Prashastis, land grants and charters.

Unit 2: Scripts: Harappan script, Brahmi; and Kharoshthi.

Unit 3: Stages of evolution of Brahmi up to Nagari and regional scripts.

Unit 4: Preparation and preservation of records; classification of documents; general features of copper-plate charters; and stone inscriptions.

Unit 5: Dating and Eras: Pre-era dating methods. Eras: Kali, Vikrama; Saka, Kalachuri-Chedi; Gupta; and regional eras.

Unit 6: Historical and cultural study of the following inscriptions

- i. Rock Edict XIII of Asoka.
- ii. Bairat Edict of Asoka.
- iii. Pillar Edict VII of Asoka.
- iv. Rummindei Pillar Inscription of Asoka.
- v. Panguraria Edict of Asoka.
- vi. Shinkot Relic Casket Inscription of the time of Menander.
- vii. Besnagar Garuda pillar Inscription of Hellodorus.
- viii. Ayodhya Inscription of Dhanadeva.
- ix. Hathigumpha Inscription of Kharavela.
- x. Ara Inscription of the time of Kanishka II.
- xi. Mathura Inscription of the time of Huvishka.
- xii. Naneghat inscription of Vedisri.
- xiii. Nasik Inscription of Vasishthiputra Pulumavi.

- xiv. Nasik Inscription of Ushavadata.
- xv. Girnar Rock Inscription of Rudradaman.
- xvi. Allahabad Pillar Inscription of Samudra Gupta.
- xvii. Mehrauli Iron Pillar Inscription of Chandra.
- xviii. Mathura Pillar Inscription of the time of Chandra Gupta II.
- xix. Bhitari Pillar Inscription of Skanda Gupta.
- xx. Poona Plates of Prabhavati Gupta.
- xxi. Miregaon Plates of Prabhavati Gupta, Year 20.
- xxii. Washim Plates of Vindhyasakti II.
- xxiii. Mayidavolu Inscription of Sivaskandavarman.
- xxiv. Mandasor Pillar Inscription of Yasodharman Vishnuvardhana.
- xxv. Haraha Inscription of Isanavarman.
- xxvi. Dubi Plates of Bhaskaravarman.
- xxvii. Aphased Inscription of Adityasena.
- xxviii. Aihole Inscription of Pulakesi II.
- xxix. Gwalior Inscription of Mihirabhoja.
- xxx. Lakhimpur Plates of Dharmapala.
- xxxi. Sanjan Plates of Amoghavarsha.
- xxxii. Tiruvalangadu Plates of Rajenndra Chola.
- xxxiii. Purushottamapuri Plates of Ramachandra.

Note: This is a general syllabus with an attempt to cover as many major dynasties of India as possible. But additions and omissions may be made in keeping with the regional requirements of individual universities. Detailed study of at least a few inscriptions is desirable.

NUMISMATICS

(100 Marks; 80 Lectures)

Unit 1:

- a. Scope of the subject: the origins of money and coinage; and coins and the study of the past.
- b. Numismatic terminology; types; inscriptions; accessory symbols; coin description; documentation and photography; accession registers; and catalogue arrangement.
- c. Numismatic scholarship: coin collecting; public collections or coin cabinets of museums; private collections; and coin dealers.
- d. Making of a coin: choice and availability of metal; issue of coin; making of flans or blanks; dies/punches, striking, verification, weight or metrology; mints and moneymen; coins, trade, traders and trade routes; minting and state; mint output; counterfeits; and forgeries; contemporary and modern.
- f. Coin finds: individual finds; casual or stray finds; hoards and their classification – accidental hoards, emergency hoards, saving hoards, abandoned hoards; coin finds in excavations/exploration; recording and preservation; geographical distribution of coin finds; and mapping of the data.
- g. Numismatic techniques: dating and attributing coins; grouping coins on the basis of types, stylistic developments, die studies, die-links; palaeography or lettering of inscriptions/legends; and localization, imitation and immobilization.
- h. Metrology – histograms, frequency tables, graphs, statistical analysis, coin fineness: different methods – touchstone, chemical analysis, gravimetric analysis, neutron activation analysis, microchemical analysis, ocular spectrometry; and X-ray crystallography and X-ray spectrometry.
- i. History of Numismatic studies in India; coins as source of Indian history upto c. AD 1200. Coin collecting in India; public coin collections or coin cabinets of museums and research; Treasure Trove Act and subsequent laws; and private coin collectors and coin dealers.
- j. Origin and evolution of coinage in India; literary evidence; extant coin finds; archaeological evidence; epigraphic evidence; and folk lore and folk tradition.
- k. Debate about the antiquity of Indian coinage.

- l. Techniques of manufacturing coins: Punch-marked, casting, die striking; literary evidence; epigraphic and archaeological evidence; availability of metals; sources of metals used; and denominations.
- m. Weights and weight standards in north India and south India; and coin names in north and south India.

Unit 2: Survey of coin series in India

- a. Punch-marked and cast coins.
- b. Greek, Bactrian Greek and Indo-Greek coins; and Shaka Pahlava coins.
- c. City coins; Tribal coins; and Janapada coins.
- d. Kushana coins and their successors: Sasanian coins in Sind and north western India; Kushano Sasanian, Kidarite, Hephthalite Sasanian, Kota and Puri Kushana coins.
- e. Early coins of south and western India: Satavahana; Western Ksatrapa; Roman and Byzantine coins.
- f. Gupta coins and currency system; coins of Traikutakas, Later Guptas, Vardhanas, Maukharis, and rulers of Bengal and Assam; and coins of Hunas.
- g. Coins of Kalachuris, Gurjaras, Amirs of Sind, Gurjara Pratiharas; coins of Shahis of Kabul, Gandhara and Punjab; coins of Kashmir; and coins of the Nagas.
- h. Coins of Tomaras, Chandellas, Chahamanas, Paramaras, Gahadvalas Chalukyas; coins of Ghaznavids and Ghurids; and coins of Maharajas of Kangra.
- i. Coins of south India from post-Satavahana to Chalukya period.
- j. Coins of post-Chalukya dynasties: Cholas, Pandyas and Cheras.

