



School of Social Sciences & International Studies Pondicherry University



Department of History

M.A.History (Five Year Integrated Programme)

Course Structure & Syllabus (From 2020 -2021 onwards)

Pondicherry University
Department of History

Regulations for M. A. Five Year Integrated Programme in History
(With effect from the Academic Year 2020-2021)

Aim of the Programme

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

Eligibility criteria for admission

The admission into the for M.A Five Year Integrated Programme in History course is through an All –India Entrance Examination. Candidates seeking admission require a pass in the Higher Secondary Examination (Plus two) of any board or equivalent recognized by 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. The admission into the programme, however, will be on the basis of the rank in the Entrance Examination.

Duration

The normal duration of the M.A 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. The student can take the exit option on the successful completion of three Years (six semesters) and leave the University with his/her graduate degree (B.A.in History).

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 (2020-2021 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. They can contact the concerned faculty advisor who will help to choose the required soft core courses.

Semester I

| S.No | Course Code | Course | Hard/Soft Core | Credits |
|---------------|-------------|---|----------------|---------|
| 1 | Hist 111 | Historiography and Historical Methods | Hard Core | 4 |
| 2 | Hist 112 | Introduction to the Study of Archaeology | Hard Core | 4 |
| 3 | Hist 113 | Introduction to World Civilizations | Hard Core | 4 |
| 4 | | Functional English | Soft Core | 3 |
| 5 | | Optional Course (Politics/Sociology/Anthropology/South Asian Studies) | Hard Core | 4 |
| Total Credits | | | | 19 |

Semester II

| S.No | Course Code | Course | Hard/Soft Core | Credits |
|---------------|-------------|---|----------------|---------|
| 1 | Hist 121 | Pre History and Proto history of India | Hard Core | 4 |
| 2 | Hist 122 | History of the Medieval World | Hard Core | 4 |
| 3 | Hist 123 | History of Western Political Ideas and Statecraft | Hard Core | 4 |
| 4 | | Functional English | Soft Core | 3 |
| 5 | | Optional Course (Politics/Sociology/Anthropology/South Asian Studies) | Hard Core | 4 |
| Total Credits | | | | 19 |

Semester III

| S.No | Course Code | Course | Hard/Soft Core | Credits |
|---------------|-------------|---|----------------|---------|
| 1 | Hist 211 | Introduction to Museology | Hard Core | 4 |
| 2 | Hist 212 | Renaissance, Reformation and Exploration | Hard Core | 4 |
| 3 | Hist 213 | Introduction to the History of North-East India | Hard Core | 4 |
| 4 | | Language other than English | Soft Core | 3 |
| 5 | | Optional Course | Hard Core | 4 |
| Total Credits | | | | 19 |

Semester IV

| S.No | Course Code | Course | Hard/Soft Core | Credits |
|---------------|-------------|---|----------------|---------|
| 1 | Hist 221 | Indian Heritage Legislations | Hard Core | 4 |
| 2 | Hist 222 | Delhi Sultanate (1297- 1526 CE) | Hard Core | 4 |
| 3 | Hist 223 | Modern Europe (1780-1870 CE) | Hard Core | 4 |
| 4 | Hist 224 | History of the French in India (1664 – 1954 CE) | Hard Core | 4 |
| 5 | | Language other than English | Soft Core | 3 |
| 6 | | Optional Course | Hard Core | 4 |
| Total Credits | | | | 23 |

Semester V

| S.No | Course Code | Course | Hard/Soft Core | Credits |
|---------------|-------------|--|----------------|---------|
| 1 | Hist 311 | Indian Numismatics | Hard Core | 4 |
| 2 | Hist 312 | The Cholas in Peninsular India (c.848-1070 CE) | Hard Core | 4 |
| 3 | Hist 313 | History of the Mughals (1526-1707 CE) | Hard Core | 4 |
| 4 | Hist 314 | History of Modern India (1707-1857) | Hard Core | 4 |
| 5 | Hist 315 | The Atlantic Slave Trade (1440-1834 CE) | Hard Core | 4 |
| Total Credits | | | | 20 |

Semester VI

| S.No | CourseCode | Course | Hard/SoftCore | Credits |
|---------------|------------|--------------------------------------|---------------|---------|
| 1 | Hist 321 | Archaeology: Principles and Methods | Hard Core | 4 |
| 2 | Hist 322 | Agrarian History of Colonial India | Hard Core | 4 |
| 3 | Hist 323 | Intellectual History of Modern India | Hard Core | 4 |
| 4 | Hist 324 | History of Modern India (1858-1947) | Hard Core | 4 |
| 5 | Hist 325 | Rise of Modern China (1839-1976) | Hard Core | 4 |
| Total Credits | | | | 20 |

Semester VII

| S.No | Course Code | Course | Hard/Soft Core | Credits |
|---------------|-------------|---|----------------|---------|
| 1 | Hist 411 | Historiography in the Twentieth Century | Hard Core | 4 |
| 2 | Hist 412 | Ancient Societies | Hard Core | 4 |
| 3 | Hist 413 | Society and Economy of Colonial India | Hard Core | 4 |
| 4 | Hist 414 | Temple in Medieval South India | Soft Core | 3 |
| 5 | | Optional Course | Soft Core | 3 |
| Total Credits | | | | 18 |

Semester VIII

| S.No | Course Code | Course | Hard/Soft Core | Credits |
|---------------|-------------|--|----------------|---------|
| 1 | Hist 421 | Early Medieval South India (c 550-1300CE) | Hard Core | 4 |
| 2 | Hist 422 | Global History: Themes and Perspectives | Hard Core | 4 |
| 3 | Hist 423 | India's Struggle for Independence (Pre-Gandhian Era) | Hard Core | 4 |
| 4 | Hist 424 | History of Labour Movement in Colonial India | Soft Core | 3 |
| 5 | | Optional Course | Soft Core | 3 |
| Total Credits | | | | 18 |

Semester IX

| S.No | Course Code | Course | Hard/Soft Core | Credits |
|---------------|-------------|---|----------------|---------|
| 1 | Hist 511 | Ancient India (from earliest times upto 6 th century CE) | Hard Core | 4 |
| 2 | Hist 512 | Society & Economy in Medieval India (1000-1707CE) | Hard Core | 4 |
| 3 | Hist 513 | Gandhian Era of Indian National Movement (1920-47) | Hard Core | 4 |
| 4 | Hist 514 | Indian Diaspora in the West Indian Ocean Region | Soft Core | 3 |
| 5 | Hist 515 | Indian Rock Art and its Global Context | Soft Core | 3 |
| Total Credits | | | | 18 |

Semester X

| S.No | CourseCode | Course | Hard/SoftCore | Credits |
|---------------|------------|---------------------------------|---------------|---------|
| 1 | Hist 521 | Indian Epigraphy | Hard Core | 4 |
| 2 | Hist 522 | Contemporary India (since 1947) | Hard Core | 4 |
| 3 | Hist 523 | Twentieth Century World | Hard Core | 4 |
| 4 | Hist 524 | Global Diaspora | Soft Core | 3 |
| 5 | | Optional Course | Soft Core | 3 |
| Total Credits | | | | 18 |

