Department of History
Pondicherry University

M. A. History
*Five Year Integrated Programme*

Course Structure and Syllabus
*(July, 2014 onwards)*
PONDICHERRY UNIVERSITY
DEPARTMENT OF HISTORY

Regulations for M. A. Five Year Integrated Programme in History

(With effect from the academic year 2014-2015)

Aim of the Course

This course provides a basic understanding of historical concepts, perspectives and methodology. It also familiarizes the student with the fundamentals of Indian History, Asian History and World History.

Eligibility for Admission

Candidates seeking admission for MA Five Year Integrated Programme in History shall require a pass in the Higher Secondary Examination (Plus two) of any board or equivalent recognized by the Pondicherry University, with a minimum of 50% marks. SC&ST students who have passed the qualifying examination are eligible to apply for admission irrespective of the percentage of marks.

Duration of the Course

The normal duration of the MA Five Year Integrated Programme is five academic years of 10 semesters. However, the student shall be permitted to graduate in 9 years and not more than 18 semesters.

Medium

The medium of instruction shall be English.

Course Structure

Students must secure minimum 192 credits for the award of the degree. The course structure includes Hard Core (136 credits), Soft Core (44 credits) and Language (12 credits) courses.

Age Limit

The same rules as applicable to other integrated programmes offered by the Pondicherry University.

Passing Minimum

Passing minimum, grading, eligibility & classification for the award of the Degree are as per the existing CBCS regulations of the Pondicherry University.
M.A. HISTORY (Five year Integrated Programme)  
Course structure & Syllabus (July, 2014 onwards)

Students must secure minimum 192 credits for the award of the degree  
Students are free to choose any course offered by other departments as soft core during a particular semester and advised to seek the help of concerned faculty advisor to choose the soft core courses.

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<thead>
<tr>
<th>SEMESTER I</th>
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<tbody>
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# SEMESTER IV

<table>
<thead>
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<th>Sl. No.</th>
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<tbody>
<tr>
<td>1</td>
<td>Hist 221</td>
<td>Indian Heritage Legislations</td>
<td>Hard Core</td>
<td>4</td>
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<tr>
<td>2</td>
<td>Hist 222</td>
<td>Delhi Sultanate till 1526</td>
<td>Hard Core</td>
<td>4</td>
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<tr>
<td>3</td>
<td>Hist 223</td>
<td>Modern West (1500-1780)</td>
<td>Hard Core</td>
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<td>4</td>
<td>Hist 224</td>
<td>History of the French in India (1664 – 1954)</td>
<td>Soft Core</td>
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<td>5</td>
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<td>Language other than English</td>
<td>Soft Core</td>
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**Total Credits** 23

# SEMESTER V

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<tbody>
<tr>
<td>1</td>
<td>Hist 311</td>
<td>Pre History and Proto History of India</td>
<td>Hard Core</td>
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<tr>
<td>2</td>
<td>Hist 312</td>
<td>The Cholas in Peninsular India</td>
<td>Hard Core</td>
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<tr>
<td>3</td>
<td>Hist 313</td>
<td>History of the Mughals (1526 -1797)</td>
<td>Hard Core</td>
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<tr>
<td>4</td>
<td>Hist 314</td>
<td>The Atlantic Slave Trade (1440-1834)</td>
<td>Hard Core</td>
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<td>5</td>
<td>Hist 315</td>
<td>History of Modern India (1707-1857)</td>
<td>Hard Core</td>
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**Total Credits** 20

# SEMESTER VI

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<tr>
<td>1</td>
<td>Hist 321</td>
<td>Archaeology: Principles and Methods</td>
<td>Hard Core</td>
<td>4</td>
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<td>2</td>
<td>Hist 322</td>
<td>Society and Economy in Mughal India (A.D. 1500-1707)</td>
<td>Hard Core</td>
<td>4</td>
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<tr>
<td>3</td>
<td>Hist 323</td>
<td>Social and Agrarian Movements in Colonial India</td>
<td>Hard Core</td>
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<tr>
<td>4</td>
<td>Hist 324</td>
<td>History of Modern India (1858-1947)</td>
<td>Hard Core</td>
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<td>5</td>
<td>Hist 325</td>
<td>Rise of Modern China (A.D. 1839-1976)</td>
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**Total Credits** 20

# SEMESTER VII

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<tr>
<td>1</td>
<td>Hist 411</td>
<td>Historiography Since Ranke</td>
<td>Hard Core</td>
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<tr>
<td>2</td>
<td>Hist 602</td>
<td>Ancient Societies</td>
<td>Hard Core</td>
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<tr>
<td>3</td>
<td>Hist 413</td>
<td>Society and Economy of Colonial India</td>
<td>Hard Core</td>
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<td>Hist 414</td>
<td>The Revolt of 1857</td>
<td>Soft Core</td>
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**Total Credits** 18
**SEMESTER VIII**

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<tr>
<td>1</td>
<td>Hist 421</td>
<td>Indian Architecture</td>
<td>Hard Core</td>
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<tr>
<td>2</td>
<td>Hist 422</td>
<td>Global History: Themes and Perspectives</td>
<td>Hard Core</td>
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<td>Hist 423</td>
<td>India's Struggle for Independence ( Pre-Gandhian Era)</td>
<td>Hard Core</td>
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<td>Hist 424</td>
<td>Environmental History of India</td>
<td>Soft Core</td>
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**SEMESTER IX**

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<tr>
<td>1</td>
<td>Hist 511</td>
<td>Ancient India (from earliest time upto 5\textsuperscript{th} Century A.D.)</td>
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<td>2</td>
<td>Hist 512</td>
<td>Vijayanagara: City and Empire</td>
<td>Hard Core</td>
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<td>3</td>
<td>Hist 513</td>
<td>Gandhian Era of Indian National Movement (1920-1947)</td>
<td>Hard Core</td>
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<td>Hist 514</td>
<td>Indian Diaspora in the West Indian Ocean Region</td>
<td>Soft Core</td>
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**SEMESTER X**

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<tr>
<td>1</td>
<td>Hist 521</td>
<td>Indian Epigraphy</td>
<td>Hard Core</td>
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<td>Hist 522</td>
<td>Women in Modern India</td>
<td>Hard Core</td>
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<td>Hist 523</td>
<td>Twentieth Century World</td>
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<td>Hist 524</td>
<td>Global Diaspora</td>
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# LIST OF OPTIONAL COURSES

Five Year Integrated MA  
(SEMESTERS I, II, III, IV, V &VI)

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<td>Hist 601</td>
<td>Ancient Historians and Historiography</td>
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<td>Hist 603</td>
<td>Asoka in History and Memory</td>
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<tr>
<td>Hist 605</td>
<td>History of Central Asia (c. 900 to 1500 A. D.)</td>
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<td>Hist 607</td>
<td>Krishnadevaraya and his Reign</td>
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<td>Hist 609</td>
<td>Religion and Devotion in Medieval South India and Deccan</td>
<td>4</td>
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<td>Hist 613</td>
<td>History of Modern South-East Asia</td>
<td>4</td>
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<td>Hist 622</td>
<td>History of USA (1763-1898)</td>
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<td>Hist 623</td>
<td>History of USA (1900 -2001)</td>
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<td>Hist 628</td>
<td>Intellectual History of Modern India</td>
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<td>Hist 630</td>
<td>Agrarian History of Colonial India</td>
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# LIST OF OPTIONAL COURSES

Five Year Integrated MA  
(SEMESTERS VII, VIII, IX, X)  
M. A. (SEMESTERS I, II, III, IV)

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<tr>
<td>Hist 412</td>
<td>Introduction to Rock Art</td>
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<tr>
<td>Hist 600</td>
<td>Medieval Societies</td>
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<td>Hist 604</td>
<td>Empires of the Medieval World</td>
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<td>Hist 606</td>
<td>Early Medieval South India</td>
<td>4</td>
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<td>Hist 608</td>
<td>Temple in Medieval South India</td>
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<td>Hist 610</td>
<td>Cross Cultural Trade in the Indian Ocean Littoral</td>
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<td>Hist 611</td>
<td>International Law and Cultural Property</td>
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<td>Hist 612</td>
<td>Historiography: Annales and Beyond</td>
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<td>Hist 615</td>
<td>Science, Technology and Medicine in Modern India</td>
<td>4</td>
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<td>Hist 616</td>
<td>Early History of South-East Asia</td>
<td>3</td>
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<td>Hist 617</td>
<td>History of Indian Archaeology</td>
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<td>Hist 618</td>
<td>Religion in Early India</td>
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<td>Hist 619</td>
<td>Conservation of Cultural Property</td>
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<td>Hist 620</td>
<td>Indian Art and Iconography</td>
<td>3</td>
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<td>Hist 624</td>
<td>Gandhian Thought</td>
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<td>Hist 625</td>
<td>Contemporary India (Since 1947)</td>
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<td>Hist 626</td>
<td>Economic History of India (1757-1857)</td>
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<td>Hist 627</td>
<td>Economic History of India (1858-1947)</td>
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<td>Hist 629</td>
<td>History of Labour Movement in Colonial India</td>
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<td>Hist 631</td>
<td>Situating the North East: Emergence and Modes of Resistance</td>
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<td>Hist 632</td>
<td>Society and Economy in Medieval India</td>
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M.A. HISTORY (Five year Integrated Programme)

SEMESTER I

HIST 111 – HISTORIOGRAPHY AND HISTORICAL METHODS
The course attempts to impart comprehensive knowledge and understanding of the nature and scope of historical knowledge, theories of history and the various schools of historical thought spread over the ancient, medieval and modern periods. In recent years, the study of history has become multi-disciplinary and hence the course will endeavour to equip students with the varieties of history in practice today. The following general themes would be covered in this course.

MODULE 1: Nature and Scope of History
Definition and meaning of History - Nature of historical knowledge – History and other disciplines: Archaeology, Geography, Anthropology, Sociology and Literature.

MODULE 2: Historiography

MODULE 3: Varieties of History

MODULE 4: Historical Method
Historical Evidence - Causation - Objectivity - Generalisation in History.

Suggested Readings
http://historymatters.gmu.edu/browse/makesense/
http://www.bbc.co.uk/history/0/
M.A. HISTORY (Five year Integrated Programme)

SEMESTER I

HIST 112 - INTRODUCTION TO THE STUDY OF ARCHAEOLOGY
The course is designed to introduce the discipline of archaeology to students of history. The various archaeological methods and theories involved in reading the primary source would be taught to understand the context of the material that is available for the study.

MODULE 1: Definition & scope of Archaeology - Terms and Concepts in Archaeology
Prehistory - Proto History and History; Artefact, Site, Culture, Exploration, Excavation. Sources of Archaeology: Monuments- Inscriptions-Coins; The dating problem- dates in Inscriptions.

MODULE 2: Relationship of Archaeology with other disciplines
History, Anthropology and Archaeology- Contribution of Social sciences and Humanities to Archaeology- Impact of pure sciences on Archaeology

MODULE 3: History of Archaeology
Origin and evolution of archaeological studies – Contribution of archaeology for the study of the evolution of man.