Note: All the coin series listed above must be taught with the help of coin photographs/slides, so that students get trained to identify the coins of different series/periods/regions, etc. Efforts should be made to collaborate with the local public collections/museums so that numismatic material is made available to students for their study. The Committee suggests that coin series of at least three dynasties may be studied.

MEDIEVAL EPIGRAPHY

(100 Marks; 80 Lectures)

1. Medieval epigraphy and its introduction in India:

- a. Languages and Scripts – Kufic, Thulth, Tauqi', Muhaqqaq, Naskh, Riqā', Ta'liq, Nasta'liq and Nagari.
- b. The Calligraphy – evolution of Tughra form of script.
- c. Bilingual inscription – its linguistic and historical importance.
- d. Epigraphical contribution to Persian language and literature in India.

2. Epigraphical format of documentation:

- a. Style of transcriptions and transliterations.
- b. Methods, technique and material used for engraving inscriptions.
- c. Locations – royal monuments, forts and public buildings.
- d. Dates and Dating – various eras, viz. Hijri, Shuhur san, the Ilahi, the Fasli (North Indian, Bengali and Deccani), the Jalus and Samvat (Vikram, Saka and Plava).
Dating in figure and numeral.

3. Medieval Indian epigraphy as a source of history:

- a. Direct and indirect epigraphical evidence.
- b. Kinds and nature of the evidence – purely religious, personal, edictal, commemorative and indicatory.
- c. Extant and geographical place names.
- d. Dynastic information – political, administrative, economic, social, cultural and architectural.

4. Inscriptions of the Delhi Sultans:

- a. Find places – political and administrative value.
- b. Names and titles of the Sultans, provincial governors and officials. Its significance.
- c. Re-assessment of the history of the Delhi Sultans on the basis of the inscriptions.
- d. Regional epigraphical study – viz. inscriptions of Bengal, Rajasthan, Gujarat and Deccan.

5. Inscriptions of the Mughal Emperors:

- a. Territorial boundary on the basis of epigraphical extent.
- b. Brief history of the composer and tracer of the Mughal period.
- c. Significance of the titles of the emperors, zamindars and administrative officials.
- d. Epigraphical evidence for the history of the Mughal emperors – Babur to Aurangzeb.
- e. Significance of Urdu inscriptions of the later Mughal emperors.
- f. Regional inscriptions of the Mughal period, with especial reference to Rajasthan, Gujarat and Deccan.

Suggested Readings

1. Corpus Inscription Bhavanagari, ed. Maharaja Takht Singhji.
2. Corpus Inscription Indicarum, State of Rajasthan. Ed. Mehrdad Shokoohy.
3. Corpus Inscriptions of Bengal – Abdul Karim.
4. Corpus Inscriptions of Bihar – Qeyamuddin Ahmad.
5. Epigraphia Indica, Arabi and Persian Supplement.
6. Epigraphia Indo-Moslemia.
7. Epigraphical evidence for Khalji Dynasty, PIHC, 1977 – S. Jabir Raza.
8. Inscriptions on the Monuments of Akbar, PIHC, 1993 – S. Jabir Raza.
9. Persian and Arabic Epigraphy of Gujarat: their historical significance – Z.A. Desai.
10. Sanskrit Inscriptions of Delhi Sultanate (1191-1526) - Pushpa Prasad.
11. Study of Muslim Inscriptions – V.S. Bendrey.

MEDIEVAL NUMISMATICS

(100 Marks; 80 Lectures)

1. Medieval Indian Coinage as a source of history:
 - a. Scripts, legends and placing of inscriptions on the coins. Types of calligraphy; bilingual legend.
 - b. Islamic type coins – its feature: Kalima and names of caliphs. Significance of names and titles.
 - c. Dates and place of dating. Minting place, mint marks and mint technology.
 - d. Importance of regional and lesser known coins.

2. Coin circulation in Northern and Central India prior to the establishment of Delhi Sultanate:
 - a. Coinage and Metrology – Bull and Horseman type.
 - b. Ghaznavid coins issued from Lahore.
 - c. Coinage and Metrology of Muizzuddin b. SamBull/Horseman, Horseman/legend, and Laxmi type.
 - d. Debate on Qutbuddin Aibak's coins.

3. Islamic type coins and its introduction in India by Delhi Sultans:
 - a. Coinage and Metrology of Early Turkish and Khalji Sultans.
 - b. Iltutmish as an introducer of Islamic type coins – Tanka, Jital, Billon and Copper with legend in Nagari.
 - c. Coins of Iltutmish's successors with special reference to Razia, the only regent queen. Balban discarded Bull/Horseman type. Continuation of Nagari legend.
 - d. Coins of Khaljis. Continuation of Balban pattern. Omission and re-introduction of the name of caliphs. Typology of gold, silver, billon and copper coins of Alauddin Khalji.

4. Continuation of Islamic type coins:
 - a. Coinage and Metrology of Tughlaq Sultans. Ghiyasuddin Tughlaq's coins with Kalima and Quranic verses. Token currency.
 - b. Coins of Firuz Shah Tughlaq and his successors. Induction of the name of Abbasid caliph of Egypt.

- c. Coinage and Metrology of Sayyid and Lodi Sultans.
 - d. Coinage and Metrology of Suri rulers – Inscriptional changes, Kalima and names of four great caliphs. Re-introduction of Nagari script. Increase in weight standard. Absence of billon and presence of heavy copper coins.
5. Introduction of Mughal coinage in India:
- a. Shah-rukhi coins – its origin, type, weight and circulation. Humayun’s coins on the pattern of Suri rulers.
 - b. Coinage and Metrology of Akbar. Shah-rukhi type, Kalima type, Ilahi type, Alf type, Commemorative type, Ram-Sita type, and bird type. Weight standard. Heavy copper coins Double-Dam, i.e. Tanka-i-Akbar Shahi.
 - c. Jahangir’s coins – Kalima type, couplet type, Portrait type, Zodiac type and the name of Nurjahan, Coins with increased weight standard.
 - d. Coinage and Metrology of Shah Jahan and Aurangzeb. Absence of religious type. Introduction of new formula, “*Manus Maimanut Sanah Julus*”.
 - e. Coinage and Metrology of later Mughals. Meaning, use and purpose of Nisar coins.