Optional Courses

| | | | |
|----------|--|-----------|---|
| Hist 600 | Ancient Historians and Historiography | Hard Core | 4 |
| Hist 601 | Asoka in History and Memory | Hard Core | 4 |
| Hist 602 | Medieval Societies | Hard Core | 4 |
| Hist 603 | Religion and Devotion in Medieval South India and Deccan | Hard Core | 4 |
| Hist 604 | History of Central Asia (c. 900 - 1500 C E) | Hard Core | 4 |
| Hist 605 | Historiography: Annales and Beyond | Hard Core | 4 |
| Hist 606 | History of Modern South-East Asia | Hard Core | 4 |
| Hist 607 | Cross Cultural Trade in the Indian Ocean Littoral | Soft Core | 3 |
| Hist 608 | International Law and Cultural Property | Soft Core | 3 |
| Hist 609 | Science, Technology and Medicine in Modern India | Soft Core | 3 |
| Hist 610 | History of United States of America (1763-1898) | Hard Core | 4 |
| Hist 611 | History of United States of America (1900 -2001) | Hard Core | 4 |
| Hist 612 | History of labor Movements in India and United States of America | Hard Core | 4 |
| Hist 613 | Early History of South-East Asia | Soft Core | 3 |
| Hist 614 | Maritime Heritage of India (upto the Early Historic period) | Soft Core | 3 |
| Hist 615 | History of Indian Archaeology | Soft Core | 3 |
| Hist 616 | Conservation of Cultural Property and works of Art | Soft Core | 3 |
| Hist 617 | Religion in Early India | Soft Core | 3 |
| Hist 618 | Indian Art and Iconography | Soft Core | 3 |
| Hist 619 | Gandhian Thought | Soft Core | 3 |
| Hist 620 | Economic History of India (1757-1857) | Soft Core | 3 |
| Hist 621 | Economic History of India (1858-1947) | Soft Core | 3 |
| Hist 622 | Social and Agrarian Movements in Colonial India | Hard Core | 4 |
| Hist 623 | Situating the North East: Emergence and Modes of Resistance | Soft Core | 3 |
| Hist 624 | Vijayanagara: City and Empire | Soft Core | 3 |
| Hist 625 | Music and Popular Culture in Vijayanagara, South India | Soft Core | 3 |
| Hist 626 | The Revolt of 1857 | Soft Core | 3 |
| Hist 627 | Environmental History of India | Soft Core | 3 |
| Hist 628 | Indian Architecture | Soft Core | 3 |
| Hist 629 | Women in Modern India | Soft Core | 3 |

M.A. History (Five year Integrated Programme)

Semester I

**Hist 111 - Historiography and Historical Methods
(Hard Core-4 Credits)**

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 themes would be covered.

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

Greek Historiography: Herodotus, Thucydides, Polybius – Roman Historiography: Livy, Tacitus – Early Christian Historiography: St. Augustine –Enlightenment Historiography: Edward Gibbon.

Module 3: Varieties of History

Economic History - New Social History – Intellectual History – Cultural History – Oral history – Environmental History.

Module 4: Historical Method

Historical Evidence - Causation - Objectivity - Generalisation in History.

Module 5: Major Theories in History

Cyclical theory- Historical Materialism- Sociological –Comparative –Structural –Ecological and Post-modernist Critique.

Suggested Readings

Bloc, Marc, *The Historian's Craft*, New York: Vintage Books, 1979.

Braudel, Fernand, *On History*, Chicago University Press, 1982.

Breisach, Ernst, *Historiography: Ancient, Medieval and Modern*, Chicago University Press, 1983.

Burke, Peter, ed., *A New Kind of History from the Writings of Lucien Febvre*, New York, Harper, 1973.

Burke, Peter, *Varieties of Cultural History*, Oxford, 1999.

Carr, E.H., *What is History?*, New York, 1987 (2nd edition)

Collingwood, R.G., *Idea of History*, Oxford University Press, 1974.

Gardiner J. (ed.), *What is History Today?* London, Humanities Press International, 1988.

Sheik Ali, B., *History in Theory and Method*, Macmillan, 1978.

Venugopal, T.R., *History and Theory*, Trissur, 1997.

Wedgwood, C.V., *The Sense of the Past: Thirteen Studies in the Theory and Practice of History*, New York: Collier Books, 1960.

<http://historymatters.gmu.edu/browse/makesense/>

<http://www.bbc.co.uk/history/0/>

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Semester I

Hist 112 - Introduction to the Study of Archaeology (Hard Core-4 Credits)

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

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 growth 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 organizations and institutions.

Module 5: Important Archaeological sites in India

Palaeolithic sites: Bhimbetka, Attirampakkam. Renigunta, Baghor, Bagor, Patne. Neolithic Sites: Paiyampalli, Nagarjunakonda, Tekkalakota. Proto–Historic sites: Mohenjodaro, Harappa, Lothal, Kalibangan, Dholavira- Rakhigarhi - Iron Age/Early Historic sites: Kodumanal, Hallur, Dhulikatta, Pattanam.

Suggested Readings

- Agrawal, D.P., 1982, *The Archaeology of India*, Curzon Press, London.
- Allchin, B., and Allchin, R., 1982, *The Rise of Civilization in India and Pakistan*, CUP, Cambridge.
- Chakrabarti, Dilip.K. 1988, *A History of Indian Archaeology : From the Beginning to 1947*,
- Chakrabarti, Dilip.K. 1999, *India : An Archaeological History –Palaeolithic Beginnings to Early Historic Foundations*, Oxford University Press, New Delhi.
- Daniel, Glyn E., 1967, *The Origins and Growth of Archaeology*, Pelican Books, London.
- Dhavalikar, M.K., 1990, *First Farmers of the Deccan*, Ravish Publishers, Pune.
- Ghosh, A.(ed)1988, *An Encyclopaedia of Indian Archaeology*, 2 Vols, Munishiram Manoharlal, New Delhi.
- Gururaja Rao, B.K., 1972, *Megalithic Culture in South India*, University of Mysore, Mysore.
- Rajan, K., 2002, *Archaeology: Principles and Methods*. Tanjavur: Manoo Pathippakam.
- Raman, K.V., 1986, *Principles and Methods of Archaeology*, Parthajan Publications, Madras.
- Thapar, B.K., 1985, *Recent Archaeological Discoveries in India*, UNESCO, Paris.

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Semester I

Hist 113 -Introduction to World Civilizations

(Hard Core-4 Credits)

This course presents a compact understanding of the struggle and progress of the human race towards 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: Origin of Early Civilizations

Egyptian – Mesopotamian – Persian – Greek – Roman – Political Developments under Dynastic Rule – Growth of Kingship or Republic – Law.

Module 2: Establishment and Spread of Early Empires under Different Civilizations

Egyptian – Mesopotamian – Persian – Greek – Roman.

Module 3: Society and Economy

Growth of social groups – Warrior Elites- Priestly Classes - Noble Aristocracies and Lower Social Groups - Economy – Agriculture, Craft, Metallurgy - Trade - Development of Professional Groups.

Module 4: Developments in Culture

Religion- Art – Literature – Architecture – Emergence of Writing Systems.

Module 5: Achievements of Early Civilizations

Science and Philosophy.

Suggested Readings

Allan, O. Knownslar and Terry L. Smart, *People and Our World: A Study of World History*, Holt, Rinehart and Winston Publishers, New York, 1981.

Bruce G. Trigger, *Understanding Early Civilizations: A Comparative Study*, Cambridge University Press, New York, 2003.

Douglas J. Brewer, *Egypt and the Egyptians*, Cambridge University Press, New York, 2007.

Felipe Fernandez-Armesto, *Civilizations*, Macmillan, London, 2000.

Joseph R. Strayer & Hans W. Gatzke, *The Mainstream of Civilization*, Harcourt Brace Jo Vanovich, Inc, New York, 1979.

Lynn Thorndike, *Encyclopaedia of World Civilizaions*, 2 Vols., Shubhi Publications, Delhi, 2000.

Robert E. Lerner and Standish Meacham, *Western Civilizations*, WW Norton & Company, New York & London, 1986.

Simon Hornblower & Antony Spawforth, *The Oxford Companion to Classical Civilizaion*, OUP, 1998.

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Semester II

**Hist 121- Pre History and proto History of India
(Hard Core-4 Credits)**

The course tries to explain the emergence of various cultures in India from Palaeolithic times down to Iron Age. The cultural differences that exist 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

Definitions – Scope - Lower Palaeolithic Culture – Middle Palaeolithic Culture – Upper Palaeolithic - Stone tools and techniques- Life of Prehistoric man.

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

Chalcolithic Culture — Indus Valley Civilization- Rise and Growth - Town planning - Architecture- Trade and Commerce- Indus Script- Indus Sites: Harappa, Mohenjodaro, Kalibangan, Lothal and Dholavira – Its Decay – causes.

Module 4

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

Module 5

Megalithic Culture (Iron Age) – Megalithic Monuments - Types of burials- Megalithic people - Iron technology - Megalithic pottery - Life of the Megalithic people- Cultural, Religious and economic conditions – dawn of the Historical Phase.

Suggested Readings

- Agrawal, D.P., 1982 *The Archaeology of India*, Curzon Press, London.
- Allchin, B., and Allchin, R., 1982 *The Rise of Civilization in India and Pakistan*, C.U.P. Cambridge.
- Banerjee, N.R. 1965 *The Iron Age in India*, Munishiram Manoharlal, New Delhi.
- Dhavalikar, M.K., 1990 *First Farmers of the Deccan*, Ravish Publishers, Pune.
- Ghosh, A., (ed.) 1988 *An Encyclopedia of Indian Archaeology*, 2 vols, Munishiram Manoharlal, Delhi.
- Gururaja Rao, B.K., 1972 *Megalithic Culture in South India*, University of Mysore, Mysore.
- Possehl, G.L. 1993 *Harappan Civilization – A Recent Perspective*, Oxford and IBH .New Delhi.
- 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.