MODULE 4: History of Archaeology in India
Colonial archaeology - Institutional growth in field epigraphy and archaeology – Oriental Studies - Establishment of Professional organisations and institutions.

MODULE 5: Important Archaeological sites in India

Suggested Readings
Gururaja Rao, B.K., 1972, Megalithic Culture in South India, University of Mysore, Mysore.
Thapar, B.K., 1985, Recent Archaeological Discoveries in India, Unesco, Paris.
Chakrabarti, Dilip.K., 1988, A History of Indian Archaeology: From the Beginning to 1947, Munishiram Manoharlal, New Delhi.
M.A. HISTORY (Five year Integrated Programme)

SEMESTER I

HIST 113 – INTRODUCTION TO WORLD CIVILIZATIONS
This course presents a compact understanding of human race’s struggle for civilization in the early times. The aim is to give both an appreciation of the distinctive achievements and limitations of the principal human societies and cultures in the past. Political events, inevitably, are important and at the same time formed bases for the cultural, social and economic developments in the early civilizations.

MODULE 1: Origins of Early Civilizations

MODULE 2: Establishment and Spread of Early Empires under Different Civilizations
Egyptian – Mesopotamian – Persian – Greek – Roman.

MODULE 3: Society and Economy

MODULE 4: Developments in Culture

MODULE 5: Achievements of Early Civilizations
Science and Philosophy.

Suggested Readings
M.A. HISTORY (Five year Integrated Programme)

SEMESTER II

HIST 121 - INTRODUCTION TO MUSEOLOGY
The course is designed to expose the importance of the museum studies. The various functions of museums like acquisitions, documentation, display, education, preservation and conservation of museum objects would be emphasized so that the students can understand the importance of museum in preserving our cultural heritage.

MODULE 1
History of Museums-General principles of museums – Definitions of museum – History of Museums in India – History of museums in Tamil Nadu.

MODULE 2

MODULE 3

MODULE 4

MODULE 5
General principles of conservations – Conservation of organic and inorganic material - Physical, chemical and biological effects – Preservation and restoration – Temperature, humidity, pollution – Effects of light – Conservation of metals, paintings, manuscripts, stone, textiles and wood - Care and preservation of excavated material.

Suggested Readings
Bedekar, V.H., 1985, So you want a good museum exhibition, Department of Museology, Baroda.
Morley, Grace, 1981, Museums Today, Department of Museology, Faculty of Fine Arts, M.S.University, Baroda.
M.A. HISTORY (Five year Integrated Programme)

SEMESTER II

HIST 122 – HISTORY OF MEDIVAL WORLD

This course will give a deeper understanding of the rise of three great cultures in the medieval world. The Byzantine culture, Christianity and Islamic civilizations were the successors to the declined Roman Empire in the east as well as the west. With the rise of these cultures a different pattern of agricultural, commercial and intellectual life was developed all over the Europe and West Asia, which had far-flung affects in various parts of world in the later period.

MODULE 1
Roman Empire’s Three Heirs – The Byzantine, Islamic and Early Medieval Western World - Christianity, Islam and Byzantine culture.

MODULE 2

MODULE 3

MODULE 4
Religion and Developments – Consolidation of Papal Monarchy – The Crusades.

MODULE 5

Suggested Readings
M.A. HISTORY (Five year Integrated Programme)

SEMESTER II

HIST 123 – HISTORY OF WESTERN POLITICAL IDEAS AND STATECRAFT

This course examines the development of political thought in the Western world on the basis of both the theory and practice of statecraft. It has three main objectives (1) acquaint the students of the canonical texts dealing with political theory and thought (2) analyze the contexts in which ideas relating to State, Society and Common Good came to be formulated and (3) examine the historical situations in which the practice of statecraft derived from the important texts came to be enunciated. The chronological span of this course covers the period from classical antiquity till contemporary times.

MODULE 1
State and Society in the Greek Polis-Plato and Aristotle.

MODULE 2
Roman Political theory-Empire and Imperium in the Roman World.

MODULE 3
Christianity and the Holy Roman Empire-Constantine and the Church-the concept of the “Kings Two Bodies”.

MODULE 4
Machiavelli-Morality and Ethics in the practice of statecraft.

MODULE 5
Modern Western political thinkers-Hobbes- Locke - Rousseau.

MODULE 6
International law and law of war from the medieval period till the modern age.

Suggested Readings


M.A. HISTORY (Five year Integrated Programme)

SEMESTER III

HIST 211 - INTRODUCTION TO NUMISMATICS

One of the important source materials available in India to reconstruct our past is coins. These coins are issued in different scripts and languages on different metals like, copper, gold, silver, lead, etc. The course is designed to impart basic knowledge about the development of Coinage in India.

MODULE 1
Value of Numismatics for Historical Reconstruction - Origin and evolution of coinage in India.

MODULE 2

MODULE 3
Pre Satavahana Coinage - Coins of Satavahanas - Sangam age coins - Coins of Chera, Chola, Pandyas - Gupta Coinage.

MODULE 4
Medieval South Indian Coins - Coins of Pallavas – Chalukyas - Coins of Imperial Cholas - Coins of Imperial Pandyas.

MODULE 5
Coinage of the Hoyasalas - Coinage of the Vijayanagara Dynasty.

Suggested Readings

Nagasamy, R., *Tamil Coins - A Study*, Tamil Nadu State Archaeology Department Chennai.  
Suresh, R., *Roman antiquities in Tamil Nadu*, C.P.R.Institute of Indological Research, Chennai.  
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SEMESTER III

HIST 212 - RENAISSANCE, REFORMATION AND EXPLORATION

The period from 1300 to 1600 witnessed fundamental transformations that shaped European society for the next four hundred years. The present course focuses on the transition from the medieval to the modern, a period of cultural revival, religious upheaval and overseas expansion. It familiarizes the students with the demographic, economic, technological and socio-cultural transformations in Europe from the fourteenth to sixteenth century.

MODULE 1: Europe in the later Middle Ages
Climatic changes - The Black Death and its consequences – Papal Schism and the late medieval Church – Late medieval European society.

MODULE 2: The Civilization of the Renaissance
The Rise of Italian City States and the Merchant Class – Renaissance Humanism – Art in Renaissance Italy – Northern Renaissance - John Guttenberg and the coming of the book.

MODULE 3: Reformation of Religion

MODULE 4: Voyages of Exploration

MODULE 5: Conquest and Colonization

Suggested Readings
http://ageofex.marinersmuseum.org
http://library.thinkquest.org/4034/timeline2.html
http://www.renaissanceconnection.org/
http://www.ucalgary.ca/applied_history/tutor/eurvoya/
http://www.learner.org/interactives/renaissance/index.html
http://nationalhumanitiescenter.org/serve/nattrans/necoindian/essays/columbian.htm
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SEMESTER III

HIST 213 - HISTORY OF NORTH EAST INDIA

This course is intended to familiarize the students with the concept of Northeast India as a territorial unit during the British period, their relations with various tribes of the areas. The major thrust areas would be from the advent of the British traders till the decline of the Monarchical Kingdom. Moreover it will also include some of the issues which are contemporary relevance for example Inner Line permit, Armed Forces special power Act etc.

MODULE 1: Sketches of Various Reports by Colonial Agency
The North-East Frontier Definition - Inner Line Regulations.

MODULE 2: British Relations with Various Tribes
The Naga Tribes - North Cachars – Manipur - Khasi, Jaintia, Garos - Tripura and the Lushai Hills.

MODULE 3: Creation of States in the Post – Independence Period
Assam, Land, People and Culture - Arunachal Pradesh, Tribes, Culture Language - Meghalaya, people, cultures and language - Nagaland, Various Tribes , culture and festival - Manipur, Land , Culture ,people and festivals - Tripura, Tribes, and their culture - Mizoram, Land peoples and festival – Sikkim, People and Culture.

MODULE 4: System of Governance
Six Schedule and Panchayati Raj Institution - Tribal Chieftainship.

MODULE 5: Religion in North East India
Hinduism – Christianity – Buddhism - Animism.

Suggested Readings
Sangkima,A Modern History Of Mizoram, Spectrum publication.
Visier Sanyu,A history of Nagas and Nagaland: dynamics of oral tradition in village formation, Commonwealth publication.
Joshi, H.G. Meghalaya Past and Present, .ittal Publication.
Bhattacharyya, P.K. A CULTURAL History of Sikkim.
Chandramani DebBarma,Glory of Tripura civilization: history of Tripura with Kok Borok names of the kings.
M.A. HISTORY *(Five year Integrated Programme)*

SEMESTER IV

HIST 221 - INDIAN HERITAGE LEGISLATIONS
The course is designed to expose the importance of the antiquarian laws governing our heritage. The various functions and functionalities like acquisitions, documentation, preservation and conservation of monuments and antiquities would be emphasised so that the students can understand the importance of preserving our cultural heritage.

MODULE 1
History of antiquarian laws in India - Problems and implementation.

MODULE 2
The Indian Treasure Trove Act, 1878 - The Ancient Monuments Preservation Act, 1904.

MODULE 3

MODULE 4

MODULE 5
Land Acquisition Act, 1894 - Public Premises (Eviction of unauthorized occupants) Act, 1971 - Public Premises (Eviction of unauthorized occupants) Rules.

Suggested Readings


*For Indian Heritage Legislations*, Universal Law Publishing Company Pvt. Ltd.
M.A. HISTORY (Five year Integrated Programme)

SEMESTER IV

HIST 222 – DELHI SULTANATE TILL 1526
This course examines the establishment of the Turkish Empire in India. It aims at acquainting the student with the complex range of sources available and helps at assessing the formation of a new society and culture in India which is part of the composite culture of India today. The course covers the period from 1297 till 1526.

MODULE 1
Advent of the Turks in India-The Islamic Background-Central Asia.

MODULE 2
The Debate over Mahmud of Ghazini -The Gaznavids-Alberuni -The Debate over Somnath Temple.

MODULE 3
Establishment of the Delhi Sultanate-Iltutmish-Razia-Balban- Allauddin Khalji- The Expansion of the Turkish Sultanate into the Deccan.

MODULE 4
Society, Economy and Polity during the Sultanate-The Iqta System-Urbanization.

MODULE 5

Suggested Readings
Kumar, Sunil,*The Emergence of the Delhi Sultanate*, Permanent Black 2007.
Habib and Nizami,*The Delhi Sultanate*,Comprehensive History of India, Vol. V.
Hardy, Peter,*Historians of Medieval India*, New Delhi, Munshiram Manoharlal, 2007.
M.A. HISTORY (Five year Integrated Programme)

SEMESTER IV

HIST 223 – MODERN WEST (1500-1780)

This course is designed to give the students a comprehensive picture of the emergence, expansion and dominance of the Western civilization from 1500 – 1780. It discusses the development of the state, society and economy of the West with special reference to the science, technology and ideologies of Western dominance. The geographical, commercial, political, intellectual and scientific revolutions which paved the way for the predominance of the West over the rest of the world are highlighted.

MODULE 1: Europe in 1500
Rise of New Monarchies - Transition from Feudalism to Capitalism.