Suggested Readings

1. Abul Fazl, *Ain-i-Akbari*, Engl. Tr. Blochmann.
2. B.L. Bhadani, *Literary Evidence for Lesser-known Coins of Medieval Rajasthan*, in *Medieval Indian Coinages*.
3. I.A. Zilli, *Saiyid Sultans of Delhi and the Issue of Coins in the Name of Timurids – Fact or Fiction in Medieval Indian Coinages*.
4. J.S. Deyell, *Living without Silver: The Monetary History of Early Medieval North India*, 2 Vols.
5. *Medieval Indian Coinages: A Historical and Economic Perspective*. Ed. Amiteshwar Jha.
6. Nelson Wright, *The Coinage and Metrology of the Sultans of Delhi*.
7. R.S. Poole, *The Coins of the Mughal Emperors of Hindustan in the British Museum*.
8. S. Jabir Raza, *Nomenclature and Titulature of the Early Turkish Sultan of Delhi found in Numismatic Legends in Medieval Indian Coinages*.
9. S. Lane-Poole, *Catalogue of Oriental Coins in British Museum*.
10. Thakkar Pheru, *Dravya Pariksha aur Dhatutpatti*, ed. Bhanvar Lal Nath.

MEDIEVAL RAJASTHAN (c. 1400-1708)

(100 Marks; 80 Lectures)

1. Rajasthan

Identity of Rajasthan, geography, demarcation of Eastern and Western Rajasthan.

2. The Rajputs

Evolution into a recognised ruling and warrior caste. Principal states in Rajasthan, 10th-13th century. The 'feudal' structure of superior rights in pre-Sultanate Rajasthan. Rajasthan in the 14th century.

3. The Rise of Mewar and Marwar

Mewar and the Sultans. Political history of Mewar from Kumbha to Sangram Singh. Political institutions. Marwar till the death of Maldev.

4. Akbar's Relations with the Rajputs

- a. Akbar's early contacts with Rajputs; the Kachwahas. Expansion and reconciliation in Rajasthan. Occupation of Mewar: Rana Pratap.
- b. Rajputs as mansabdars: Bhagwandas and Man Singh.
- c. Composition of Rajput segment of Mughal nobility.

5. Rajput Principalities, 1605-1658

Jahangir's policy towards Rajputs. The reconciliation of Mewar. Shahjahan and the Rathors. The Mewar War of 1654. Rajput share in mansabs and posts.

6. Rajput Polity and Administration in the 17th Century

Position of ruler; *pattawats*, *bhumias*. Rajput soldiery and its links to land; concept of *tan* and *rekh*. *Tankhwah* and *Watan jagirs*: Rajput administration, sub-assignments.

7. Aurangzeb and the Rajputs

The Rajputs and the war of succession, 1658-59. Aurangzeb's Rajput policy in the early years; the Rathor rebellion and its aftermath. Share of the Rajputs in mansabs.

8. The Emergence of the Amber Principality as a Major State in Rajasthan

Mirza Raja Jai Singh, early career of Jai Singh Sawai. The Rajputs in the War of Succession, 1707-8; and the settlement with Bahadur Shah.

9. Economy in the 17th Century

Extent of cultivation; agricultural production. Trade and Commerce, Mahajans; the rise of the business community; commercial linkage between village and town.

10. Urban and Rural Structure of Society

Population, urban and rural with special reference to Marwar. Village and stratification of peasantry with special reference to Eastern Rajasthan.

11. Culture in Rajasthan

The influx of Islamic and Mughal influences; Architecture, Rajput schools of painting. Religious movements. Mirabai, the Dadu-panthis. Jambhoji and Jasmath. Development of the Ajmer shrine.

12. Sources

Inscriptions. Persian Histories; *arhsattas*, *chitthis*. Documents like *taqsims*, *khasras* and *dastur-ul-amals* and *amal-dasturs*; Bardic literature, *Khyats*, *bat* and *Vigat*. Nainsi's *Khyat* and *Vigat* Jain literature.

Note: This is a suggested model. Universities may draft similar papers according to their respective requirements.

Suggested Readings

1. A.K. Coomaraswamy. Rajput Paintings.
2. B.L. Bhadani. Peasants, Artisans and Entrepreneurs – economy of Marwar in the Seventeenth Century.
3. Dashratha Sharma. Lectures in Rajput History.
4. Dashratha Sharma. Rajasthan Through the Ages. Vol. 1.
5. Dilbagh Singh. State, Landlords and Peasants.
6. Dirk, H.A. Kolf. Naukar, Rajput and Sepoy (Chapter 3).
7. E.B. Havell. Indian Architecture (Selected Portions).
8. G.D. Sharma. Rajput Polity.
9. G.H. Ojha. *Rajputana Ka Itihas*, 2 Vols.
10. G.N. Sharma. 1. Mewar and the Mughal Emperors. 2. Social Life in Medieval Rajasthan.