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Semester II

Hist 122 - History of the Medieval World

(Hard Core-4 Credits)

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 of the 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 developed all over Europe and West Asia, which had far reaching effects 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

The High Middle Ages I – Economic, Social and Political Institutions – Agricultural Revolution – Lord and Serf: Life in Manorial Regime.

Module 3

The High Middle Ages II – Economic, Social and Political Institutions - Revival of Trade - Urban Revolution – Feudalism and the Rise of National Monarchies.

Module 4

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

Module 5

The Medieval Intellectual Revival – The Blossoming of Literature, Art, Architecture and Music.

Suggested Readings

Bloch, Marc, *Feudal Society*, London, 1961, 2 vols.

Deanesly, Margaret, *A History of Early Medieval Europe 476-911*, London, 1969.

Deanesly, Margaret, *A History of the Medieval Church*, London, 1969.

Hawking, G.R. (ed.), *Muslims, Mongols and Crusades*, Routledge Curzon, London & New York, 2005.

Holton, R.H. (ed.), *Transition from Feudalism to Capitalism*, New York, 1976.

John, France, *The Crusades and the Expansion of Catholic Christendom, 1000-1714*, Routledge, New York, 2005.

Lewis, Bernard, *Islam in History*, London, 1973.

Peter Linehan and Janet L. Nelson (ed.), *The Medieval World*, Routledge, London & New York, 2001.

Peter Lock, *The Routledge Companion To The Crusades*, New York, 2006.

Rosenthal, J. Erwin, *Political Thought in Medieval Islam*, Cambridge University Press, Cambridge, 1968.

Saliba, George, *Islamic Science and the Making of the European Renaissance*, MIT Press, Massachusetts, 2007.

Stierlin, Anne and Henri Stierlin, *Islamic Art and Architecture*, Thames and Hudson, New York, 2002.

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Semester II

**Hist 123 - History of Western Political Ideas and Statecraft
(Hard Core-4 Credits)**

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; Roman Political theory-Empire and Imperium in the Roman World.

Module 2

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

Module 3

Machiavelli-Morality and Ethics in the practice of statecraft.

Module 4

Modern Western political thinkers-Hobbes- Locke - Rousseau.

Module 5

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

Suggested Readings

Rowe, C.J., *The Cambridge History of Greek and Roman Political Thought*, Cambridge:CUP, 2006.

Sabine, George, *A History of Western Political Theory*, (Oxford & IBH) 2005.

Skinner, Quentin, *Foundations of Modern Political Thought*, Cambridge University Press, 1978.

Skinner, Quentin, *Hobbes and Republican Liberty*, Cambridge University Press, 2008.

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Semester III

Hist 211 –Introduction to Museology

(Hard Core-4 Credits)

The course is designed to educate the students on the importance of the museum studies. The various functions of museums like acquisition, 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: Definitions - Concepts - History of Museums: Definition of Museum - Museology and Museography – Concepts in Museology- Architecture-Collection-Education- ethics- Exhibition-Heritage- Preservation. History of the development of Museums in the world and India -Types of Museums - scope and functions.

Module 2: Museum Collection –Documentation – De-accessioning: Collection policies-Museum Ethics and procedures – Collection through field exploration, excavation, purchase, gift and bequests, loans and deposits, exchanges and others –Documentation: accessioning, indexing, cataloguing - digital documentation - De-accessioning- Removing of Collections – Procedural rules.

Module 3: Museum Exhibitions: Types of exhibits and exhibitions - Temporary, travelling, mobile and Exhibitions Abroad. Principles of display for permanent exhibition and reserve collection - Objectives and communication goals, target audience, concept development, story line, gallery development, space, showcases and structural installations, colour scheme, lighting, labels & scripts.

Module 4: Museum Architecture- Security- Education: Museum building – Architecture – Management – Museum security - Types of visitors - Facilities -Research and Education - In house educational programmes and activities, outreach programmes - Educational activities, seminars, workshops, museum camps, special celebrations - Use of multimedia in museums - Popular publications - guide books, brochures, posters, picture postcards.

Module 5: Conservation & Preservation: 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

- Agarwal, O.P. 1974 *Museum Works*, Bangkok.
- Agarwal, O.P. 1993. *Preservation of Art Objects and Library Material*. New Delhi: NBT.
- Arun Ghose. 1989. *Conservation and Restoration of Cultural Heritage*. Delhi: Agam kala.
- Banerjee, N.R. 1990. *Museum and Cultural heritage in India*. Delhi: Agam Kala.
- Baxi, Smita J. and Dwivedi, P. Vinod, 1973, *Modern Museum Organisation and Practice in India*, Delhi.
- Butler, Patricia, M., 1970. *Temporary Exhibitions*, London.
- Cronyn, 1995, *Elements of Archaeological Conservation*, Routledge, London.
- Ghosh, D.P., 1968, *Studies in Museum and Museology in India*, Indian Publications, Calcutta.
- Morley, Grace, 1981, *Museums Today*, Department of Museology, M.S. University, Baroda.
- Sarkar, H., 1981, *Museums and Protection of Monuments and Antiquities in India*, Delhi.
- Satya Prakash. 1964. *Museums and Society*. Baroda: M.S. University.
- Singh, A.P. 1987. *Conservation and Museum Techniques*. Delhi: Agam kala.
- UNESCO, 1968, *Museums and Education, Museums*, Vol. 21, no. 1, Paris.

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Semester III
Hist 212 -Renaissance, Reformation and Exploration
(Hard Core – 4 Credits)

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

Wycliffe and Hus - Martin Luther and the Protestant Reformation – John Calvin and Calvinism – The English Reformation –Catholic Reform and the Counter Reformation – Religious conflicts.

Module 4: Voyages of Exploration

Silver Shortage and the search for African gold – Mediterranean Empires – Shift to the Atlantic – Technology of ships and navigation – Portuguese Exploration and the Sea Route to India - Spanish Exploration – Europe encounters a New World.

Module 5: Conquest and Colonization

Atlantic colonization and the growth of slavery – Spanish conquest of America – American Silver and the Price Revolution - The Columbian Exchange.

Suggested Readings

Coffin, Judith G. & Robert C. Stacey, *Western Civilizations*, New York: Norton, 2008

Crosby, Alfred W., *TheColumbian Exchange: Biological and Cultural Consequences of 1492*, Westport, 2003.

Durant, Will, *The Story of Civilization, Vol.5,The Renaissance*. New York: Simon and Schuster, 1953.

Durant, Will, *The Story of Civilization, Vol.6,The Reformation*. New York: Simon and Schuster, 1957.

Kagan, Donald, Steven E. Ozment , Frank M. Turner.*Western Heritage since 1300*, New York: Prentice Hall, 2007.

Koenigsberger G.H., G. Mosse &G. Bowler,*Europe in the Sixteenth Century (General History of Europe Series)*, 2nd ed., London: Longman,1999.

Pennington D. H. *Europe in the Seventeenth Century (General History of Europe Series)*, 2nd edn.London, 1989.

Zophy, Jonathan,*A Short History of Renaissance and Reformation Europe: Dances over Fire and Water*, 3rd ed. New York: Prentice Hall, 2003.

<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/tserve/nattrans/ntecoindian/essays/columbian.htm>

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Semester III

**Hist 213 - Introduction to the History of North - East India
(Hard Core-4 Credits)**

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 region. The major thrust areas would be trace from the advent of the British traders till the decline of the Monarchical Kingdom. In addition, it will also include some of the issues which are of contemporary relevance for example the '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 -British Encounters with the Indigenous Tribes

Module 2: History of Assam:1824-1972- Land, people, Culture and festivities – Birth of Meghalaya and Mizoram

Module 3: History of Manipur: 1824 -1948 -Land, people, Culture and festivities –The Rise of monarchical kingdom – Anglo-Kuki war – Nupilal and Heraka Movement –Jadonang and Gaidinliu

Module 4: History of Tripura:1431-1972 -Land, people, Culture and Festivities

Module 5: Indigenous System of Local Governance – Chieftainship – The institutions of Panchayat Raj and Autonomous District Council.