MODULE 2: European State System

MODULE 3: Europe in Crisis
The Thirty Years War - The Crisis of the mid – seventeenth Century - English civil war - Revolution, ferment in ideas and society - Restoration and its aftermath.

MODULE 4: Mercantilism
Economic Nationalism and Mercantilism - The Dutch Commercial Empire - Colonial policy of major European powers - The Hegemony of Britain.

MODULE 5: Intellectual Currents
Scientific and Intellectual Revolution – Enlightenment.

Suggested Readings
Adas, Michael, Machines as the Measure of Men: Science, Technology and Ideologies of Western Dominance, Delhi, 1990..
M.A. HISTORY (Five year Integrated Programme)

SEMESTER IV

HIST 224 - HISTORY OF THE FRENCH IN INDIA (1664-1954)
This course is designed to give the students a comprehensive picture of French colonialism in India, their ambition to build an empire, Anglo French rivalry and the failure of the French, the impact of the nationalist movement on French India, the anti-colonial movement in French India and the legacy of French colonialism.

MODULE 1: Early Activities of the French in India
Birth of the French East India Company in France – Establishment of Factories in India on both Eastern and Western coasts – Period of consolidation: Martin, Le Noir and Dumas.

MODULE 2: Anglo French Rivalry

MODULE 3: French India under the Third Republic

MODULE 4: Growth of Anti-Colonialism and the Liberation of French India
Anti-colonial movement in French India – Role of Jawaharlal Nehru in the liberation of the erstwhile French Indian colonies – De-facto merger of the French colonies with the Indian Union in 1954.

MODULE 5:
Comparative Study of French Policies in India, Indo China and Africa.

Suggested Readings
Krishnamurthy, B., Jawaharlal Nehru and Freedom movement in French India, Pondicherry, 2007.
M.A. HISTORY (Five year Integrated Programme)

SEMESTER V

HIST 311 - PRE HISTORY AND PROTOHISTORY OF INDIA
The course tries to explain the emergence of various cultures in India from Palaeolithic times down to Iron Age. The cultural difference that exists in different geographical zones of India would be studied to understand the various controlling factors that shaped the Indian culture. Broad contours of the Prehistoric and proto historical cultures in the subcontinent will be in the focus.

MODULE 1

MODULE 2
Microlithic Culture – Beginning of Domestication of Plants and animals - Neolithic Culture – Neolithic zones - Agricultural Revolution - Settlements of New Stone Age – Characteristic traits.

MODULE 3

MODULE 4
Post Harappan Cultures - Central Chalcolithic culture - Ahar culture - Kayatha culture - Malwa Culture - Jorwe Culture – Characteristic Features.

MODULE 5

Suggested Readings
Banerjee, N.R.1965 The Iron Age in India, Munishiram Manoharlal, New Delhi.
Gururaja Rao, B.K., 1972 Megalithic Culture in South India, University of Mysore, Mysore.
Rajesh Kochchar, 2000 The Vedic People : Their History and Geography, Orient Longman, New Delhi.
Sankalia, H.D., 1974 Pre and Protohistory in India and Pakistan, Deccan College, Pune.
Thapar, B.K., 1985 Recent Archaeological Discoveries in India, Unesco, Paris.
M.A. HISTORY (Five year Integrated Programme)

SEMESTER V

HIST 312 – THE CHOLAS IN PENINSULAR INDIA
This course examines the political, social and economic history of Peninsular India during the early medieval period stretching from the ninth till the end of the thirteenth century. The course will situate the history of the Cholas of the Vijayalaya line within the overall context of the imperial rivalries between the Rashtrakuta and the Chalukyas of Vatapi. The agrarian and social conditions prevailing in Peninsular India will also be addressed along with a discussion on the temple as an economic and political centre.

MODULE 1
The Sources for the study of the Cholas and their contemporaries.

MODULE 2
Vijayalaya Chola to Parantaka I - The Rashtrakuta invasion.

MODULE 3
Rajaraja I - Conquest and Temple Construction.

MODULE 4
Rajenra Chola and Srivijaya.

MODULE 5
Agrarian Institutions-Foreign Trade and Commerce: Guilds and Trade-Decline of the Cholas.

Suggested Readings


M.A. HISTORY (Five year Integrated Programme)

SEMESTER V

HIST 313 – HISTORY OF THE MUGHALS (1526-1707)
This paper explains the rise, growth and decline of the Mughals as a paramount power in India. The focus of the course would be on sources of the study of Mughal India, Mughal rulers and their conquests, expansion and consolidation and decline of Mughal power and Mughal relations with the nobility and neighbouring states.

MODULE 1: Sources of Study of Mughal India

MODULE 2: Formation of the Mughal Empire
Babur and Afghans in India - Babur and Rajputs - Humayun’s relations with Afghans, Rajputs and Bahadurshah of Gujarat - Second Afghan Empire : Sher Shah’s conquests – Provincial and Military Administration - Public welfare measures.

MODULE 3: Expansion of the Mughal Empire

MODULE 4: Consolidation of the Mughal Empire
Jahangir: Twelve Ordinances, Khusro’s Revolt, Political role of Nurjahan, Shahjahan’s rebellion, Relations with Iran, Deccan policy - Shahjahan: Deccan Policy, Relations with Transoxiana , Political rivalries among his sons.

MODULE 5: Decline of the Mughal Empire

Suggested Readings
www.mughalindia.co.uk
Satish Chandra, Medieval India, From Sultanate to the Mughuls, Delhi, Har Anand Publications, 1997.
R. C. Majumdar (ed). The History and Culture of Indian People (Vol. 7). The Mughul Empire.
K.A. Nizami, On History and Historians in Medieval India. Munshiram Manoharlal, Delhi, 1983.
M.A. HISTORY (Five year Integrated Programme)

SEMESTER V

HIST 314 - THE ATLANTIC SLAVE TRADE (1440-1834)

The course examines the structure, organization and investment pattern in the largest commodity trade that was taking place in the Atlantic Ocean during the post Christopher Columbus era. Slave trade carried out from the Atlantic sea board of Africa stretched from Mauritania to Jamaica and beyond to Brazil and the United States. This trade has had a lasting demographic and cultural impact on several parts of the world and in India; unfortunately, such areas of historical investigation are not adequately studied. The linkages between the slave trade between the Indian Ocean and the Atlantic World established by the English, French and Dutch East India Companies will also be touched upon.

MODULE 1
The Portuguese in Africa.

MODULE 2
The Eighteenth Century Trade—Africa—West Indies—Sugar Plantations in the West Indies.

MODULE 3
The Middle Passage—Slaving Ships and their Crew—Finance and Insurance.

MODULE 4
Legal Challenges to Slavery—the Somerset Case and Lord Mansfield.

MODULE 5
The Debate on Slavery as an economic institution.

MODULE 6
End of Slavery: William Wilberforce, the Methodists and the Abolition of Slavery in the British Empire 1834.

Suggested Readings

M.A. HISTORY (Five year Integrated Programme)

SEMESTER V

HIST 315 - HISTORY OF MODERN INDIA (1707-1857)
The course seeks to familiarize the students about the nature of the transformation that had taken place in the eighteenth century India. It aims at providing a comprehensive understanding of the colonial expansion and consolidation of the British colonial rule in India. It outlines the rise and fall of Maratha power under the Peshwas. Further, it focuses on the creation of ideas and institutions by colonial rulers to perpetuate its hegemony.

MODULE 1: Eighteenth Century India

MODULE 2: Struggle for Supremacy
European Settlements - Anglo-French Conflict-Carnatic Wars-Causes for British success - Conquest of Bengal.

MODULE 3: Expansion and Consolidation of British Colonial Domination
Anglo-Mysore Wars-Anglo-Maratha Wars-Consolidation of British Power.

MODULE 4: Policies and Instruments of Expansion
Policy of Ring Fence- Subsidiary Alliance System- Residency System- Doctrine of Lapse.

MODULE 5: Colonial Apparatus of Administration
Administrative Structure - Judicial System - Civil Service - Police and the Army.

Suggested Readings
Sekhar Bandyopadhyay, From Plassey to Partition: A History of Modern India, Orient Longman, 2004
Seema Alvi, The Eighteenth Century in India, OUP, 2008
Cohn, Bernard, Colonialism and its Forms of Knowledge: The British in India,PUP,1996.
M.A. HISTORY (Five year Integrated Programme)

SEMESTER VI

HIST 321 - ARCHAEOLOGY: PRINCIPLES AND METHODS
The course is designed to introduce various exploration and excavation techniques practiced in India. The principles and methods followed in archaeological exploration, excavation, and documentation of archaeological material are emphasized.

MODULE 1: Introduction

MODULE 2: History of Archaeology

MODULE 3: Exploration and Excavation Methods

MODULE 4: Archaeological Stratigraphy and Recording

MODULE 5: Dating Methods in Archaeology
Dating System – Absolute dating methods – Relative dating methods.

Suggested Readings
M.A. HISTORY (Five year Integrated Programme)

SEMESTER VI

HIST 322 - SOCIETY AND ECONOMY IN MUGHAL INDIA (A.D. 1500-1707)
This course examines the social and economic history of the Mughal Empire by analyzing the important institutions of revenue collection and governance. The relationship established between the Mughuls and other contemporary empires like the Safavids of Persia and the Ottomans of Turkey are also dealt with.

MODULE 1
Transition to the Mughuls- Babur- Warfare and Military Organisation.

MODULE 2

MODULE 3
Central Asian Policy of the Mughuls- Persia and Samarkhand- External Relations of the Mughals.

MODULE 4
Land and Economy in Mughul India- Agrarian System- Jagirdari and Zamindari- Internal trade and artisanal production- Foreign trade and advent of the European companies— Relationship with the Safavids of Persia and the Ottomans of Turkey.

MODULE 5
Society and Culture in Mughul India- Position of Women- Art, Architecture and Literature— The Sufi tradition.

Suggested Readings
Habib, Irfan., The Agrarian System of Mughul India, New Delhi: OUP.
Moosvi, Shireen., The Economy of Mughul India, New Delhi: OUP, 1996.
M.A. HISTORY *(Five year Integrated Programme)*

**SEMESTER VI**

**HIST 323 - SOCIAL AND AGRARIAN MOVEMENTS IN COLONIAL INDIA**

*The course aims at promoting a comprehensive understanding of the nature and scope of the social and agrarian movements in colonial India. It outlines the reform and revivalist movements to fashion modern India. Focus is laid on the study of Anti-caste movements, peasant movements, tribal movements, Dalit movements, etc.*

**MODULE 1**

Economic impact of British colonial rule and the rural impoverishment.

**MODULE 2**

Reform and Revivalist Movements- Brahma Samaj- Arya Samaj - Prardhana Samaj- Satya Shodak Samaj- Aligarh Movement - Neo- Buddhism.

**MODULE 3**

Anti- Caste movements- S.N.D.P. Yogam, Dravidian Movement, Yadava Movement,Dalit Movement.

**MODULE 4**

Peasant Movements- Indigo Revolt, Deccan Riots, Moplah revolt of 1921, Tebhaga Movement, Telangana Armed struggle.