History & Archaeology

11. James Tod. *Annals and Antiquities of Rajasthan*, 2 Vols.
12. K.R. Qanungo. *Studies in Rajput History*.
13. Karine Schommer, et.al. *Idea of Rajasthan*, 2 Vols.
14. Masanori Sata and B.L. Bhadani. *Economy and Polity of Rajasthan*.
15. Moti Chand. *Mewar Painting*.
16. S.P. Gupta and S.H. Khan. *Mughal Documents: Taqsim*.
17. S.P. Gupta. *Agrarian System of Eastern Rajasthan, 1650-1750*.
18. Shanta Rani Sharma. *Society and Culture in Rajasthan (C.A.D. 700-800)*.
19. Shyamal Das, Vir Vinod, 4 Vols. *Relevant portions*.
20. V.N. Reu. *Marwar Ka Itihas*. 2 Vols.
21. V.S. Bhargava, *Marwar and the Mughal Emperors*.
22. V.S. Bhatnagar. *Life and Times of Sawai Jai Singh*.

HISTORY OF SCIENCE AND TECHNOLOGY IN PRE-COLONIAL INDIA

(100 Marks; 80 Lectures)

Unit 1: Science and Technology – the beginnings

- a. Science and technology – meaning, scope and importance. Interaction of science, technology and society. Universalism of science. Sources of history of science and technology in India.
- b. Origins and development of technology in pre-historic period. Beginnings of agriculture and its impact on the growth of science and technology.
- c. Science and technology during Vedic and later Vedic times including physical and biological sciences.
- d. An outline of the development of concepts: doctrine of five elements, theory of atomism and attributes of matter in ancient India.

Unit 2: Developments in Science and Technology in India, AD 1st century to 17th century

- a. Major developments in the history of science and technology from AD 1st century to c. 1200.
- b. Developments in astronomy with special reference to Aryabhata, Varamihira and Bhaskara I.
- c. Developments in medicine and surgery: Charaka and *Sushruta Samhitas* and subsequent developments in human anatomy, physiology and *materia medica*.
- d. Development of mathematics: geometry of the *Shulbha Sutra*; mathematics of Bakshali Manuscript; mathematics of the classical period.
- e. Concept of rationality and scientific ideas in Arab thought and its reception in India.
- f. New developments in technology – Persian Wheel; gun-powder; textiles; bridge building; etc.
- g. Developments in medical knowledge and interaction between unani and ayurveda; and alchemy.
- h. Astronomy in the Arab world and its impact on India with special reference to Sawai Jai Singh.

Suggested Readings

1. Adas Michael, 1992. *Machines as the Measure of Men: Science, Technology and Ideologies of Western Dominance*, OUP, Delhi.
2. Arnold Devid. 1993, *Colonizing the Body*, Delhi.
3. -----, 1999, *Science, Technology and Medicine in Colonial India. The New Cambridge History of India Series*, OUP, Cambridge.
4. Grove, R. 1994. *Green Imperialism*, OUP, Delhi.
5. Headrick D.R. 1981. *The Tools of Empire: Technology and European Imperialism in the Nineteenth Century*, OUP, New York.
6. Kumar Anil, 1998. *Medicine and the Raj*, Sage, Delhi.
7. Kumar Deepak, 1995. *Science and the Raj*, OUP, Delhi.
8. -----, 2000. *Disease and Medicine in India: A Historical Overview*, Tulika Publications, Delhi.
9. Macleod, Roy and Kumar Deepak (eds.) 1995. *Technology and the Raj*, Sage, Delhi.
10. Petitjean, P. et al., (eds.) 1992. *Science and Empires*, Kluwer, Dordrecht.
11. Prakash Gyan, 2000. *Another Reason: Science and the Imagination of Modern*, OUP, Delhi.
12. Qaisar A.J. 1982. *The Indian Response to European Technology and Culture*, OUP, Delhi.
13. Raina D and Habib I, (eds.), 1999. *Situating History of Science: Dialogues with Joseph Needham*, OUP, Delhi.
14. Sangwan, S. 1990. *Science, Technology and Colonisation: Indian Experience*, Anamika, Delhi.
15. Sen S.N. 1991. *Scientific and Technical Education in India*, INSA, New Delhi.
16. Visvanathan S. 1985. *Organising for Science*, OUP, Delhi.

SCIENCE AND TECHNOLOGY IN COLONIAL INDIA

(100 Marks; 80 Lectures)

Unit 1: Science and Empire: Theoretical Perspectives

- a. Conceptual aspects of western science.
- b. Debates regarding the nature and growth of western science, technology and medicine (STM).
- c. The role and place of STM in the colonial process.

Unit 2: Science and Colonial Explorations

- a. State of science and technology on the eve of British conquest.
- b. East India Company and scientific explorations.
- c. Early European scientists: surveyors, botanists, doctors under the Company's service.

Unit 3: Growth of Techno-Scientific Institutions

- a. Scientific and technical education: establishment of engineering and medical colleges and institutes. Teaching of science in universities.
- b. Establishment of scientific institutions: Survey of India; Geological Survey of India; and agricultural experimental farms.

Unit 4: Indian Response to Western Science

- a. Indian response to new scientific knowledge: interactions and predicaments.
- b. Science and Indian nationalism: Emergence of national science and its relations *vis-à-vis* colonial science: Mahendra Lal Sarkar, P.C. Ray, J.C. Bose.

Unit 5: Science and development discourse

- a. STM for development – ideas of British government, Mahatma Gandhi and other Indian nationalists.
- b. Professionalisation of science and their new personnel.
- c. Royal Commissions and their Reports.

- d. Planning for development: National Planning Committee; Bombay Plan; National Planning Advisory Board; and Central Advisory Board of Education.
- e. Transition from 'dependent to 'independent' science.