Suggested Readings

Agrawal, M.M., *Ethnicity, Culture and Nationalism in N.E. India*.New Delhi: Indus Publishing,1996.

Barpujari, H. K.*Assam in the Days of the Company*, Shillong: N.E.Hill University,1996.

Bhattacharjee, J.B., *North East Indian Perspectives in History*.New Delhi: Vikas Publishers, 1995.

Bhattacharyya, P.K. *Aspect of Cultural History of Sikkim: Studies in Coinage*. Calcutta: K.P Bagchi,1984.

Chandramani DebBarma, *Glory of Tripura civilization: History of Tripura with Kok Borok names of the kings*.New Delhi,2006.

Jenkins, Nigel, *Through the Green Door: Travels Among the Khasis*, New Delhi: Penguin Books, 2001.

Joshi, H.G. *Meghalaya Past and Present*, New Delhi:Mittal Publication,2004.

Sangkima,*A Modern History of Mizoram*, Spectrum publication, 2004.

Visier Sanyu,*A History of Nagas and Nagaland: dynamics of oral tradition in village formation*,Michigan,Commonwealth publishers, 1996.

M.A. History (Five year Integrated Programme)

Semester IV

Hist 221 - Indian Heritage Legislations

(Hard Core-4 Credits)

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 emphasized 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

The Ancient Monuments and Archaeological Sites and Remains Act, 1958 - The Ancient Monuments and Archaeological Sites and Remains Rules, 1959 - The Ancient Monuments and Archaeological Sites and Remains (Amendment and Validation) Act, 1958.

Module 4

The Antiquities and Art Treasures Act, 1972 - The Antiquities and Art Treasures Rules, 1973.

Module 5

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

Suggested Readings

Sarkar, H. 1981. *Museums and Protection of Monuments and Antiquities in India*, Delhi: Sundeep.

Indian Heritage Legislations, Delhi: Universal Law Publishing Company Pvt. Ltd.

M.A. History (Five year Integrated Programme)

Semester IV

Hist 222 - Delhi Sultanate (1297- 1526CE)

(Hard Core-4 Credits)

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.

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

Theory of Kingship-Mongol Policy of the Sultanate-Historiography in the epoch of the Delhi Sultanate.

Suggested Readings

Habib and Nizami, *The Delhi Sultanate*, Comprehensive History of India, Vol. V.

Hardy, Peter, *Historians of Medieval India*, New Delhi, Munshiram Manoharlal, 2007.

Jackson, Peter, *The Delhi Sultanate*, Cambridge University Press, 1997.

Kumar, Sunil, *The Emergence of the Delhi Sultanate*, Permanent Black 2007.

M.A. History (Five year Integrated Programme)

Semester IV

Hist 223 - Modern Europe (1780 – 1870CE) (Hard Core – 4 Credits)

The period between 1780 and 1871 in Europe was one of radical transformation in the economic, political and social structure of Europe and also in the intellectual field. It was an age of revolution, both failed and successful. It witnessed the birth of nationalism and liberalism leading to the formation of national identities, changes in forms of government and above all the origins of the present day industrial society. The course provides knowledge to the students about the European world in transition to the modern era.

Module 1: The French Revolution and its European repercussions:

Crisis of Ancien Régime - Intellectual currents - Phases of the French Revolution 1789 –99
Participation of Social classes – Role of Women.

Module 2: Emergence of Napoleon Bonaparte (1801 – 1815)

Expansion, Consolidation and Downfall – The Congress of Vienna (1815).

Module 3: Restoration and Revolution (1815- 1848)

Metternich: Forces of conservatism and restoration of old hierarchies - Social, Political and Intellectual currents – Revolutionary Movements of 1830 and 1848.

Module 4: Changes and Developments (1848 – 1871)

Napoleon III and political developments in France – Making of the Nation States of Italy and Germany- Liberalism and Democracy in Britain.

Module 5: Social and Economic Transformation (Late 18th to 19th century)

The agricultural and Industrial revolutions - Evolution of social classes: bourgeoisie, proletariat, land owning classes and peasantry - Changing trends in demography and urban patterns – Family, gender and the process of industrialization.

Suggested Readings

Andrew Porter, *European Imperialism, 1870 to 1914* (1994).

Anthony Wood, *History of Europe, 1815 to 1960* (1983).

Cipolla, C.M.: *Fontana Economic History of Europe, Volume III: The Industrial Revolution.*

David Landes: *Prometheus Unbound.*

Evans, J.: *The Foundations of a Modern State in 19th Century Europe.*

George Lefebvre, *Coming of the French Revolution.*

George Lichtheim, *A Short History of Socialism.*

Hamerow, T.S.: *Restoration, Revolution and Reaction: Economics and Politics in Germany [1815 – 1871].*

Hobsbawm, E.J.: *The Age of Revolution.*

James Joll, *Europe Since 1870.*

Lynn Hunt: *Politics, Culture and Class in the French Revolution.*

Norman Davies, *Europe.*

Peter Mathias, *First Industrial Revolution.*

Stuart Woolf: *History of Italy, 1700 to 1860.*

M.A. History (Five year Integrated Programme)

Semester IV

**Hist 224 - History of the French in India (1664-1954)
(Hard Core-4 Credits)**

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

Ananda Rangapillai –Dupleix and the Carnatic Wars –Fall of the French colonies to the British in 1778– Loss of French colonies during the Napoleonic Wars – Restoration of the Indian colonies to the French in 1816.

Module 3: French India under the Third Republic

Constitutional Reforms and the Introduction of Representative Assemblies – Ponnutamby Laporte and the Act of Renonciation –Evolution of Municipal Administration.

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

Antony, F.E., ed., *Gazetteer of India: Union Territory of Pondicherry*, Vol.2, Pondicherry, 1982.

Dodwell, Henry, *Clive and Dupleix: The Beginning of Empire*, Delhi: AES, 1989.

Krishnamurthy, B., *Jawaharlal Nehru and Freedom movement in French India*, Pondicherry, 2007.

Malleson, G.B., *History of the French in India, 1674-1761*, Delhi: Gian Publishing House, 1986.

Miles, William, F. S. "Comparative Decolonization French Africa, French Caribbean, French India", *Contemporary French Civilization*, Vol.14, 1990, pp. 212-26.

Ray, N. R, ed., *Western Colonial Policy: A Study of its Impact on Indian Society*, Vols. I-II, Calcutta: 1983.

Vincent, Rose, ed., *French in India: From Diamond Traders to Sanskrit Scholars*, Bombay, 1990.

Weber, Jacques. "Chanemougam, 'King of French India: Social and Political Foundations of an Absolute Power under the Third Republic'", *Economic and Political Weekly*, Vol-XXVI, No. 6, 1991, pp. 291- 302.

M.A. History (Five year Integrated Programme)

Semester V

Hist 311 - Indian Numismatics

(Hard Core-4 Credits)

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- Literary and Archaeological Evidences

Module 2

Punch Marked Coins – Foreign Coins: Coinage of the Indo-Greeks – Coinage of the Kushanas – Coins of Sakas and Kshatrapas

Module2

Pre Satavahana Coinage - Coins of Satavahanas - Sangam age coins - Coins of Chera, Chola, Pandyas - Gupta Coinage – Debate on the Golden Age of the Guptas– Post – Gupta Coinage in North India.

Module 4

Medieval South Indian Coins - Coins of Pallavas – Coins of Imperial Cholas - Coins of Imperial Pandyas – Kakatiyas - Coinage of the Imperial Cheras

Module 5

Coinage of the Hoysalas - Kakatiyas - Coinage of the Vijayanagara Dynasty.

Books suggested for Reading

Chattopadhyaya, B.D, 1877 *Coins and Currency Systems of South India*, New Delhi.

Elliot, Walter, 1888 *South Indian Coins*. Cosmo Publications, Delhi.

Gupta, P.L *The Coins*. New Delhi: National Book Trust.

Kosambi, D.D. 1981. *Indian Numismatics*, Orient Longman Limited, New Delhi.

Krishnamurthy, R., 1997 *Sangam Age Tamil Coins*, Garnet Publications, Chennai.

Nagasamy, R., *Tamil Coins - A Study*, TamilNadu State Archaeology Department Chennai.