**MODULE 5**

Tribal Movements- Santhal Revolt, Birsa Munda Movement, Rampa Revolt of 1922.

**Suggested Readings**


Shah, Ghanshyam, *Social Movements in India*


Dhanagare, D.M. *Peasant Movements in India*, Delhi: Oxford University Press.

Singh, K.S., *Tribal Movements in India*.


M.A. HISTORY (Five year Integrated Programme)

SEMESTER VI

HIST 324 – HISTORY OF MODERN INDIA (1858-1947)
The course deals with the rise of Indian National Congress and the National Movement. It also discusses the political reforms, which were part of the strategy by the British and led to the establishment of provincial governments in the later phase of Indian National Movement. Finally, the built up pressure was so strong that the British yielded to it and gave freedom. The course also deals with the Interim government’s attempts to merge the princely states into Indian Union. These issues will be imparted to the students in order make them understand the freedom struggle and the formation of Indian state by 1947.

MODULE 1
Emergence of Indian National Congress – Political Change and Growth of Indian Nationalism – Politics of Associations – Discontent and Agitation.

MODULE 2
The Three Phases of Indian National Movement – Moderate, Extremist and Gandhian.

MODULE 3
Political Reforms - Indian National Congress and Provincial Governments.

MODULE 4
Freedom and Partition.

MODULE 5
Integration of Princely States.

Suggested Readings
M.A. HISTORY (Five year Integrated Programme)

SEMESTER VI

HIST 325–RISE OF MODERN CHINA, 1839-1976
The course is expressly designed to inculcate the student to be acquainted with Chinese history from the opium war till the Cultural Revolution. The main thrust is to deal with China’s relation with the Western world during the period of capitalism and colonialism. How China after repeated attempts to modernise on western lines fail to bail themselves out of the clutches of colonialism. Then students will also be introduced as to how China’s economic and military resurgence took place after the World War II.

MODULE 1: China’s National Humiliation During the 19th Century
Opium wars and its consequences - Open door policy and Scramble for concession 1899- Reform movements in China, Taiping, Self-strengthening Movement and 1898 reform movement.

MODULE 2: Re-emergence of Nationalism in China

MODULE 3: Nationalism and Communism in China

MODULE 4: Cross-Strait Relation and the Cultural Revolution

Suggested Readings
Barnouin, Barbara and Yu Changgen, Zhou Enlai: A Political Life. Hong Kong: Chinese University of Hong Kong, 2006
Chan, A; Children of Mao: Personality Development and Political Activism in the Red Guard Generation; University of Washington Press (1985)
Chesneaux, Jean, et al., China from Opium War to 1911 Revolution (Sussex, Harverter Press, 1976)
Chesneaux, Jean, et al., China from the 1911 Revolution to Liberation (Delhi, Khosla Publishing, 1986).
M.A. HISTORY (Five year Integrated Programme)

SEMESTER VII

HIST 411 - HISTORIOGRAPHY SINCE RANKE

This course is intended to familiarize the students with approaches to historical studies in the nineteenth and twentieth centuries. It highlights the major trends in the development of historical writing in the West with a focus on prominent historians. It examines the emergence of history as a professional discipline in the nineteenth century, the development of economic history in Europe, the attempt at total history by the Annales historians in France, recent trends in new social history and some of the postmodern challenges to history as an intellectual discipline.

MODULE 1: Emergence of History as a professional discipline
Leopold von Ranke and scientific objectivity - Auguste Comte and positivism - Karl Marx and the materialist conception of History.

MODULE 2: Economic History

MODULE 3: The Annales Paradigm
Lucien Febvre - Marc Bloch - Fernand Braudel and Leroy Ladurie.

MODULE 4: New Social History
E. P. Thompson and History from Below – Carlo Ginzburg and Micro History- Women’s History.

MODULE 5: The Challenge of Postmodernism
Foucault and Derrida- Postcolonial and Subaltern History.

Suggested Readings


M.A. HISTORY (Five year Integrated Programme)

SEMESTER VII

HIST 602 ANCIENT SOCIETIES

MODULE 1
Age of the Earth - the Evolution of Man in Africa, Europe and Asia - Origin and growth of Primitive cultures.

MODULE 2
The Hunter-gatherer, pastoral – Food-gathering to food production stage - agro-pastoral-early farming societies.

MODULE 3
Bronze Age Civilization; Economy; Society; Religion; State structure- Egypt (old kingdom); Mesopotamia (up to the Acadian Empire); China (Shang); Eastern Mediterranean (Minoan and Mycenaean).

MODULE 4
Vedic societies – clan based society – Mahajanapadas – chiefdoms.

MODULE 5
Slave societies in Ancient Greece and Rome; Agrarian economy; Athenian Democracy; Roman Empire; and the Roman and Greek cultures.

Suggested Readings
Austin M.M & Vidal-Naguet. P, Economic and Social History of Ancient Greece
Bengston, H., Introduction to Ancient History.
Braidwood, R.J., The Near East and the Foundation of Civilization.
Childe,V.Gordon, Man Makes Himself.
Childe,V.Gordon, Social Evolution.
Childe,V.Gordon., What Happened in History.
Clark, Grahame & Piggot Stuart, Pre-Historic Societies.
Hawkes, J., The First Great Civilization: Life in Mesopotamia, the Indus and Egypt.
M.A. HISTORY (Five year Integrated Programme)

SEMESTER VII

HIST 413 - SOCIETY AND ECONOMY OF COLONIAL INDIA

The course aims at providing comprehensive understanding of the transformations in the economy of colonial India. It covers the introduction of land and agrarian policies under the British rule. It also delineates the transformation that was effected in the urban space of British India. It focuses on the endeavours to reconstruct India and also on the emergence of modern industry and the rise of new social classes in colonial India.

MODULE 1
The Agrarian Structure and Rural Society in 18th century India.

MODULE 2

MODULE 3

MODULE 4

MODULE 5

Suggested Readings
Sarkar, Sumit. Modern India, Delhi: Orient Longman.
M.A. HISTORY (Five year Integrated Programme)

SEMESTER VII

HIST 414 – THE REVOLT OF 1857

The revolt of 1857 has generated so much literature that it is difficult to arrive on any one conclusion. Even the nature of revolt became debatable. Therefore, understanding the revolt and its importance in Indian History are the haunting questions, which the present course attempt to impart to the students. The revolt also generated multiple meanings among the peoples of different nations which will be dealt along with the historiography of the revolt.

MODULE 1
1857 Revolt – Ideology – Programme – Leadership at various levels.

MODULE 2
People’s participation – British Repression – Response.

MODULE 3
Revolt and Civil Rebellions in Jharkhand - Singbhum – Chota Nagpur.

MODULE 4
Multiple Meanings of 1857 – British Opinion – Contemporary French Press – Echoes in Italy.

MODULE 5
Situating 1857 – Historians and Historiography.

Suggested Readings
Sen, Surendranath, 1857, Publications Division, Govt. of India, New Delhi, rep. 1995.
M.A. HISTORY (Five year Integrated Programme)

SEMESTER VIII

HIST 421 - INDIAN ARCHITECTURE

The course surveys the evolution of architecture in India and their transformation through the years. The various architectural features embedded in the ancient monuments particularly in the temple would be thrown open to the students to understand the heritage monuments of this country in right perspectives.

MODULE 1

MODULE 2

MODULE 3

MODULE 4
Chola Architecture: Brihadiswara (Thanjavur Big temple) and Gangaikondacholapuram- Rastrakuta Architecture: Ellora.

MODULE 5

Suggested Readings
Krishna Deva, 1969 Temples of North India, National Book Trust, India, New Delhi.
Michael W. Meister and Dhaky, M.A., 1983 Encyclopaedia of Indian Temple Architecture : South India Lower Dravida Desa, American Institute of Indian Studies, Oxford University Press, Delhi.
Michael W. Meister and Dhaky, M.A., 1986 Encyclopaedia of Indian Temple Architecture: South India Upper Dravida Desa, American Institute of Indian Studies, Oxford University Press, Delhi.
M.A. HISTORY (Five year Integrated Programme)

SEMESTER VIII

HIST 422 – GLOBAL HISTORY: THEMES AND PERSPECTIVES

This course aims at developing greater understanding of the evolution of global processes and contacts in different human societies. It provides a critical overview of one of the most dynamic areas of modern historical inquiry—global history. It discusses the theories and methods used in the practice of global history/world history.

MODULE 1

MODULE 2
Conquests, Empires, Civilizations-Persian Empire-Mongol Empire-Iberian Peninsula and its Empires.

MODULE 3
Cross Cultural Religious and economic exchanges-Trade and the transmission of Buddhism from India to China-Overland Trade and Cultural interactions in Eurasia: The case of the Porcelain Trade-Growth of Islam and trade networks in Asia and the Mediterranean.

MODULE 4
Oceans and History-The Ming Dynasty and Zheng-He-Trading Diasporas.

MODULE 5
The Great Divergence Debate.

Suggested Readings

Bose, Sugata, A Hundred Horizons, Harvard University Press, 2008
Cowen, Noel, Global History, Polity Press, 2010
The struggle for India’s independence from British colonial rule is an important aspect of the history of modern India, given the continuing debates about nations and nationalism. The present course focuses on freedom movement in India in the pre-Gandhian era. It familiarizes the students with conceptual debates about the origin and growth of a national consciousness in India, the role of the early nationalists and the swadeshi, home rule and revolutionary movements in India.

**MODULE 1: Beginnings of Organized Nationalism**

**MODULE 2: Early Nationalists**

**MODULE 3: The Swadeshi Movement**
The partition of Bengal – Boycott, swadeshi and national education – The samitis and political trends – Participation of different sections of the people – Regional Variations - The communal tangle and the birth of the Muslim League – Minto – Morley Reforms.

**MODULE 4: Revolutionary Movement**
Factors leading to revolutionary trends - Swadeshi agitation and underground revolutionary organizations - Muzaffarpur conspiracy - Alipore bomb case - Ashe murder - Attempt on Viceroy Lord Hardinge - Suppression of revolutionary nationalism - The Ghadar Movement and the failed Insurrection of 1915.

**MODULE 5: Home Rule Movement**
Tilak, Annie Besant and the Home Rule leagues – Montague Chelmsford Reforms - The Rowlatt Act- Jallianwala bagh tragedy –The road to non- cooperation.

**Suggested Readings**
M.A. HISTORY (Five year Integrated Programme)

SEMESTER VIII

HIST 424 – ENVIRONMENTAL HISTORY OF INDIA

Environment is the source of life on earth and no citizen can afford to be ignorant of environmental issues, therefore, environmental study has become necessary for the students. The course impart multidisciplinary nature of environmental studies and informed the students about the natural resources, use of resources, deforestation and its impact on the environment, sustainable development and its aspects. It also deals with the efforts of Government of India in bringing the legislation to protect the environment and the urban environment.

MODULE 1: Environment

MODULE 2: Use of Resources and Environment

MODULE 3: Social Issues and Environment
Concept of sustainable development, Issues Debated for sustainable development (Rio Conference), Basic Aspects of Sustainability, Efforts for sustainability.