Suggested Readings

1. Alvares C. 1979. *Homo Faber: Technology and Culture in India, China, and the*, Allied, Delhi.
2. Anderson, R.S. 1976. *Building Scientific Institutions in India*, McGill Univer. Press, Montreal.
3. Bernal J.D. 1939. *The Social Function of Science*, Routledge, London.
4. Bhargava, K.D. (ed.) 1968. *Selections from Educational Records of Govt. of India, Scientific and Technical Education in India*, NAI, Delhi.
5. Biswas A.K. 1969. *Science in India*, K.L. Mukhopadhyay, Kolkata.
6. Dasgupta, Subrata, 1999. *Jagadish Chandra Bose and the Indian Response to Western Science*, OUP, Delhi.
7. Dharampal, 1971. *Indian Science and Technology in the Eighteenth Century Delhi*.
8. Gaillard J, V.V. Krishna and R. Waast, 1997. *Scientific Communities in the Developing World*, Sage, Delhi.
9. Goonatilake, S. 1984. *Aborted Discovery: Science & Creativity in the Third World*, Zed Books, London.
10. Grover R. et. al. (eds.) 1998. *Nature and Orient*, OUP, Delhi.
11. Habib, Irfan, 1984. *Studying a Colonial Economy without Perceiving Colonialism*, *Social Scientist*, Vol. 13, pp. 2-29.
12. Headrick D.R. 1988. *The Tentacles of Progress*, OUP, New York.
13. Hoodbhoy Pervez. 1991. *Islam and Science*, Zed Books, London.
14. Inkstem, Ian. 1991. *Science and Technology in History*, Macmillan, London.
15. Krishna V.V. 1993. *S.S. Bhatnagar on Science, Technology and Development*, Wiley Eastern, Delhi.
16. MacKenezie, J. (ed.) 1990. *Imperialism and the National World*, MUP, Manchester.
17. Morehouse, W. (ed.) 1968. *Science and Human Conditions in India and Pakistan*, Rockefeller University Press, New York.

BUSINESS HISTORY OF INDIA (c. AD 1700-1991)

(100 Marks; 80 Lectures)

Unit 1: Background: Business in Pre-Colonial India

- a. Caste and business communities.
- b. Manufacturers and trade – internal and external. Surat as trade centre.
- c. Credit and indigenous banking.
- d. Potentialities of capitalist growth.

Unit 2: Trade and East India Company

- a. European trading interests in India.
- b. The East India Company and trade and manufactures up to 1757.
- c. British private trade in eighteenth century.
- d. East India Company's trade, 1757-1833.

Unit 3: Trade, Credit and Agency Houses

- a. European Agency Houses - 1793-1848.
- b. Currency credit and indigenous bankers, 1800-1850.
- c. Origins and growth of Managing Agencies – new industries and technology.

Unit 4: Expansion of Trade and Business

- a. Reform of corporate law, railways and telegraphs - their impact on business and trade.
- b. Emergence of Modern Banking: Presidency banks and Exchange banks.
- c. History of the Presidency Banks of Bengal, Madras and Bombay – 1800-1921.
- d. Growth of European Managing Agency firms, European Chambers of Commerce.

Unit 5: New Merchant Communities - 1800-1914

- a. Indigenous bankers - 1850-1947.

- b. Growth of Banking : Imperial Bank; Reserve Bank; and State Bank. Rise of new Indian industrial houses – Tata, Birla, Sri Ram and others; Indian Chambers of Commerce; business and politics – 1914-1947; conflict of European and Indian business interests.
- c. National Planning Committee; Bombay Plan.

Unit 6: Business Expansion in Independent India

- a. Decline of European Managing Agency Houses.
- b. Five Year Plans. Government industrial policy.
- c. Growth of Business: 1947-1990; technical innovations.
- d. Multinationals.
- e. Shifts in policy and their critique.

WOMEN IN INDIAN HISTORY

(100 Marks; 80 Lectures)

Unit 1: Survey of Approaches and Sources

- a. Approaches
 - i. Liberal
 - ii. Marxist
 - iii. Psychoanalytical
 - iv. Socialist
 - v. Existential
 - vi. Radical
 - vii. Post-modern.
- b. Sources
 - i. Archival – Government files, Official reports, Census, Private papers, etc.
 - ii. Non-archival – sacred and non-sacred texts, epigraphs, diaries, memoirs, autobiographies, fiction, songs, folk lore, photographs, paintings, oral history.

Unit 2: Religion and Women

- a. Brahmanical and non-Brahmanical.
- b. Jainism
- c. Buddhism
- d. Islam
- e. Sikhism
- f. Christianity

Unit 3: Reform Movements and Women

- a. Bhakti movements
- b. Vira Saivism
- c. Brahma Samaj
- d. Arya Samaj

- e. Aligarh movement
- f. Theosophical movement
- g. Satya Shodhak Samaj
- h. Sri Narayan movement
- i. Self-respect movement

Unit 4: Customary and Legal Status

- a. Ancient India.
- b. Medieval India.
- c. Colonial India.
- d. Post Independence.
- e. Tribal societies.

Unit 5: Women and Work

- a. Household.
- b. Agriculture.
- c. Industry – formal and informal sectors.
- d. Professions.
- e. Wages.
- f. Property rights.

Unit 6: Education and Women

- a. Ancient India.
- b. Medieval India.
- c. Colonial India.
- d. Post Independence.

Unit 7: Women's Organisations

- a. Colonial – local, provincial, national.
- b. Post-Independence.

Unit 8: Political Participation

- a. Gandhian Satyagraha.

- b. Revolutionary movements.
- c. Peasant and Workers' movements.
- d. Tribal movements.
- e. Panchayats and municipal councils.
- f. State legislatures, and Parliament.
- g. Feminist movement.

Unit 9: Women and culture

- a. Women's representation and participation in:
 - i. Literature.
 - ii. Art and Sculpture.
 - iii. Music.
 - iv. Dance.
 - v. Films.
 - vi. Theatre.
 - vii. Religious scriptures.
 - viii. Historical writing.
 - ix. Media.