Parabrahma Sastry, P.V.P. 1988. *Coinage of the Kakatiyas*. Hyderabad: Dept of Archaeology & Museums.

Raja Reddy, D., 2008 *Andhra Coins – Select Articles*, Ramaiah Vidhyapeetam, Hyderabad

Sharma, I.K., 1980, *Coinage of Satavahana Empire*, Agam kala Prakashan. New Delhi.

Suresh, R., *Roman Antiquities in Tamil Nadu*, C.P.R. Institute of Indological Research, Chennai.

Vanaja.R., 1983 *Indian Coinage*, Indian National Museum, New Delhi.

M.A. History (Five year Integrated Programme)

Semester V

Hist 312 -The Cholas in Peninsular India (c.848-1070CE)

(Hard Core-4 Credits)

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 Rashtrakutas 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 center.

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

Rajendra Chola and Srivijaya.

Module 5

Agrarian Institutions-Foreign Trade and Commerce: Guilds and Trade-Divide of the Cholas.

Suggested Readings

Ali, Daud, ed., *Querying the Medieval*, OUPress, 2002.

Champakalakshmi, R., *Trade, Ideology and Urbanization ; South India 300-1300*, OU Press, 2008.

Heitzman, James, *The Gifts of Power; Lordship in Early Medieval South India*, OUPress, 1992.

Karashima, Noboru, *South Indian Society and Economy*, Oxford University Press, 1988.

Raghotham, Venkata, "Kinship, Politics and Memory in early Medieval Tamil Country: A Study of the Funerary Shrines of the Imperial Cholas" in *Nagabindanam: Papers on Art, Epigraphy and Archaeology presented to M S Nagaraja Rao ed., L K Srinivasan et al* 1996.

Stein, Burton, *Peasant State and Society in Medieval South India*, New Delhi OUPress, 1980.

Subbarayalu, Y. *South India under the Cholas*, Oxford University Press 2012.

M.A. History (Five year Integrated Programme)

Semester V

Hist 313 – History of the Mughals (1526-1707)

Hard Core- 4 Credits

This paper explains the rise and growth of the Mughals as a paramount power in India and examines the economic, social and cultural history of the Mughal Empire. The focus of the course would be on sources of the study of Mughal India, important institutions of revenue collection and governance, the religious policy of the Mughals, the relationship between the Mughals and other contemporary empires like the Uzbeks of Central Asia, Safavids of Persia and the Ottomans of Turkey.

Module1: Sources of Study of Mughal India : Babur's Baburnama – Gulbadan Begum's Humayunnama - AbulFazal's Akbarnama - Badauni's Muntakhab-ut-Tawarikh - Jahangir's Tuzuk –i-Jahangiri - Abdul Hamid Lahori's Badshahnama - Ishwardas Nagar's Futuhat-i-Alamgiri - Mirza Muhammad Kazim's Alangirnama - Foreign travellers' accounts.

Module 2: Establishment and Consolidation of Mughal rule: India on the eve of Babur's invasion - Fire arms, military technology and warfare - Humayun's struggle for empire - Sher Shah and his administrative and revenue reforms – Akbar's campaigns and conquests - Evolution of administrative institutions: zabt, mansab, jagir, madad-i-maash

Module 3: Expansion and Integration: Incorporation of Rajputs and other indigenous groups in Mughal Nobility- North-West frontier, Gujarat and the Deccan - Conquest of Bengal - Relationship with the Uzbek empire of Central Asia, Safavids of Persia and the Ottomans of Turkey.

Module 4: Rural Society and Economy: Land and Economy in Mughal India- Agrarian System- Jagirdari and Zamindari- Internal trade and artisanal production- Trade routes and patterns of internal commerce - overseas trade - rise of Surat - Foreign trade and advent of the European companies

Module 5: Society and Culture in Mughal India- Position of Women- Art, Architecture and Literature—Religious policy of the Mughals - Religious tolerance and sulh-i-kul - Sufi mystical and intellectual interventions - Pressure from the Ulema.

Books for suggested Reading

- Alam, Muzaffar & Sanjay Subramaniam., *The Mughul State*, New Delhi: OUP, 2001.
Habib, Irfan. *The Agrarian System of Mughul India*, New Delhi: OUP.
Moosvi, Shireen. *The Economy of Mughul India*, New Delhi: OUP, 1996.
Richards J.F. *The Mughul Empire*, Cambridge: Cambridge University Press, 1993.
Moreland. *From Akbar to Aurangzeb*, New Delhi (Reprint), 1992.
Satish Chandra, *Medieval India, From Sultanate to the Mughuls*, Delhi, HarAnand Publications, 1997.
R.P. Tripathi. *Rise and fall of the Mughal Empire*. Allahabad: Central Book Depot, 1979.
R. C. Majumdar (ed). *The History and Culture of Indian People* (Vol. 7). *The Mughul Empire*. Bombay, 1974.
R. C. Majumdar, H. C. Ray Choudhry and Kalikindar Dutta. *Advanced History of India*. Delhi, 1971.
K.A. Nizami, *On History and Historians in Medieval India*. Munshiram Manoharlal, Delhi, 1983.
Irfan Habib (ed.), *Akbar and His India*. Oxford University Press, Delhi, 2000.
S.R. Sharma, *Religious Policy of the Mughul Emperors*, S.L. Agarwala, Agra, 1972.

M.A. History (Five year Integrated Programme)

Semester V

**Hist 314 - History of Modern India (1707-1857)
(Hard Core-4 Credits)**

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

Later Mughuls - Rise of Regional States: Bengal, Hyderabad and Awadh- Expansion of Maratha power – Rise of Mysore.

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

Bayley, C.A., *Rulers, Townsmen and Bazaars: North Indian Society in the Age of British Expansion, 1770-1870*, CUP, 1983.

Bayly, C.A., *Indian Society and the Making of the British Empire in The New Cambridge History of India*, CUP, 1988.

Chaudhuri, Sashibhusan, *Civil Disturbances during British Rule in India, 1765- 1857*, Calcutta: World Press, 1955.

Cohn, Bernard, *Colonialism and its Forms of Knowledge: The British in India*, PUP, 1996.

Jones, Kenneth. W, *Socio-Religious Reform Movements in British India*, CUP, 1989.

Metcalf, T. R., *Ideologies of the Raj in The New Cambridge History of India*, CUP, 1997.

Seema Alvi, *The Eighteenth Century in India*, OUP, 2008

Sekhar Bandyopadhyay, *From Plassey to Partition: A History of Modern India*, Orient Longman, 2004

Sen, S.N., *Eighteen Fifty-Seven*, Delhi: Publications Division, Ministry of Information and Broadcasting, Government of India, 1957.

Stein, Burton, ed. *The Making of Agrarian Policy in British in India, 1770-1790 in Themes in Indian History*, Delhi: Oxford University Press, 1992.

Stokes, Eric, *The Peasant Armed: Indian Revolt of 1857*, Oxford: Clarendon Press. 1986.

M.A. History (Five year Integrated Programme)

Semester V

**Hist 315 - The Atlantic Slave Trade (1440-1834 CE)
(Hard Core-4 Credits)**

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 Eighteenth Century Trade - The Portuguese in Africa — Africa—West Indies—Sugar Plantations in the West Indies.

Module2

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

Module3

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

Module4

The Debate on Slavery as an economic institution.

Module5

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

Suggested Readings

Alderman C.L. *Rum Slaves and Molasses: The story of new England Triangular Trade*, Folkstone, Bailey Bros & Swinfen Ltd, 1972.

Blackburn, Robin. *The Making of New World Slavery*, London, Verso 1997.

Curtin Phillip D (Ed). *The Atlantic Slave Trade: A census*, Madison, University of Wisconsin press,1969.

Eltis, David. *The Rise of African Slavery in the Americas*,Cambridge University Press, 2000.

Emmer P.C.*The Dutch in the Atlantic Economy, 158 —1880: Trade, Slaver and Emancipation*, Aldershot, Ahgate 1998.

Klein, Herbert. *The Atlantic Slave Trade*, Cambridge University Press, 2010.

Miers, S & Kopytoff, *Slavery in Africa: Historical and Anthropological perspectives*, Wisconsin, 1977.

Morgan, Kenneth.*Slavery and the British Empire*,Oxford University Press, 2007

Oldham, James. *English Common Law in the Age of Mansfield*, Cambridge University Press, 2009.