MODULE 4: Environmental Legislations

MODULE 5: Urban Environment

Suggested Readings
Madhav Gadgil and Ramachandra Guha, This Fissured Land: An Ecological History of India, OUP, New Delhi, 1992.
M.A. HISTORY (Five year Integrated Programme)

SEMESTER IX

HIST 511 – ANCIENT INDIA (From earliest times up to 5th Century A.D.)
The course seeks to impart to the students a comprehensive knowledge and understanding of historical change in early Indian society and economy. It deals with the structure of early Indian society and the nature of economic transformation. It will trace the emergence of political institutions and ideas in Early India. Focus is also placed on analysis and explanation of ancient India’s cultural achievements.

MODULE 1
Scope of the Study – Sources – Periodization – Historigraphical trends in early Indian History – Schools of thought.

MODULE 2

MODULE 3

MODULE 4

MODULE 5

Suggested Readings
Banerjee, R.D. The Age of the Imperial Guptas.
Basham, A.L. The Wonder that was India.Oxford:NewDelhi.
Jha, D.N. Ancient India in Historical Outline.
Thapar, Romila.2002. The Penguin History of Early India (From the Origins to 1000A.D). Delhi.
M.A. HISTORY (Five year Integrated Programme)

SEMESTER IX

HIST 512 – VIJAYANAGARA: CITY AND EMPIRE
This course examines the last imperial political formation in Peninsular India and locates the history of the empire within the context of cultural, religious and ideological changes which were taking place during the late medieval period stretching from the middle of the fourteenth century till the Battle of Talikota in 1565. The course analyses the social, economic and political changes which swept across India in the late medieval period. The urban experience of Vijayanagara is also studies in this course.

MODULE 1
The emergence of the Vijayanagara State-Origin myths and Political processes from the fourteenth century onwards-The Impact of the Khalji invasion on peninsular polities.

MODULE 2
The Sangama Dynasty and the expansion of the empire-Kumara Kampana and the Tamil Region.

MODULE 3
Social and Economic history of the Vijayanagara period-Amaranayankara System-Urbanization and the monetary system-International Trade -Temples as economic institutions during the Vijayanagara period.

MODULE 4
Reign of Krishnadevaraya-Relationship with the Deccan Sultanates-Wars with the Adil Shahis and the Gajapathis-Relationship with the Portuguese.

MODULE 5
Decline of the Vijayanagara-Battle of Talikota, 1565.

Suggested Readings
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M.A. HISTORY (Five year Integrated Programme)

SEMESTER IX

HIST 513 – GANDHIAN ERA OF INDIAN NATIONAL MOVEMENT (1920-1947)
The Gandhian Era of Indian National Movement was characterised with the prolonged struggle on moral, political and ideological levels. There were active movements launched during this phase of struggle but at the same time they were strategically followed by passive movements. The period also witnessed constitutional developments which was utilised effectively to overthrow the existed political structure. The National Movement was also an example of creating diverse political and ideological currents like revolutionary and left movements that co-existed and worked for the common cause. The students will be benefitted from the deeper understanding of this phase of National Movement as it provide clues for the questions of how the diversity and tensions did not actually weaken the movement, instead became the major source of strength.

MODULE 1

MODULE 2
Revolutionary and Left Movements.

MODULE 3
People’s Movements in Princely States.

MODULE 4
Communalism and Partition of India.

MODULE 5
Indian National Congress and Provincial Governments.

Suggested Readings
Chandra, Bipan, History of Modern India, Orient BlackSwan, New Delhi, 2010.
Chandra, Bipan, Nationalism and Colonialism in Modern India, New Delhi, 1987.
M.A. HISTORY (Five year Integrated Programme)

SEMESTER IX

HIST 514–INDIAN DIASPORA IN THE WEST INDIAN OCEAN REGION

The course attempts to provide a comprehensive understanding of the history of Indian Diaspora in the Indian Ocean Region. It will document the various dimensions of migration of Indians to this region. It will also outline how migration to this region precisely the Francophone region is different from other Anglophone countries/region. The impact of assimilation on the part of the host countries towards the Indian Diasporas will be the main emphasis.

MODULE 1: Theoretical Concept

Genesis of Indian Diaspora - Various issues, Debates and Binaries in Diaspora.

MODULE 2: Migration During the Colonial Period

Slavery and Slave Trade in West India Ocean - Indentured servitude and the academic debates.

MODULE 3: Indian Diaspora in Mauritius

Indian Indentured Labourers - Role of Indian Masses in the Political Movement - Various Political Parties during the Freedom Struggle - Indian Identity and the Mauritius Multiculturalism.

MODULE 4: Indian Diaspora in Madagascar

Genesis of Indian Presence - Indian Association is Madagascar - Economic Contribution of Indians in Madagascar - Status of Indian Identity in Post-Independence Madagascar.

MODULE 5: Indian Diaspora in La Reunion

Indian Diaspora during the indentured period – Determinants of Identity Transformation – Role of Indian Associations in Identity revival - Various Indian Festivals in La Reunion.

Suggested Readings

David Northrup, Indentured labor in the age of imperialism, 1834-1922.
-------------- ,The Banyan Tree; Overseas Emigrants from India, Pakistan and Bangladesh, Oxford University Press, Oxford, 1977
One of the important source materials available in India to reconstruct our past is the corpus of inscriptions. These inscriptions are available in different scripts and languages on different materials like stone, copper plates, pillars and rock-shelters. The course is designed to train the students in the field of epigraphy so that they can handle the material themselves in their future research programmes.

**MODULE 1**
Value of Inscriptions for historical reconstruction - Origin and antiquity of the art of writing in India - Indus Script.

**MODULE 2**
Graffiti marks - Brahmi script - Kharoshti script - Asokan Edicts.

**MODULE 3**
Tamil-Brahmi script - Mangulam, Jambai, Pugalur inscriptions - Evolution of Tamil-Brahmi script - Vatteluttu Script - Tamil Script - Grantha script.

**MODULE 4**

**MODULE 5**
Structure of inscription - Types of Inscriptions - Hero stones - Land grants.

**Suggested Readings**
Mahadevan, I., 2003 *Early Tamil Epigraphy : from the earliest times to the sixth century AD*, Cre - A Chennai, India and The Department of Sanskrit and Indian Studies, Harvard University:Harvard
Mahalingam, T.V., *Early South Indian Palaeography*, University of Madras, Madras.
This course is designed to create awareness among the students about women’s agency in historical change. It looks at the woman question which loomed large in India in the nineteenth century; examines the role of women in India’s struggle for freedom; reviews women’s legal status in pre and post independent India; discusses women’s participation in politics; focuses on women’s contribution to social and environmental movements and analyses women centered issues in contemporary India. The theoretical approach of the course emphasizes that the position and power of the participants gives rise to varied historical experiences. As women in India do not constitute a monolithic category, the course will be examining how women’s life experiences intersected and continue to intersect with caste, class and religion and how colonialism, resistance, urbanization, social change and nationalism were experienced differently by women in Modern India.

**MODULE 1: Women in Colonial India**
The “Women Question” in colonial India - Reform Movements and Women - Growth of female education - Women’s organizations - The Movement for Women’s Suffrage.

**MODULE 2: Women in the National Movement**
Women’s role in Swadeshi, Non – Cooperation, Civil Disobedience and Quit India Movements – Women in the Revolutionary Movement - The Indian National Army and the Jhansi Rani Regiment - Women and the Partition.

**MODULE 3: Women and the Law**

**MODULE 4: Women’s Political Participation**
Panchayats and municipal councils- State legislatures, and Parliament - Role in movements for economic and social justice.

**MODULE 5: Women’s Issues in Contemporary India**
Deficit of Women - Feminization of Poverty - Violence against Women.

**Suggested Readings**
M.A. HISTORY (Five year Integrated Programme)
SEMESTER X
HIST 523 – TWENTIETH CENTURY WORLD

The course is intended to develop a comprehensive understanding of the nature of the changing political relations among the different nations with the beginning of the First World War. Emphasis is laid on promoting among the students a critical approach to the study of rise of totalitarian ideologies such as Nazism, Fascism, and Militarism and also the emergence of anti-colonial movements in Asia and the Communist revolution in China. The course will also delineate the Non-aligned movement and the disintegration of Soviet Union and the emergence of Uni-polar system in the world.

MODULE 1

MODULE 2
League of Nations- its success and failure – Great Depression – Emergence of Nazism (Germany) Fascism (Italy) and Militarism (Japan).

MODULE 3
Second World War – Origins, Nature and Results - Nationalist Movements in Asia; Case Study; Indonesia – Communist Revolution in China.

MODULE 4
Cold War – Its ideological and political basis - Non-aligned Movement and the Third World.

MODULE 5
Disintegration of the Soviet Union and the Unipolar World System.

Suggested Readings
Magdoff, H.H. Imperialism from the Colonial Age to the Present.
Berghahn, V.B. Germany and the Approach of War in 1919.
M.A. HISTORY (Five year Integrated Programme)
SEMESTER X
HIST 524 - GLOBAL DIASPORA

This course is intended to give students a comprehensive understanding of Diaspora in a global context. The notion of Diaspora in particular has been productive in its attention to the real-life movement of peoples throughout the world, whether these migrations have been force or voluntary. It will also underline issue such as adaptation to changes, dislocations and transformations, Trans-nationalism and the construction of new forms of knowledge and Ways of seeing the world.

MODULE 1: Theoretical Concept
Concept, Origin, Usages.

MODULE 2: Different Categories of Diaspora
Classical – Victim – Labour - Imperial and - Trade Diaspora.

MODULE 3: Diaspora in Contemporary World
Diaspora as an international Actor - Diaspora as an agent of Development.

MODULE 4: Indian Diaspora under the British Empire
Migrations in pre-colonial era - Migration during the indenture Period - Migration in contemporary period – Trans-nationalism.

MODULE 5: Indian Diaspora under the French Empire
Migrations in pre-colonial era - Migration during the indenture Period - Migration in contemporary period - Dual nationality.

MODULE 6: Diaspora in the Host Society
Retention of cultural identity - Food Habits, custom and culture.

Suggested Readings

Jayaram, N. The Indian Diaspora: The Dynamics of Migration, Sage 2004.
Lal, BV. Encyclopaedia of Indian Diaspora.
Fimian Lacpatia, Les Indien de La Réunion: La Vie et Social, St.Denis Dyonisus , 1982.
Cohen, R. “Diaspora and the nation-state: From victim to a challenger”, International Affairs Vol. 72(3)1944.
M.A. HISTORY (Five year Integrated Programme)

OPTIONAL COURSES

HIST 601 ANCIENT HISTORIANS AND HISTORIOGRAPHY

This course aims at introducing the student to the main features of Greek and Roman historiography. The purpose is to acquaint the student with the following themes (1) the purpose of History and the principles of validation implies in the works of early Greek and Roman historians (2) Historia or History as a branch of Rhetoric and its relationship with the Muses of Clio and (3) the changes in the structure and themes of historical narratives especially with regard to politics, war and society.