Suggested Readings

1. Agnew, Vijay. *Elite Women in Indian Politics*. Delhi, Vikas, 1979.
2. Altekar, A.S. *The Position of Women in Hindu Civilisation*. 2nd ed., Motilal Banarsidass, Delhi, 1978.
3. Basu, A. and Ray, B. *Women's Struggle: A History of the All India Women's Conference 1927-1990*, Delhi, Manohar, 1990.
4. Borthwick, M. *The Changing Role of Women in Bengal, 1849-1905*, Princeton University Press, Princeton, 1984.
5. Chakravarti Uma and Kumkum Roy. "Breaking Out of Invisibility: Rewriting the History of Women in Ancient India." In Kleinberg, S. Jay *Retrieving Women's History: Changing Perceptions of the Role of Women in Politics and Society*. UNESCO, Berg. 1988.
6. Dehejia, Vidya, *Representing the Body: Gender Issues in Indian Art*. Kali for Women, Delhi, 1997.
7. Desai Neera, *Women in Modern India*. Vora, Mumbai, 1957.
8. Everett, Jana M. *Women and Social Change in India*. Heritage Publishers, Delhi, 1981.
9. Forbes, Geraldine. *Women in Modern India*, Cambridge University Press, Cambridge, 1996.
10. Jayawardena, Kumari, *Feminism and Nationalism in Third World*. London, Zed Books, 1986.
11. Joshi, V.C., ed., *Rammohan Roy and the Process of Modernisation in India*. Vikas, Delhi. 1975.
12. Krishnamurty, J., ed., *Women in Colonial India: Essays on Survival, Work and the State*. OUP, Delhi, 1989.

13. Leslie, I. Julia, ed., Roles and Rituals for Hindu Women. Fairleigh Dickinson University Press, Rutherford, N.J. 1991.
14. Liddle, J., and Rama Joshi, Daughters of Independence: Gender, Caste and Class in India, Zed Books, London, 1986.
15. Mani, Lata, Contentious Traditions: The Debate on Sati in Colonial India, University of California Press, Berkeley, 1998.
16. Mazumdar, Vina, Symbols of Power: Studies on the Political Status of Women in India. Allied. Delhi, 1979.
17. Minault, Gail, Secluded Scholars: Women's Education and Muslim Social Reform in Colonial India. OUP, Delhi, 1998.
18. Minault, Gail, The Extended Family: Women and Political Participation in India and Pakistan. South Asia Books, Columbia, Mo. 1981.
19. Misra, Rekha. Women in Mughal India (1526-1748 A.D.) Munshiram Manoharlal, Delhi, 1967.
20. Murshid, Ghulam. Reluctant Debutante: Response of Bengali Women to Modernization, 1849-1905. Rajshahi University, Rajshahi. 1983.
21. Nair, Janaki. Women and Law in Colonial India: A Social History, Kali for Women, Delhi, 1996.
22. Nanda, B.R., ed., Indian Women: From Purdah to Modernity, Vikas, Delhi, 1976.
23. Ray, Bharati and Basu, Aparna, eds., From Freedom to Independence: Women and Fifty Years of India's Independence. OUP, Delhi, 1999.
24. Sangari, Kumkum and Sudesh Vaid. Recasting Women: Essays in Colonial History. Kali for Women, Delhi. 1990.
25. Sinha, Mrinalini, Colonial Masculinity. Manchester University Press, Manchester, 1995.
26. Taru, Susie and K. Lalita, eds., Women Writings in India. Vol. I. 600 BC to the Early Twentieth Century. Vol. II. The Twentieth Century. 1990, 1991. Feminist Press. New York.
27. Towards Equality: Report of the Committee on the Status of Women in India, Govt. of India, Delhi, 1975.

ARCHIVAL STUDIES

(100 Marks; 80 Lectures)

Unit 1: Definition of Archives and allied terms like Manuscripts, Documents, Records, Archives. Characteristics of Archives.

Unit 2: Archives and allied institutions and their functions

Museum, Library, Gallery of Art, and Archives.

Unit 3: History of Archives

a. France, Great Britain, United States of America and People's Republic of China.

b. Origin and development Archives in India.

Unit 4: Physical forms of archives

Clay tablets, stone inscriptions, metal plates, palm leaf to paper records, seals, photographs, cartographic records, film, video-tapes, sound-records, machine-readable records and other electronic records.

Unit 5: Acquisition and accession of archives

Unit 6: Arrangement of Archives

a. Record group.

b. Archives group.

Unit 7: Access to Archives

Evolution of access policy-legal, ethical and scholarly considerations, governmental guidelines in the form of Public Record Act and Archival Law – principle of privacy and right to information.

Unit 8: Reference media

Macro level and micro level, viz. guide, index, calendar, catalogue, inventory, subject and check list.

HISTORY OF ECOLOGY AND ENVIRONMENT : INDIA

(100 Marks; 80 Lectures)

The recent growth in public consciousness about matters pertaining to environment may be treated as good enough reason for a full-fledged postgraduate course in history on ecology and environment. It is with a welcome rapidity in recent times that monographs exploring all the different facets of ecological and environmental history are getting published. It is, therefore, time that this new found concern is translated into a curricular framework.

A comprehensive curriculum at the postgraduate level would encompass illustrations of various environmental problems and the possible remedies and would also highlight the inherent resilience of local folk traditions which evolved in response to the local needs. It would simultaneously focus on the neglect of ecological variables in development planning.

The curriculum would foreground the above within the overall perspective of the historical exploration of the South Asian environment. Some of the following may compose the course outline:

Unit 1: Environment and Ecology in Indian ethos and philosophy.

Unit 2: Settlement archaeology.

Unit 3: Expansion of agriculture.

Unit 4: Geographical zones (forests, mountains, river systems, oceans, deserts).

Unit 5: Climatic factors in the evolution of societies.

Unit 6: Nature based activities and social formations.

Unit 7: Indigenous knowledge systems, nature and societies.

Unit 8: Management of environment in history.

Unit 9: Colonial intervention and environment.

Unit 10: Tribalization of communities.

Unit 11: Impact of modern industry on ecology.

Unit 12: Oriental systems and development alternatives.

This course may be developed keeping in view the specific requirement of the region in which it is taught.

HISTORY OF IDEAS

Instead of following the conventional division of ancient, medieval and modern, we think it is preferable to adopt a thematic pattern, each theme covering the entire period. We may divide the paper for the sake of easy organization into three courses dealing with political ideas, social ideas and religious ideas. The topics in each need not be comprehensive, but selective, concentrating on some key areas.