Thomas, Hugh. *The Atlantic Slave Trade*. New York Picador,1997.

M.A. History (Five year Integrated Programme)

Semester VI

**Hist 321 - Archaeology: Principles and Methods
(Hard Core-4 Credits)**

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

Kinds of Archaeology :Classical Archaeology – Historical Archaeology – Environmental Archaeology – Underwater Archaeology – Ethno archaeology– Linguistic Archaeology – Salvage Archaeology.

Module 2:History of Archaeology

Classical Archaeology – Antiquarianism - Three-Age theory – Scientific archaeology - Antiquity of Mankind – The Dawn of Prehistoric Archaeology.

Module 3: Exploration and Excavation Methods

Exploration Methods – Determination of archaeological data – Types of archaeological sites -On-site investigations – Site Survey methods – Excavation Methods – Excavation of a burial.

Module 4: Archaeological Stratigraphy and Recording

Concept of Stratigraphy in geology and in archaeology – Haris Matrix – Laws of Archaeological Stratigraphy – Archaeological Recording – Maps – Site Plan – Site note book.

Module 5: Dating Methods in Archaeology

Dating System – Absolute dating methods – Relative dating methods.

Suggested Readings

Barker, Philip 1977, *Techniques of Archaeological Excavation*, Universe Books, New York.

Colin Renfrew 2000, *Archaeology: Theories Methods and Practices*, Thames and Hudson, London.

Clive Gamble, 2001, *Archaeology: The Basics*, Routledge, London.

Dancey, W.S., 1981, *Archaeological Field Methods: An Introduction*, Burgess, Minneapolis.

Daniel, Glyn E., 1976, *A Hundred and Fifty Years of Archaeology*, Gerald Duckworth. London.

Dillon, B.D. (ed.) 1989, *Practical Archaeology: Field and Laboratory Techniques and Archaeological Logistics*, Institute of Archaeology, University of California, Los Angeles.

Harris, Edward, C., 1989, *Principles of Archaeological Stratigraphy*, Academic Press, London.

Rajan K., 2002, *Archaeology: Principles and Methods*, Manoo Pathippakam, Thanjavur.

Raman, K.V., 1986, *Principles and Methods of Archaeology*, Parthajan Publications, Madras

Trigger, G. Bruce, 1989, *A History of Archaeological Thought*, C.U.P. Cambridge.

M.A. History (Five year Integrated Programme)

Semester VI

**Hist 322 - Agrarian History of Colonial India
(Hard Core-4 Credits)**

The chief objective of 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

Major Agricultural Trends - Growth of Commercialization – Rise of Agrarian Markets – Export and Import of Crops - Impact on Peasant Economy.

Module 5

Famines, Scarcities and the Peasant.

Suggested Readings

- Baker, C.J., *An Indian Rural Economy: The Tamil Countryside*, OUP, Delhi, 1984.
Bose, Sugata, *Peasant Labour and Colonial Capital: Rural Bengal Since 1770*, CUP, Cambridge, 1993.
Charlesworth, Neil, *Peasants and Imperial Rule: The Bombay Presidency*, Cambridge University Press.
Cohn, B.S., *Colonialism and Its Forms of Knowledge*, OUP, Delhi, 1997.
Dewey, C and Hopkins, A.G. (ed.), *The Imperial Impact: Studies in the Economic History of Africa and India*, London, 1978.
Frykenberg, R.E. (ed.), *Land Control and Social Structure in Indian History*, Delhi, 1979.
Kumar, Dharma (ed.), *The Cambridge Economic History of India*, Vol. II, Orient Longman, Delhi, 1982.
Kumar, Dharma, *Land and Caste in South India, Agricultural Labour in the Madras Presidency during the Nineteenth Century*, New Delhi, 1992.
Ludden, David (ed.), *Agricultural Production and Indian History*, OUP, New Delhi, 1994.
McAlpin, M.B., *Subject to Famine: Food Crises and Economic Change in Western India, 1860-1920*, Princeton University Press, Princeton, 1983.
Sharma, Sanjay, *Famine, Philanthropy and the Colonial State in the Early Nineteenth Century*, Delhi: OUP, 2001.
Srinivas, M.N. and A.M. Shah, "The Myth of Self Sufficiency of the Indian Village", *Economic Weekly*, 10 September, 1960.
Stokes, Eric. *The Peasant and the Raj*, OUP, 1978.

M.A. History (Five year Integrated Programme)

Hist 323 - Intellectual History of Modern India (Hard Core – 4 Credits)

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

British Orientalism and appreciation of India's past traditions-William Jones, Colebrooke, Halhead, Warren Hastings/ Translations of the Hindu Shastras and the *Bhagvad Gita*.

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

- Ahmed, Salahuddin, *Social Ideas and Social Change in Bengal*, Leiden, 1965.
- Bearce, George, "Intellectual and Cultural Characteristics of India in a changing Era, 1740-1800", *Journal of Asian Studies*, November 1965.
- Chakravarti, Dipesh, "The Colonial Context of the Bengal Renaissance", *IESHR*, May 1974.
- Farquhar, J.N., *Modern Religious Movements in India*, New York, Macmillan, 1919
- Ghose, Benoy, *Ishwar Chandra Vidyasagar*, 1971.
- Graham, G.F.I., *The Life and Work of Savvid Ahmed*, New Delhi, 1974.
- Halker, M.K., *Renaissance and Reaction in Nineteenth Century Bengal*, Calcutta, 1977.
- Heimsath, Charles, *Indian Nationalism and Hindu Social Reform*, Princeton, 1964.
- Hoshi, V.C., *Rammohan Roy and the Process of Modernization in India*, 1975.
- Kopf, David, *Brahmo Samaj and the Shaping of the Modern Indian King*, Princeton, 1979.
- Kopf, David, *British Orientalism and Indian Renaissance*, Berkeley, 1969.
- Majumdar, R.C., *British Paramountcy and Indian Renaissance*, Vol. X, Pt. II, Bombay, 1965.
- Mitra, Indra, *Vidyasagar*, Calcutta, 1969.
- Mohammed, Shan, ed., *Writings and Speeches of Sir Syed Ahmed Khan*, Bombay, 1972.
- Panikkar, K.N., *Culture, Ideology and Hegemony*, New Delhi, Tulika, 1995.
- Philip, C.H. and Mary Wainwright, *Indian Society and the Beginnings of Modernization, c.1830-1850*, London, 1962.
- Raghuvamshi, V.P.S., *Indian Society in the Eighteenth Century*, New Delhi, 1969.

M.A. History (Five year Integrated Programme)
Semester VI
Hist 324 - History of Modern India (1858-1947)
(Hard Core-4 Credits)

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

- Bandyopadhyay, Sekar, 2004, *From Plassey to Partition: A History of Modern India*, Delhi.
- Brown, Judith M., 1972. *Gandhi's Rise to Power: Indian Politics 1915-22*, Cambridge.
- Chandra, Bipan, 2000. *India after Independence 1947-2000*, Delhi: Penguin.
- Chandra, Bipan, Amal Tripathi & Barun De, 1972. *Freedom Struggle*. Delhi: NBT.
- Chandra, Bipan, 1988. *India's Struggle for Independence*, Delhi: Penguin.
- Copland, Ian, 1997. *The Princes of India in the Endgame of Empire: 1917-1947*, Cambridge studies in Society and History Series, Cambridge, Cambridge UP.
- Desai, A. R., 1949. *Social Background of Indian Nationalism*. Bombay: OUP.
- Gallagher, John, Gordon Johnson and Anil Seal, eds., 1973. *Locality, Province and Nation*, Cambridge.
- Heehs, Peter, 1988. *India's Freedom Struggle, 1857 – 1947, A Short History*, Delhi.
- Jeffrey, Robin, ed., 1978. *People, Princes and Paramount Power: Society and Politics in the Indian Princely States*, Delhi.
- Low, D.A., ed., 1977. *Congress and the Raj: Facets of the Indian Struggle, 1917-47*, London.
- Pannikar, K. N. ed., 1980. *National and Left Movements in India*. Delhi: Vikas.
- Sarkar, Sumit, 1983. *Modern India, 1885-1947*, Delhi: Macmillan.
- Sarkar, Sumit, 1973. *The Swadeshi Movement in Bengal, 1903-1908*, New Delhi:
- Washbrook, David, 1976. *The Emergence of Provincial Politics: The Madras Presidency, 1870-1920*.