MODULE 1
The Concept of Historia.

MODULE 2
Herodotus and the Persian Wars - Thucydides and the Peloponnesian War - “The Mytilene Debate”: Limits of ethics in statecraft.

MODULE 3
Theopompus - Alexander and the historians of Empire

MODULE 4
Sources and Methods in ancient historiography.

MODULE 5
Ancient Indian Historiography – The Itihasa - Purana Tradition – Buddhist and Jain traditions - Historical Biographies – Chronicles and Vamshavalis.

Suggested Readings

J B Bury Greek Historians, Oxford University Press.


Cambridge Companion to Herodotus.

Cambridge Companion to Thucydides.


---------, The Past Before Us: Historical Traditions of Early North India, Delhi: Permanent Black, 2013.
HIST 603 ASHOKA IN HISTORY AND MEMORY

This course examines the history of Ashoka the Buddhist King and Emperor of Magadha from two perspectives. It locates this historical figure in the context of the history of Magadha and the social and economic transformations that took place in the Gangatic basin following the emergence of the Mauryan state during the reign of Chandragupta Maurya.

MODULE 1
The discovery of King Ashoka by James Princep.

MODULE 2
Ashoka in Indian literary sources.

MODULE 3
Ashoka in Pali texts.

MODULE 4
Introduction of Writing and Ashokan Epigraphy.

MODULE 5
Inscriptions and their public message.

MODULE 6
Ashokan Statecraft-Ethical statecraft or Religious State.

MODULE 7
Ashoka as a model of Buddhist King.

MODULE 8
Ashoka in Memory and History

Suggested Readings


Olivelle, P., Ashoka in Indian History and Memory, New Delhi, Motilal banarasidas, 2009.


Central Asia has long been a strategic location merely because of its proximity to several great powers on the Eurasian landmass. The region never had a settled population nor was able to make use of natural resources. Thus, it has rarely throughout history become the seat of power for an empire or influential state. Many times Central Asia was divided, re-divided, conquered and fragmented repeatedly. To be precise the region served more as the battleground for outside powers than as a power in its own right.

Consequently, different dynasties ruled on various parts of what the geographical entity called Central Asia, which helped in transferring the culture, language, trade and commerce, rather than developing a long stable political rule as experienced by its neighbour regions. The significance of the course lies in the political, cultural social and economic diversities of the history of the region and inculcate the students its past richness.

**MODULE 1: The Struggle for Political Stability**
Samanid Amirs – Turkic nomads (Qarakhanid dynasty)- Ghaznavid dynasty – Seljuk.

**MODULE 2: The Establishment of Political Supremacy**
Mongols – Chaghatay (Chaghadaid).

**MODULE 3**

**MODULE 4**
Culture and Learning – Islamic Art, Architecture and Literature.

**MODULE 5**
Sufis and Islamisation of Central Asia.

**Suggested Readings**
M.A. HISTORY (Five year Integrated Programme)

HIST 609 RELIGION AND DEVOTION IN MEDIEVAL SOUTH INDIA AND DECCAN

MODULE 1
Bhakti – concept and meaning.

MODULE 2

MODULE 3
Pilgrimage and the concept of Sacred Geography- Temple as the institutional base for bhakti- Bhakti and the medieval imperial ideology.

MODULE 4
Bhakti in the Vijayanagara Empire- Haridasa Tradition- The Vithala Cult- Bhakti Saints of Vijayanagara – Bhakti and royal patronage in Vijayanagara.

MODULE 5

Suggested Readings


M.A. HISTORY (Five year Integrated Programme)

HIST 613 HISTORY OF MODERN SOUTH-EAST ASIA
The course concentrates on the changes that have taken place since the 18th century: the impact of colonial rule; economic transformations of the 19th and 20th centuries; the emergence and triumph of the independence movements; the impact of social change; and the pivotal roles played by religion, ethnic minorities, and immigrant groups.

MODULE 1
Introduction to South-east Asian World – The Western Entry into South-East Asia.

MODULE 2
Colonial State – Indigenous Collaboration, Bureaucratization and Law and Order.

MODULE 3

MODULE 4
The Independence Movements in Indonesia, Philippines, Vietnam, Cambodia, Burma, Laos, Siam and Malaya.

MODULE 5

Suggested Readings
M.A. HISTORY (Five year Integrated Programme)

HIST 622 HISTORY OF USA (1763 - 1898)
The course examines the birth of the United States of America in the later eighteenth century and its emergence as a democratic republic in the nineteenth century. It makes a detailed study of the birth of the USA, its emergence as a democratic republic, the challenge of the civil war, reconstruction after the war and the industrial transformation of the USA in the late nineteenth century.

MODULE 1: Colonial North America and the American Revolution
The thirteen colonies - The French and Indian War - The Imperial Crisis and resistance to Britain - The War for Independence – Development of US Constitution and the Bill of Rights.

MODULE 2: The Early Republic
Washington, Hamilton, and shaping of the national government - Emergence of political parties: Federalists and Republicans - Significance of Jefferson’s presidency – The War of 1812 and its consequences

MODULE 3: Mass Democracy

MODULE 4: Civil War and Reconstruction

MODULE 5: USA in the late Nineteenth Century

Suggested Readings
http://www.ushistory.org/us/
http://www.americanhistoryonline.org/
http://www.america.gov/publications/books/history-outline.html
M.A. HISTORY (Five year Integrated Programme)

HIST 623 HISTORY OF USA (1900-2001)
The course examines the growth of the United States of America as a world power during the twentieth century. It makes a detailed analysis of the progressive era, American expansionism and foreign policy, USA and the First World War, the growth of a business civilization and consumer society, the Great Depression, USA in the Second World War, the Cold War era, the end of the Cold War and after.

MODULE 1: The Progressive Era
Progressivism in the Cities - The Muckrakers - Progressivism in the States – Progressive Presidents - Social Feminism - Black America.

MODULE 2: The Emergence of USA as a World Power

MODULE 3: Crisis, Recovery and World War II
Causes and effect of the Great Depression - Franklin Delano Roosevelt and the New Deal - International Disintegration and the Second World War - The USA at War - Planning for Peace.

MODULE 4: The Cold War Era
Post war Economy - Origins of the Cold War - The Containment of Communism-Cold War in Asia and the Middle East - The Civil Rights Movement.

MODULE 5: USA in the later Twentieth Century
The USA in the 1980s - The End of Cold War - The Gulf War - The Clinton Years - Unilateralism vs. multilateralism in foreign policy - 9/11/2001 – War on Terrorism.

Suggested Readings
http://www.ushistory.org/us/
http://www.americanhistoryonline.org/
http://havefunwithhistory.com/index.html
http://www.america.gov/publications/books/history-outline.html
M.A. HISTORY (Five year Integrated Programme)

HIST 628 INTELLECTUAL HISTORY OF MODERN INDIA
The course provides comprehensive and critical perception of the endeavors of Orientalists in the discovery of India’s past. It covers Indian intellectual’s response to the colonizer’s attempts to reconstruct India’s past traditions. It also focuses on Indian intellectual’s critical appreciation of the economic impact of the British colonial rule. It delineates indigenous efforts to reform and regenerate the Indian society in the nineteenth and twentieth centuries.

MODULE 1

MODULE 2
The Colonial Milieu and Indian intellectual’s response-Interpretations of past traditions and social reform-Raja Ram Mohan Roy, Keshub Chandra Sen, Iswar Chandra Vidyasagar.

MODULE 3
Indigenously based interpretations of India’s past traditions-Dayanand Saraswati, Shri Narayan Guru.

MODULE 4
Indian perceptions of the economic impact of colonial rule-Dadabhai Naoroji, Romesh Chandra Dutt.

MODULE 5
Indian intellectuals on the reconstruction of Indian society: Vivekananda, Aurobindo Ghosh, Syed Ahmed Khan, M.K. Gandhi and Jawaharlal Nehru.

Suggested Readings
Kenneth W. Jones, Socio-religious reform movements in British India, The Cambridge History of India, III.1, CUP, 1994
Hoshi, V.C., Rammohan Roy and the Process of Modernization in India, 1975.
J.N, Farquhar, Modern Religious Movements in India, New York, Macmillan, 1919
M.A. HISTORY (Five year Integrated Programme)

HIST 630 AGRARIAN HISTORY OF COLONIAL INDIA
The chief objective of the course is to provide a thorough understanding of the important aspects of agrarian history of modern India. It comprehensively covers the major agricultural trends and the varied explanations of the famines and scarcities during the colonial period. It focuses on the changes in the rural agrarian structure and also the growth of agricultural labour.

MODULE 1
Agrarian History and Historiography.

MODULE 2
Organization of Pre-Colonial Rural Economy – Idea of Village Republics or Village self-sufficiency and Village Community.

MODULE 3
The Agrarian Structures – Landlords, Tenants and Agricultural Labour – Property Right - Land Tax – Peasant Insecurity in Colonial India.

MODULE 4

MODULE 5
Famines, Scarcities and the Peasant.

Suggested Readings
Cohn, B.S., Colonialism and Its Forms of Knowledge, OUP, Delhi, 1997.
Kumar, Dharma, Land and Caste in South India, Agricultural Labour in the Madras Presidency during the Nineteenth Century, New Delhi, 1992.
M.A. HISTORY (Five year Integrated Programme)

HIST 412 - INTRODUCTION TO ROCK ART
The course is designed to provide a glimpse of the rock art in India. The need to observe the theme, content and context of the rock art would be focused. The various stages of the rock art in India would be studied to understand the various evolutionary pattern of the rock art.

MODULE 1

MODULE 2
Characteristic Features of the Global Rock art Traditions – Europe – Africa – Australia.

MODULE 3

MODULE 4
Characteristic Features of Indian Rock art – Types of Rock Art – Classification of Rock art – Space – time Concept in Indian Rock art study- Important Regional Rock art Traditions – Characteristic Features.

MODULE 5

Suggested Readings
M.A. HISTORY (Five year Integrated Programme)

HIST 600 – MEDIVAL SOCIETIES
The course is intended to familiarize the students of Master’s degree with the formation of state and society during the medieval period in Europe and Asia. This course will also help the students to assess the medieval societies in the light of their contribution to Art, Architecture, Science and Literature.

MODULE 1: Transition from Ancient to Medieval Society
Decline of the Roman Empire - Barbarian invasions, internal problems, disintegration - The Papacy, Catholic Church and Monasteries - Establishment of Byzantium - Byzantine Society and Economy.

MODULE 2: Feudal Formation in Europe
A new empire - Carolingians - Charlemagne - The clash of Church and State - Controversy over lay investiture - Feudalism in Western Europe.

MODULE 3: Economic Institutions and Cultural Life in Medieval Europe

MODULE 4: Islamic World
Rise of Islam: Socio-Political background - Evolution of Islamic State – Constitution of Medina - Nature of the state and relations with Arab tribes, Jews and Christians - Society under the Prophet, the Caliphs, Umayyids and Abbasids.