Unit 1: Political

- a. Ideas of polity – monarchy, oligarchy and proto-republicanism.
 - i. Ancient.
 - ii. Medieval.
- b. Rights and duties of subjects.
- c. Legitimacy of political power.
 - i. Texts
 - ii. Practice
- d. Colonialism and the emergence of new political ideas
 - i. Liberalism; democracy
 - ii. Utilitarianism
 - iii. Positivism
- e. Nationalism and Socialism.
- f. Communalism and Secularism.

Unit 2: Social Ideas

- a. Formation of early ideas on hierarchy.
- b. Rationalization and justification of hierarchy.
 - i. Varna
 - ii. Jati
 - iii. Family
 - iv. Women

- c. Anti-caste movements during the colonial period – Satya Shodhak Samaj, Sree Narayana movement, Self-respect movement.
- d. Social basis of nationalism.

Unit 3: Religious and Philosophical Ideas

- a. Formation of religious ideas in early India
 - i. Vedas, Upanishads and Vedanta
 - ii. Six Schools of Indian Philosophy
 - iii. Jainism
 - iv. Buddhism
- b. Ideas of dissent and protest – heterodox sects.
- c. Forms of religious thought and cultural synthesis.
 - i. Bhakti Movement: Shaivite and Vaishnavite Regional Developments
 - ii. Sufism
 - iii. Sikhism
- d. Reform and Revivalism – Brahmo Samaj, Prarthana Samaj, Arya Samaj, Deoband and Aligarh Movement, Singh Sabha Movement.
- e. Ideas of religious universalism and fundamentalism in modern India.

HISTORY OF INDIAN DIASPORA

(100 Marks; 80 Lectures)

Unit 1: Diaspora

The concept; origin, evolution and contemporary usage. Diasporic identities and their nature.

Unit 2: Stages of Migration

- a. Classical
 - i. Indians abroad in the days of remote antiquity.
 - ii. Early Indian migration; Ceylon and South-East Asia; Central Asia; Iran; and Afghanistan.
 - iii. Merchants, labour and craftsmen in India; South East Asia.
 - iv. Indian Ocean trading system; migration of Indians to East Africa, South-East Asia, Indonesia and West Asia.
- b. Colonial Migration
 - i. Emigration to British Plantation colonies – Fiji, Surinam, Guyana, Mauritius, Malaysia, Trinidad, and South Africa.
- c. Migration in the 20th century
 - i. Migration to Canada and USA in late 19th and early 20th century.
 - ii. Migration between 1920s-1947.
 - iii. Migration of professionals to the United States, Canada, Australia and other developed nations.
 - iv. Migration to the Gulf countries.

Unit 3: Categories of Indian Diaspora

- a. Peoples of Indian Origin (PIOs) and Non Resident Indians (NRIs).
- b. Regional, linguistic, religious, caste divisions.
- c. First generation and second generation divide.

Unit 4: Indian Diaspora in Host Society**Important Zones**

- a. Western countries (USA, UK, Canada)
- b. Caribbean (Trinidad, Guyana, Surinam)
- c. Indian Ocean States (Sri Lanka, Mauritius)
- d. South-East Asia, Fiji
- e. West Asia.

The Indian diaspora in these zones have to be studied with reference to their

- i. Social status
- ii. Race and ethnicity
- iii. Economic, business, professional position vis-à-vis other ethnic communities
- iv. Political participation
- vi. Cultural, religious and community activities

Unit 5: Indian Diaspora and Homeland

- a. Cultural, intellectual, religious, economic, political connections.
- b. Influence on domestic politics and foreign policy.

Unit 6: India in the Diasporic Age

- a. India's policy towards her diaspora.
- b. Economic, scientific, technological, cultural, and political collaboration and adjustments.

HISTORICAL APPLICATION IN TOURISM

(100 Marks; 80 Lectures)

Various aspects of history (monuments, archaeological sites, museums, etc.) have been for ages tourist attractions and history is being used as a tourism product for a long time. This course should be aimed at the application of history in tourism. It should take into account an understanding of tourism, designing of tourism products and the packaging of history as a tourism product. Many aspects of history like art, architecture, handicrafts, textiles, folklore, historical events, sites, monuments, etc., can be studied for this purpose. Besides, this course should also incorporate guiding skills in order to develop an understanding among the learners of how to guide at historical monuments/sites, etc.

The course may also include study of specific cultures, religious and historical events that can be used to explain to tourists the characteristics of Indian society keeping in view the regional requirements.

- Unit 1: Characteristics of tourism.**
- Unit 2: Characteristics and designing of tourism products.**
- Unit 3: History as a tourism product.**
- Unit 4: Monuments, major and minor.**
- Unit 5: Historical sites.**
- Unit 6: Historical events.**
- Unit 7: Folk cultures and arts.**
- Unit 8: Festivals and religions.**
- Unit 9: Handicrafts, textiles, etc.**
- Unit 10: Guiding skills.**

Suggested Readings

1. Chris Cooper and Fletcher, *Tourism: principles and practices*.
2. S. Wahab, *Tourism Marketing*.
3. Joan Bakewell, *The Complete Traveller*.
4. James W. Morrison, *Travel Agent and Tourism*.
5. Edward D. Mills, *Design for Holidays and Tourism*.
6. Douglas Pierce, *Tourism Today: a Geographical Analysis*.
7. A.K. Bhatia, *Tourism: Principles*.
8. Krishna Deva, *Temples of North India*.
9. Vidya Dehejia, *Buddhist Temples*.
10. Harle, J.C., *The Art and Architecture of the Indian Subcontinent*, Harmondsworth, Penguin, 1987.

STATE IN INDIA

(100 Marks; 80 Lectures)

Unit 1: Towards formation of the State:

Proto-States; chiefdoms of later Vedic times; and Territorial States in the Age of Buddha.