M.A. History (Five year Integrated Programme)

Semester VI

Hist 325 - Rise of Modern China (1839-1976)

(Hard Core-4 Credits)

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 attempt to modernize on western lines fail to bail themselves out the clutches colonialism. Then students will also be introduced as to how China's economic and military resurgence took place after the World WarII.

Module 1: China's National Humiliation During the 19th Century

Triangular Trade- Opium wars and the consequences - Open door policy - Scramble for concessions 1899- Reform movements in china, Taiping, Self - strengthening Movement.

Module 2: Re-emergence of Nationalism in China

Boxer Movements and its Consequences – Revolution of 1911 – Sun Yat Sen and his three Principles- May Fourth Movement- Nature and Significance.

Module 3: Rise of Nationalism in China

Political Crisis in the 1920's – KMT and the first United Front – Rise and fall of Kuomintang.

Module 4: Rise and Growth of Communism in China

Second United Front – genesis of Communist movement –Chairman Mao and His Long March

Module 5: People's Republic of China and the Cultural Revolution

Mao Zedong and the Tiananmen Square – the red Guards – The Transition of Power – The Role of Zhou Enlai and Deng Xioping – Various Views on Cultural Revolution.

Suggested Readings

Barnouin, Barbara and Yu Changgen, *Zhou Enlai: A Political Life*. Hong Kong: Chinese University of Hong Kong, 2006.

Bianco, Lucien, *Origins of the Chinese Revolution, 1915-1949*. London, Oxford University Press, 1971

Chan, A, *Children of Mao: Personality Development and Political Activism in the Red Guard Generation*; University of Washington Press, 1985.

Chesneaux, Jean, *China- The People's Republic*, Harvester Press, 1979.

Chesneaux, Jean, et al., *China from Opium War to 1911 Revolution*, Sussex, Harvester Press, 1976

Chesneaux, Jean, et al., *China from the 1911 Revolution to Liberation*, Delhi, Khosla Publishing, 1986.

Chesneaux, Jean, et al., *Peasants Revolts in China, 1840-1949*, London, Thames &Hudson, 1973.

Fitzgerald, C.P, *The Birth of Communist China*, Pelican books, 1971.

Hsu, Immanuel, C.Y. *The Rise of Modern China*. London, Oxford University Press, 1970.

M.A. History (Five year Integrated Programme)
Semester VII
Hist 411 - Historiography in the Twentieth Century
(Hard Core-4 Credits)

This course is intended to familiarize the students with approaches to historical studies in the twentieth century with a focus on prominent Western historians and on the development of historical writing in modern India. It examines the development of economic history in Europe, the attempt at total history by the Annales historians in France and new social history. It makes a critical evaluation of the impact of Orientalism on Indian historiography, the Imperialist, Nationalist, Class, Elite, Subaltern and Gender approaches and their influence on the writing and interpretation of Indian history.

Part I: Historiography in the Western World

Module 1: Introduction to 20th Century historiography: Emergence of History as a professional Discipline - Economic History: Henri Pirenne, J.H. Clapham, R.H. Tawney, Quantitative History.

Module 2: Total History and New Social History: The Annales Paradigm: Marc Bloch, Lucien Febvre, Fernand Braudel - E. P. Thomson and History from Below – Carlo Ginzburg and Micro History.

Module 3: The Post Modern Challenge: Foucault and Derrida

Part II: Historiography in India

Module 4: Imagining India

Orientalist, Utilitarian and Imperialist Perspectives – Nationalist Historiography: The Foundational School, Romantic Orientalists and Economic Nationalists

Module 5: Class, Elite, Subaltern and Gender Approaches

Marxist Historiography: D.D. Kosambi, Romila Thapar, Bipan Chandra – Elitist Historiography of the Cambridge School – Subaltern Historiography: Critique of previous trends, Salient features, Contribution of Ranajit Guha, Criticism of the Subaltern approach – Rewriting Women's History.

Suggested Readings

- Aymard, Maurice and Harbans Mukhia (ed) *French Studies in History*, (2 Vols). Delhi: Orient Longman, 1988.
- Bhattacharya Sabyasachi (ed) *Approaches to History: Essays in Indian Historiography*, Delhi: Primus, 2011.
- Bloch, Marc, *The Historian's Craft*, Manchester, 1954.
- Braudel, Fernand, *On History*, Chicago, 1982.
- Cannadine, David ed., *What is History Now?* London: Palgrave Macmillan, 2002.
- Chakravarti, Uma. *Rewriting History*, New Delhi, 1998.
- Cohn, Bernard S. *Colonialism and its Forms of Knowledge*. Delhi, 1997.
- Gardiner J. (ed) *What is History Today?* London, Humanities Press International, 1988.
- Gottlob, Michael. Ed. *Historical Thinking in South Asia*. New Delhi, 2003.
- Guha, Ranajit, ed., *A Subaltern Studies Reader, 1986-1995*, Delhi: Oxford UP, 1997.
- Iggers Georg, *Historiography in the Twentieth Century: From Scientific Objectivity to the Postmodern Challenge*, Wesleyan, 2005.
- Inden, Ronald. *Imagining India*. Oxford, 1990.
- Jenkins, Keith, *The Postmodern History Reader*, London, Routledge, 1997.
- Kejarwal, O.P. *The Asiatic Society of Bengal and the Discovery of India's Past*. New Delhi, 1999.
- Ludden, D (ed) *Reading Subaltern Studies: Critical History, Contested Meaning and the Globalisation of South Asia*. Delhi, 2003.
- Marwick Arthur, *The New Nature of History: Knowledge, Evidence, Language*. Houndmills: Palgrave, 2001.
- Sangari, Kumkum and Sudesh Vaid. *Recasting Women: Essays in Colonial History*. Delhi, 1990.
- Sreedharan E. *A Textbook of Historiography: 500 BC to AD 2000*. Hyderabad: Orient Blackswan, 2004.
- Thapar, Romila. *Interpreting Early India*. New Delhi, 2000.
- Warrington, Marnie, Hughs, *Fifty Key Thinkers in History*, London: Routledge, 2009.

M.A. History (Five year Integrated Programme)

Semester VII

Hist 412 - Ancient Societies

(Hard Core-4 Credits)

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

Jones Arnold H.M., *The Decline of the Ancient World*.

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*.

Chang, K.C., *The Archaeology of Ancient China*.

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*.

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M.A. History (Five year Integrated Programme)
Semester VII
Hist 413 - Society and Economy of Colonial India
(Hard Core-4 Credits)

This 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

Land and Agrarian Relations: British Land Revenue Systems-Agrarian transformation-Rise of New Land Lordism-Commercialization of Agriculture and Rural Indebtedness

Module 3

Transformation of the Urban Space: De-Industrialization-De-Urbanization-Rise of New Urban Towns

Module 4

Growth of Modern Industry: Cotton Textile Industry - Jute Industry - Iron and Steel Industry

Module 5

British Policies and Social Transformation: Growth of Western Education- Indian Renaissance and Making of Modern India-Rise of New Social Classes-Middle Classes, Capitalist Class and Working Class

Suggested Readings

- Bandhyopadhyaya, Sekhar, *From Plassey to Partition: A History of Modern India*, Orient Longman, 2004.
- Bayly, C.A., 1983. *Rulers, Townsmen and Bazaars*, Cambridge University Press.
- Beteille, Andre, 1969. *Caste, Class and Power*, Bombay: Oxford University Press.
- Bhattacharya, Neeladri, 1986. "Colonial State and Agrarian Society" in *Situating Indian History for S. Gopal*, S. Bhattacharya and R. Thapar (ed.), Delhi: Oxford University Press.
- Chandra, Bipan, *India's Struggle for Independence*, Delhi: Penguin, 1988.
- Desai, A. R., *Social Background of Indian Nationalism*, Bombay, 1959
- Dutt, R.C., *Economic History of India*, Publications Division, Govt. of India, 1968.
- Dutt, R.P., *Indian Today*, London, 1947
- Frykenberg, R.E.(ed), 1979. *Land Control and Social Structure in Indian History*, Delhi: Manohar Publishers.
- Gadgil, D.R., *The Industrial Evolution of India in Recent Times 1860-1939*, Bombay, 1971.
- Gupta, Sulekh Chandra, 1983. *Agrarian Relations and Early British Rule in India*, Bombay.
- Habib, Irfan, *Indian Economy, 1858-1914*, Tulika Books, 2006
- Jain, M.P., 1952. *Outline of Indian Legal History*, Delhi: Cambridge University Press.
- Jones, Kenneth. W., 1989. *Socio-Religious Reform Movements in British India*,
- Kumar, Dharma, ed., 1984. *The Cambridge Economic History of India*, Vol. II: C.1757-1970, New Delhi.
- Sarkar, Sumit, *Modern India, 1885-1947*, Delhi: Macmillan, 1983.
- Sarkar, Sumit. *Modern India*, Delhi: Orient Longman.
- Stokes, Eric, 1978. *The Peasant and the Raj*, Cambridge University Press

M.A. History (Five year Integrated Programme)

Semester VII

**Hist 414 - Temple in Medieval South India
(Soft Core- 3 Credits)**

'Temple' as a religious institution is well known. This course examines the temple from a variety of perspectives such as its role in the economy, social and professional groups involved in temple transactions, iconography and sculpture from traditional sources and changing architectural patterns in the evolution of the temple structure. In short, the multi-dimensional role of the 'temple' in the ancient and medieval Indian Society will be highlighted.