MODULE 5: Economic Institutions and Cultural Life in the Islamic World
Trade, Commerce and taxation in the Arab world – The Islamic city – Arab Contribution to Art and Architecture - Ceramics, textiles, ivories, music and calligraphy - Intellectual Contributions: Literature, historiography, geography, astronomy, medicine, mathematics and philosophy.

Suggested Readings
Southern, R.W., Western Society and the Church in the Middle Ages, Middlesex, 1973.
M.A. HISTORY (Five year Integrated Programme)

HIST 608 TEMPLE IN MEDIEVAL SOUTH INDIA

MODULE 1
Emergence of a temple oriented society- Land Grants- Temples and Royal Patronage.

MODULE 2
Temple and agrarian society- Temples as centres of redistribution- Temple and the Bhakti movement.

MODULE 3
Temple as a source of livelihood- Development of sub castes- Temple, Trade and Market Centres- Temple and Trade Guilds.

MODULE 4
Temple- Production Structure and power relations- Devadana and Brahmadeya- Managerial and Functional groups- Temples as educational centres.

MODULE 5
Temple art and architecture- Chalukya, Pallava and Chola styles of architecture.

Suggested Readings


M.A. HISTORY (Five year Integrated Programme)

HIST 610 – CROSS CULTURAL TRADE IN THE INDIAN OCEAN LITTORAL
The Indian Ocean a vast expanse of water washes the shores of China, South East Asia, Africa and Arabia. Such a vast oceanic space has had an impact on world history it that it facilitated the movements of goods, ideas, technology and peoples. Trade and cultural exchanges defined the historical milieu of the Indian Ocean, beginning with the trade centered around the Persian Gulf and ending with the dramatic hegemony acquired by the emerging nation states of the fifteenth and sixteenth centuries. Empires such as the Roman Empire, the Ming Empire centered in China, and the Portuguese have been influenced by the states and civilizations in the littoral of the Indian Ocean. Therefore a study of the patterns of historical interaction through a study of (a) the structures of trade (b) the archaeology of trade and social interaction and (c) the trading Diasporas in the Indian Ocean region will help us understand the complex history of the region better.

MODULE 1: The Indian Ocean in its Geographical Settings
Oceanic Currents - Wind Patterns - Coast lines and Islands.

MODULE 2: Archeology of Early Indian Ocean Maritime Contacts and Exchanges

MODULE 3: Archaeology of Trade Encounters
Arikamedu – Pattanam – Mantai – Berenike.

MODULE 4: Peninsular India and South East Asia
Trade Diasporas in China, South East Asia and Africa -The Cholas of South India and Srivijaya.

MODULE 5: China and India
Zheng-He and his expedition to South east Asia, Sri Lanka, South India and Africa - Navigation and Boat Building Technology in the Indian Ocean.

Suggested Readings
----- The Archaeology of Seafaring: The Indian Ocean in the Ancient Period, New Delhi, 1999.
Champakalakshmi, R. Trade, Ideology and Urbanization: South India 300-1300, New Delhi, Oxford University Press, 1996.
Cherian, P. J. Pattanam Excavations/Plorations, Trivandrum 2013.
M.A. HISTORY (Five year Integrated Programme)

HIST 611 - INTERNATIONAL LAW AND CULTURAL PROPERTY
The return of cultural property removed during the period of foreign rule and its relocation in museums abroad has become a contentious during the past few decades. The return of cultural property or artefacts designated as “national heritage” has led to historical investigations into the validity of claims and counterclaims. This course aims to acquaint the students with the concepts underpinning these debates on the basis of a few significant examples from India and abroad.

MODULE 1
UNESCO Charters on Cultural Property.

MODULE 2
Approaches to Cultural Property National or Heritage of Mankind.

MODULE 3
Archaeology and Rights of indigenous peoples: Relocation of Ancestral bones and Artifacts: the Case of Australia.

MODULE 4
The Debate over the Elgin Marbles.

MODULE 5
The Indian Scenario: Debates over the return of Kohinoor Diamond, The Srivilliputtur Bronzes and the Amaravathi Sculptures.

MODULE 6
The Bamiyam Buddha and its Destruction; International Law perspectives.

Suggested Readings


M.A. HISTORY (Five year Integrated Programme)

HIST 612 - HISTORIOGRAPHY: ANNALES AND BEYOND
This course aims at acquainting the student with the important debates in the nature and configuration of historical knowledge during the course of the twentieth century. It situates the main currents of historical thought within the overall intellectual and cultural history in the post-World War I era.

MODULE 1
The Rise of National Histories – History of Civilizations - Spengler and Toynbee

MODULE 2

MODULE 3
Memory and History; Lieux de Memoire -Holocaust Historiography.

MODULE 4
The End of History: Francis Fukuyama.

MODULE 5
Global History.

Suggested Readings
Le Goff. History and Memory, Chicago University Press, 1973
Fukuyama, Francis. The End of History and the Last Man, several editions.
M.A. HISTORY (Five year Integrated Programme)

HIST 615 - SCIENCE, TECHNOLOGY AND MEDICINE IN MODERN INDIA
This course discusses the spread of Western science among non-Western peoples, the role and place of science in the colonial process and the nature of scientific development in a colony with special reference to India. It examines the role of the East India Company in the dissemination of science in India, the introduction and impact of the technologies of the Steam Age, the emergence of a scientific community and the beginnings of national science in India. It highlights the introduction of Western medicine in India, the interaction between Western and indigenous systems of medicine and the movements for the revival of the later.

MODULE 1: Science and Empire: Theoretical Perspectives
The Concept of Colonial Science - Debate regarding the Spread of Western Science among Non-Western Peoples - The Role and Place of Science in the Colonial Process.

MODULE 2: Science and Colonial Explorations
East India Company and Scientific Explorations - Science and Orientalism -Early European Scientists: Surveyors, Botanists, Doctors under the Company’s Service - The “Tropicality” of India.

MODULE 3: Western Medicine
The Indian Medical Service - Encounters with Indian Medicine - Epidemic Diseases, Medical Topographies and Imperial Policy - Women, Missions and Medicine.

MODULE 4: Technologies of the Steam Age

MODULE 5: Indian Response to Western Science
Indian Response to New Scientific Knowledge: Interactions and Predicaments - Science and Indian Nationalism: Emergence of National Science; Mahendra Lal Sarkar, P.C.Ray, J.C.Bose - Ideas of Mahatma Gandhi and other Indian nationalists.

Suggested Readings
M.A. HISTORY (Five year Integrated Programme)

HIST 616 - EARLY HISTORY OF SOUTH-EAST ASIA
The course is designed to provide a broad picture of the Early History of South East Asia. The emphasis will on studying the contacts between India and South East Asia in terms of cultural, religious and economic exchanges. The Spread of Religions, influence of art and Architecture are analysed. The Concepts of Kingship, State, Statecraft and Theories of Divine Origin will be reviewed.

MODULE 1
South East Asia- Definition and Terminology – Geographical Setting – Pre historic and Proto historical past- Early Indian Literary references - Historiographical developments.

MODULE 2
Beginning of contacts with mainland India – Early Kingdoms – Funan – Champa - Kings and dynasties.

MODULE 3

MODULE 4

MODULE 5

Suggested Readings
Le may,R. 1954. The Culture of South East Asia. London. Quaritch
M.A. HISTORY (Five year Integrated Programme)

HIST 617 - HISTORY OF INDIAN ARCHAEOLOGY
The course is intended to give an introduction to the development of archaeological research in India both in pre-independence and post-Independence era. The survey undertaken by early explorers have been placed in a given socio-cultural context.

MODULE 1

MODULE 2
The establishment of Archaeological Survey – Alexander Cunningham as a Surveyor - His contribution to the field epigraphy and archaeology – His survey – Alexander Cunningham as Director General of Archaeological Survey of India – His contribution to the development of archaeology.

MODULE 3
The role of India in archaeological studies - Lord Curzon – His contribution to the development of archaeology – Sir John Marshall and his contribution.

MODULE 4

MODULE 5

Suggested Readings
Upinder Singh, 2004 The Discovery of Ancient India: Early Archaeologists and the Beginnings of Archaeology, Permanent Black, New Delhi
Ghosh, A., An Encyclopedia of Indian Archaeology, ICHR, New Delhi
John Kean.2011.To Cherish and Conserve;The early Years of the Archaeological survey of India.New Delhi:ASI.
M.A. HISTORY (Five year Integrated Programme)

HIST 618 - RELIGION IN EARLY INDIA
The course seeks to introduce to the students the basic knowledge regarding the genesis and growth of Religions in the early historical period in the Indian subcontinent. Religion with all its sectarian developments should be viewed as a social institution which catered to the emotional, spiritual, economic and cultural needs of the people. It deals with the structure of early Indian religions and the nature of cultural and economic transformations they heralded.

MODULE 1
Definition and Scope of the Study – Sources – The prehistoric genesis of religion-Animism-fertility cults-rock art representations- Indus valley religion.

MODULE 2
The Beginnings – Vedic religion- Animistic- the pastoral background- Evolution of ritualistic religion in the later Vedic phase- the social developments – growth of the pantheon of gods and goddesses.

MODULE 3

MODULE 4

MODULE 5
The conditions in South India — Satavahanas – Buddhism-Mahayana and Vajrayana developments and contributions- Amaravati School of art – Early Saiva, Vaishnava and Sakt pantheons- sculptural manifestations.

Suggested Readings
M.A. HISTORY (Five year Integrated Programme)

HIST 619 – CONSERVATION OF CULTURAL PROPERTY

The paper is designed to provide introductory information on various methods and techniques followed in the conservation and preservation of cultural property made of organic and inorganic materials such as archaeological sites, monuments, antiquities made of metal, wood, ivory and textile.

MODULE 1: Terminologies used in Conservation


MODULE 2: Structural Conservation - Materials


MODULE 3: Structural Conservation - Techniques


MODULE 4: Chemical Conservation – Inorganic Antiquities


MODULE 5: Chemical Conservation – Organic Antiquities


Suggested Readings


Felldon, Bernard, Conservation of Historical Buildings, Butterworth Scientific series

Gulroln, T.R., Handbook of Chemical Conservation of Museum Objects, Department of Museology, maharajaSayajirao University of Baroda.

Jeyaraj, V., Care of Paintings, Commissioner of Museum, Chennai 2002.


M.A. HISTORY (Five year Integrated Programme)

HIST 620 - INDIAN ART AND ICONOGRAPHY
The course surveys the evolution of Art and sculpture particularly the Jain, Buddhist and Hindu religious contexts in India and their transformation through the years. The various sculptural and art features embedded in the ancient monuments particularly in the temples, stupas, viharas would be thrown open to the students to understand the heritage monuments of this country in right perspective.

MODULE 1
Indus valley Art – Mauryan Art – Gandhara School of Art – Mathura School of Art - Amaravathi School of Art.

MODULE 2
Buddhist Iconography – Various forms of Buddha – Jain Iconography – Various forms of Thirthankaras.

MODULE 3
Description of Terms – Mudras and Asanas - Vishnu: Various forms of Vishnu – Dasavatara.