Unit 2: The Mauryan State:

Socio-economic basis; nature and functions; and theory and practice.

Unit 3: Gupta polity:

Administrative organization; tributary system; and socio-economic basis.

Unit 4: State formation in the South:

Chiefdoms and the Cholas.

Unit 5: Nature and functions of the State under the Sultans of Delhi; and Islamic theory of state.

Unit 6: Vijayanagara state:

Structure; features; and nature.

Unit 7: The Mughal State's Administrative institutions; Mansabdari system: socio-economic basis.

Unit 8: Colonial State:

Political economy; state apparatus; and instruments of legitimation.

Unit 9: Stages of development of the nation-state in India.

Unit 10: State in independent India:

Continuity and change.

Unit 11: Historiographical debates on the nature of the state in India.

AGRARIAN HISTORY OF COLONIAL INDIA

(100 Marks; 80 Lectures)

- Unit 1: Historiography of agrarian history:**
Some leading interpretations of the nature and process of agrarian change during British rule.
- Unit 2: Organization of the pre-colonial rural economy:**
Examinations of the notions of 'village self-sufficiency' and 'village community' – elements of conflict and solidarity in the village community – late pre-colonial India's agrarian economy, a growing economy?
- Unit 3: Major agricultural trends:**
Co-existence of decline and growth increasing commercialization of agriculture – a 'forced commercialization'? – organization of cash crop cultivation and its impact on the small peasant economy.
- Unit 4: Explanations of recurring famines and scarcities.**
- Unit 5: Price movements and the nature of peasant response to price changes: a detailed study of the impact of the Great Depression on the rural economy.**
- Unit 6: Major trends in demographic changes (with particular reference to the period 1872-1947).**
- Unit 7: The rural agrarian structures:**
The new land systems and the reshuffling of the upper levels of tenurial hierarchy; and the process of replacement of the old proprietary groups (with special reference to U.P., Maharashtra, Punjab, Bengal and South India).
- Unit 8: Growth of agricultural labourers during British rule – system of bonded labour ('agrestic serfdom').**
- Unit 9: The changing rural credit scene as it affected the rural agrarian structure (with particular reference to Maharashtra, U.P., Bengal and Punjab); and examination of the notion of social and economic constraints on the powers of moneylenders.**

Unit 10: Process of differentiation within the peasantry

Rise of 'a rich peasantry' to be explained (with particular reference to Punjab, Maharashtra, Bengal and South India) – growth of the tenancy system – examination of the notion that tenancy contributed to 'peasant stability'.

Unit 11: Changing rural landscape and environment; and the issues concerning 'forestry' – 'ecological approach' to rural changes in colonial India.**Unit 12: The tribal dimension**

The changing economy; and social organization in the tribal world.

ECONOMIC HISTORY OF INDIA c. AD 1757-1947

(100 Marks; 80 Lectures)

Unit 1: Introduction

- a. Issues and problems of Indian Economic History. Different approaches and their limitations.
- b. Sources of Economic History of British India.

Unit 2: Indian Economy in the Mid-Eighteenth Century

- a. Nature and structure of economy: rural and urban.
- b. Agrarian and non-agrarian production. Technology and methods of production.
- c. Trade and indigenous banking.
- c. Debate on the potentialities of capitalist change in the pre-colonial economy; question of 'growth' in the late pre-colonial Indian economy.

Unit 3: Early Phase of Colonial Economy

- a. Mercantilism and European economic interests in India. The East India Company and its rule in Bengal.
- b. The early Drain of Wealth and its mechanism, magnitude and effects.
- c. Indian manufactures for external market – internal commerce; the later debate on the question.

Unit 4: Agrarian Settlements and Agrarian Production

- a. Agrarian conditions – Regional variations.
- b. The Permanent Settlement – objectives, operations, effects and official critiques.
- c. Ryatwari Settlements and Mahalwari system.
- d. Consequences of periodic settlements.
- e. Increase in the cultivation of export crops. New elements in the organization of production of export commodities.

Unit 5: Ecological changes and rural society (with particular reference to the implications of increasing control of the colonial state on forests as distinguishable from 'settled peasant villages').

Unit 6: Traditional Handicraft Industry and the question of De-industrialization

- a. Artisans and handicraft product-background.
- b. Industrial capitalism and import of English cloth and yarn.
- c. Debate over de-industrialization – regional variations.
- d. Handicraft industry in transition under colonialism.
- e. Capital and labour in handicraft industry.

Unit 7: Railways and Indian Economy

- a. Economic and political compulsions.
- b. Unification and subjugation of Indian market.
- c. Effects on agrarian production and export of raw material – commercialization of agriculture.
- d. Famines and British policy, nationalist criticism.

Unit 8: Large Scale Industry

- a. Conditions before the emergence of modern industry.
- b. Capitalist investment in India – indigenous and British effects.
- c. Modern industry in pre-1914 phase – nature – main industries: cotton, jute, iron and steel and others. Impediments to growth, nationalist critique, industry and the First World War phase with special reference to economic depression.
- d. Colonial state and industrial growth.
- e. Rise of industrial labour; labour force in large scale industry; types of labour movements; changing social composition of industrial labour.

Unit 9: Foreign Trade and Balance of Payments

- a. Changing nature of external trade – stages of Mercantilism, industrial capital and finance capital.
- b. Drain of Wealth and British overseas trade.

Unit 10: The Fiscal System

- a. Shift from direct to indirect taxation.
- b. Tariff and excise.
- d. Monetary policies and credit system.

Unit 11: Price Movements

- a. Main trends in the movements of prices.
- b. Impact on rent of landlords.
- c. Impact on State revenues and trade.

Unit 12: National Income

Movements of national income after 1858 – the divergent assumptions and estimates.

Unit 13: Population

- a. Population growth: pre- and post-Census estimates.
- b. 'De-Urbanization' controversy.
- c. Trends in demographic changes.