MODULE 4

MODULE 5
Rock Art - Ajantha paintings - Pallava and Pandya paintings - Chola paintings - Vijayanagar paintings.

Suggested Readings
Barret Douglas, 1974, Early Chola Architecture and Sculpture, Faber and Faber, London.
Lokesh, Chandra 1987, Buddhist Iconography, 2 vols, Aditya Prakashan, New Delhi.
Sivaramamurthi, C., 1968, South Indian Paintings, National Museum, New Delhi.
Suresh, B.Pillai, 1976, Introduction to the Study of Temple Art, Equator and Meridian, Thanjavur.
M.A. HISTORY (Five year Integrated Programme)

HIST 624 GANDHIAN THOUGHT
This course seeks to examine critically various aspects of Gandhian thought from a cross section of his own writings. It locates Gandhian ideas and ethos in time and space by making a brief study of his life from birth till his return to India from South Africa. It makes a detailed analysis of Gandhi’s critique of Western civilization, especially in the light of recent writings of the subaltern collective, his concepts of truth and non-violence, his political philosophy, his method of resistance, his programme of social upliftment, his experiment with collective living, his religious thought and the relevance of his ideas for the contemporary world.

MODULE 1: Introducing Gandhi

MODULE 2: Moral Progress vs. Material Progress

MODULE 3: Gandhian Political Thought
Gandhi’s views on State and Citizenship (Ramrajya), Gandhi’s views on Democracy (Gramswaraj), Gandhi’s Political Philosophy: Rights and Duties, Means and Ends - Gandhian Way of Comprehensive Human Development: Education, Religious Harmony and Peace.

MODULE 4: Gandhian Economic Thought

MODULE 5: Gandhian Thought for Contemporary Society

Suggested Readings
MA. HISTORY (Five year Integrated Programme)

HIST 625 – CONTEMPORARY INDIA (SINCE 1947)

The course describes the making of the Indian constitution, economic planning and the linguistic reorganization of Indian states. It gives a picture of how India’s political and economic agenda and basics of foreign policy were evolved and developed since independence. It also focuses on the development of education, science and technology and dwells on the consolidation of the nation, examining contemporary issues related to religion, caste and politics in India.

MODULE 1: The Making of Modern India


MODULE 2: India’s Foreign Policy: Origins, Continuity and Changes


MODULE 3: Economic Policies and Progress in Science and Technology


MODULE 4: Social Change and Transformation


MODULE 5: Contemporary Issues and Challenges

Regional Separatism – Identity Politics in India – Left Wing Extremism and Insurgency – Corruption in Indian Public Life: Scams and Scandals — Women and Personal Laws – The Affirmative Action Debate in India.

Suggested Readings

Galante, Marc, Law and Society in Modern India, Delhi: OUP, 1997.
-------, India’s Foreign Policy: Emerging Challenges, New Delhi: Pentagon, 2012.
M.A. HISTORY (Five year Integrated Programme)

HIST 626 - ECONOMIC HISTORY OF INDIA (A.D. 1757-1857)
The course is designed to develop a comprehensive understanding of the students of the nature of colonial economy and the changes that took place under the British colonial rule. The course covers the development of Indian economy from the mid-eighteenth century to the period of mid- nineteenth century. The students would be introduced to the changes in different sectors of Indian economy. Emphasis is laid on promoting a critical understanding of the changes shaping the Indian economy under British colonialism.

MODULE 1: Introduction
Issues and problems of Indian Economic History – Different approaches and their limitations-Sources of Economic History of British India.

MODULE 2: Indian Economy in the Mid-Eighteenth Century

MODULE 3: Early Phase of Colonial Economy
Mercantilism and European economic interests in India – The East India Company and its rule in Bengal-The early Drain of Wealth and its mechanism, magnitude and effects.

MODULE 4: Agrarian Settlements and Agrarian Production
The Permanent Settlement – objectives, operations, effects and official critiques-Ryotwari Settlements and Mahalwari system-Commercialization of Agriculture and its impact.

MODULE 5: Traditional Handicraft Industry and the question of De-industrialization
Artisans and Handicraft product-background-De-industrialization-Capital and labour in handicraft industry.

Suggested Readings
Dutt, R.C., Economic History of India, Publications Division, Govt. of India, 1968.
Kumar, Dharma, Cambridge Economic History of India, Delhi Orient Longman
Desai, A.R., Social Background of Indian Nationalism,
Dutt, R.P., India Today,
Chandra, Bipan, Rise and Growth of Economic Nationalism in India, Delhi, People’s Publishing House.
R.E Frykenberg & B.S. Cohn, Land Control and Social Structure in Indian History, Delhi, Manohar Publication.
Tripathi, Dwijendra., Historical Roots of Industrial Entrepreneurship in India and Japan: a comparative interpretation, New Delhi, 1997.
M.A. HISTORY (Five year Integrated Programme)

HIST 627 ECONOMIC HISTORY OF INDIA (A.D. 1858-1947)
The course is designed to develop a thorough understanding among the students of the nature of colonial economy and the transformation that had taken place under the British colonial rule from the mid-nineteenth century to the period of India’s independence. The course will trace the construction and maintenance of colonial patterns of economic structures in India. A major theme of the course is the explanation of how and why different segments of Indian economy remained underdeveloped under the British colonial rule.

MODULE 1: Railways and Indian Economy
Economic and political compulsions—Effects on agrarian production and export of raw material—commercialization of agriculture—Famines and British policy.

MODULE 2: Large Scale Industry
Modern industry in pre-1914 phase and post 1914 phase—its nature—main industries: cotton, jute, iron and steel—Rise of industrial labour—labour force in large scale industry.

MODULE 3: Foreign Trade and Balance of Payments
Changing nature of external trade—Mercantilism, industrial capital and finance capital—Drain of Wealth and British overseas trade.

MODULE 4: The Fiscal System
Shift from direct to indirect taxation—Tax and excise—Monetary policies and credit system.

MODULE 5: National Income and Population
Movements of national income after 1858—‘De-Urbanization’ controversy—Population growth—Pre and Post-Census estimates.

Suggested Readings
Dutt, R C., Economic History of India: Publications Division, Govt. of India, 1968.
Desai, A.R., Social Background of Indian Nationalism,
Dutt, R.P., India Today,
Ifran Habib, Indian Economy, 1858-1914, Tulika Books, 2006
Kumar, Dharma Sharma, Cambridge Economic History of India, Delhi Orient Longman
Chandra, Bipe, Rise and Growth of Economic Nationalism in India, Delhi, People’s Publishing House.
E.N Kherr, Railways in India Delhi, Oxford University Press.
Bagchi, A.K., Private Investment in India, 1900-1939, New Delhi, 1980.
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Tripathi, Dwijendra., Historical Roots of Industrial Entrepreneurship in India and Japan: a comparative interpretation, New Delhi, 1997.
M.A. HISTORY (Five year Integrated Programme)

HIST 629 - HISTORY OF LABOUR MOVEMENT IN COLONIAL INDIA

The course provides a comprehensive understanding of the rise and growth of Labour movement in Colonial India. It helps the students to grasp the concepts on ‘Class’, ‘Class Struggle’, ‘Labouring Class’ and ‘Revolution’. It introduces the students to the multifarious dimensions of the conditions of the Industrial labour and its struggles as also its demonstration of solidarity during the Anti-colonial struggle at different points of time. It also broadly outlines the discreet difficulties encountered by the Industrial labour in its path of developing its organizations. It delineates the policy of Colonial State toward the Industrial labour and its movement to improve its economic conditions.

MODULE 1: Historiography of Labour Movement
Labour Movement – Different Perspectives and their limitations-Sources of the history of Labour Movement.

MODULE 2: Emergence of Industrial Labour Force

MODULE 3: Rise of Consciousness of Industrial Labour
Impact of World War I on Labour Movement-Impact of Russian Revolution on Industrial Labour-Growth of Organized Labour Movement - foundation of the All India Trade Union Congress.

MODULE 4: Emergence of Communism and the Labour Movement

MODULE 5: Industrial Labour and the Freedom Struggle

Suggested Readings
Chandra Bipan, Colonialism and Nationalism in India, New Delhi, 1979.
Habib, Irfan, Essays in Indian History: Towards a Marxist Perception, New Delhi, 1995.
------------- Strikes in India, Bombay, 1968.

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M.A. HISTORY (Five year Integrated Programme)

HIST 631 – SITUATING THE NORTH EAST: EMERGENCE AND MODES OF RESISTANCE
This course is intended to familiarize the students with the various popular modes protest in Northeast India in its encounter with the British. The course traces the tradition of protest from the advent of the British traders till the incorporation of these areas under the control of British India. This will also provide the students a deeper understanding of the British policy towards the Tribes living in this Region.

MODULE 1: British Relations with Various Tribes

MODULE 2: Popular Mode of Protest
Maomariah Rebellion and Tirhut Singh- Kuki Raids in Chittagong and Sylhet - Naga Customs and traditions and the creation of Naga Hills - Nupi Lal/Women’s War and Khongjom war - Kuki Rising 1917-1919 - Zadonang and Gaidinliu Movement

MODULE 3: British Encounter with the Monarchical Kingdom
The Ahom Kingdom - The Maharajas of Manipur - Twipra Kingdom.

MODULE 4: British Colonial Legacy
Inner Line Regulation/Permit - Armed Forces Special Power Act.

Suggested Readings
M.A. HISTORY (Five year Integrated Programme)

HIST 632 –SOCIETY AND ECONOMY IN MEDIEVAL INDIA (A.D. 1000-1707)

This course is designed to create awareness among the students about women’s agency in historical change especially in the nineteenth and twentieth centuries in India. It looks at the woman question which loomed large in India in the nineteenth century; examines the role of women in India’s struggle for freedom; reviews women’s legal status in pre and post independent India; discusses women’s participation in politics; focuses on women’s contribution to social and environmental movements and analyses women centered issues in contemporary India.

MODULE 1: Advent of the Turks in India
The Expedition of Mahmud of Gazni - Alberuni -The debate over Somnath Temple - Muhammad Ghori and his invasions.

MODULE 2: Society, Economy and Polity during the Sultanate

MODULE 3: Regional States in Southern India
The Four Kingdoms - Malik Kafur’s Invasion of South India - Rise of Vijayanagara - Vijayanagara State and Society.

MODULE 4: The Mughals

MODULE 5: Land and Economy in Mughal India
Land Revenue System - Zamindars, Chaudhuries and other intermediaries – Peasantry -Internal Trade and Artisanal Production - Foreign Trade and Advent of the European Companies.

Suggested Readings
Chandra, Satish History of Medieval India, Orient Longman, 2007
Habib, Irfan The Agrarian Systems of Mughal India, Oxford University
Hubbi Bullah, A B M. Foundation of Muslim Rule in India, Allahabad, 1973
Mooreland From Akbar to Aurangzeb, New Delhi, (Reprint) 1992.
Moosvi, Shireen The Economy of Mughul India, Oxford University Press, 1996.
Mukhia, Harbans Historians and Historiography of the Age of Akbar,
Stein, Burton Vijayanagara, Cambridge University Press, 1989