Module 1

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

Module 2

Temple and agrarian society- Temples as Centers 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

Champakalakshmi, R., *Religion, Tradition and Ideology: Pre Colonial South India*, New Delhi: OUP, 2011.

Gurukkal, Rajan., *Social Formations of Early South India*, New Delhi: OUP, 2010.

Heitzmen, James., *Gifts of Power*, New Delhi: OUP, 2001.

Subbarayulu, Y., *South India under the Cholas*, New Delhi: OUP, 2012.

Veluthat, Kesavan., *The Early Medieval in South India*, New Delhi: OUP, 2010.

M.A. History (Five year Integrated Programme)
Semester VIII
Hist 421 - Early Medieval South India (c. 550-1300CE)
(Hard Core-4 Credits)

This course aims at imparting comprehensive historical knowledge pertaining to the early medieval South India. The course looks at the social, political and economic changes that took place in the Tamil region from the perspective of (a) the state and its strategies legitimation, (b) landed groups and institutions and (c) economic structures and activities. Apart from reviewing the broad political history of this period, an attempt will be made to place the history of the period in the broader concept of social and intellectual changes. The theoretical framework of the Segmentary State is examined from various points of view.

Module 1

Sources for the study of South Indian History - Epigraphic and Literary Sources - Trends in 19th Century Historiography of South India - Recent developments in the Historiography of the Pallava and Chola period.

Module 2

The Pallavas of Kanchipuram – Economy & Culture - Formation of the Medieval Agrarian Order – Religion during the Pallava period – Cave and Structural Temples

Module 3

Geographical factor in Chola history – Role of Land, Environment and the Sea – The Chola state-Kingship and polity- Intellectual History of the Chola period

Module 4

The Pandyas of Madurai – Early History – The medieval assertion – Political and Cultural History – Religious contributions

Module 5

Society and Economy of the Medieval South India - Landed groups and the Agrarian economy-Social, Political and Economic structures – Nadu and Nagaram - Overseas Trade and Commercial activities - Social institutions and conflict - temple and its economic and social functions

Suggested Readings

- Champakalakshmi, R., *Vaishnava Iconography in the Tamil Country*, New Delhi: Orient Longman, 1974.
- Champakalakshmi, R., "Urban Processes in Early Medieval Tamil Nadu" in *Situating Indian History*, S. Bhattacharya and R. Thapar, eds., New Delhi: Oxford University Press, 1988.
- Champakalakshmi, R., *Ideology and Urbanization in South India, 1300-1800*, 1997.
- Karashima, Noboru, *South Indian History and Society*, New Delhi: Oxford University Press, 1985.
- Ludden, David, *Peasant History in South India*, New Jersey: Princeton University Press, 1985.
- Minakshi, L., *Administration and Social Life under the Pallavas*, Madras.
- Miller, Barbara Stoler, *The Power of Art, Patronage in Indian Culture*, New Delhi: Oxford University Press, 1955.
- Miller, Barbara Stoler, *Studies in Chola History and Administration*, Madras: Madras University Press, 1935.
- Spencer, George, *The Politics of Expansion: The Cholas in Sri Lanka and Sri Vijaya*, Madras: New Era, 1983.
- Stein, Burton, *Peasant State and Society in Medieval South India*, New Delhi: Oxford University Press, 1980.
- Stein, Burton, *Essays on South India*, Honolulu: University of Hawaii Press, 1978.
- Stein, Burton, *South Indian Temples: An Analytical Reconsideration*, New Delhi, 1979

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Semester VIII

Hist 422 - Global History: Themes and Perspectives

(Hard Core-4 Credits)

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/WorldHistory.

Module 1: History and Its definition – What is History? Dialogue with the Past – the Boundaries between the Past and the Present: Causation in History- Historian and his/her sources- Philosophy of History – Criticism, Speculation and imagination in historical reconstruction – Bias in history – Subjective and Objective – Uses and abuses of History

Module 2: Historiography of Global History: Theories of World History-Total History-World Systems Approach.

Module 3: Evolution of global connectivity-migration and trade-Cross Cultural Religious and economic exchanges:Trade and the transmission of Buddhism - From India to China-Overland Trade and maritime routes -Cultural interactions in Eurasia: The case of the Porcelain Trade - Growth of Islam and trade networks in Asia and the Mediterranean.

Module 4: Asia and Africa in Global History: Oceans and History - The Ming Dynasty and Zheng-He-Trading Diasporas -Atlantic slave trade after 1750 - scramble for Africa - Decolonisation

Module 5:The Great Divergence and Convergence

Suggested Readings

- Bayly, C.A.*The Birth of the Modern World: Global Connections and Comparisons*1780-1914, Oxford: Blackwell,2004
- Bearman,P, Th. Bianquis, C.E. Bosworth, E. van Donzel and W.P. Heinrichs,*Encyclopaedia of Islam*,2ndedn,BrillOnline
referenceworks,<http://referenceworks.brillonline.com/browse/encyclopaedia-of-islam-2>.
- Bentley, Jerry. *Old World Encounters*, New York Oxford University Press 2008
- Bose, Sugata, *A Hundred Horizons*, Harvard University Press, 2008
- Carr,E.H. *What is History*,Penguin,2008
- Chaudhuri,K.N.*Asia before Europe: Economy and Civilization of the Indian Ocean from the rise of Islam to 1750*, Cambridge UK, 1990.
- Collingwood, R.G,*The Idea of History*, Hespereides Press, 2008
- Cooper, Frederic, *Africa in world history*, <https://www.cambridge.org/core/books/cambridge-world-History/africa-in-world-history/17D64AA26A9380CABA8548B526E6F128>
- Elton,G.R. *The Practice of History*, Collins, 1969
- Ferdinand Braudel,*A History of Civilizations*, Tr. Richard Mayne, Viking Penguin,New York, 1993
- Fritz Stern ed., *Varieties of History: from Voltaire to the Present* (2nd edn), New York, Vintage, 1973
- Fritz Stern ed., *Varieties of History: from Voltaire to the Present* (2nd edn), New York, Vintage,1973)
- Marc Bloch, *The Historian's Craft*, Manchester University Press, 2004
- Sebastian, Conrad, *what is Global History*, Princeton University Press
- Shafer, R.J.*A Guide to Historical Method*, Dorsey Press, 1983
- Wallerstein, I, *The Modern World System*, 3 vols.
- Walsh,W.H. *Philosophy of History; An Introduction*, Harper and Row, 1968
- Woolf, Daniel, *A Global History of History*, Cambridge University Press 2012.

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Semester VIII

Hist 423 - India's Struggle for Independence (Pre – Gandhian Era) (Hard Core-4 Credits)

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 Nationalism

The conception of India: Modern or pre-modern? – Early resistance to colonial rule – Cultural Awakening – 1857 Revolt: Ideology – Leadership – People's participation – British Repression – Nature of the revolt – Rise of national consciousness.

Module 2: Early Nationalists

The growth of professions and the emergence of new leadership – Newspapers and Journals – Political associations before 1885 – Formation of the Indian National Congress – Debates regarding its origin – The programme and methods of the Moderates – Economic critique of colonialism – Rise of militant nationalism – The programme and methods of the Extremists – Conflict and split.

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 – 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

Bandyopadhyay, Sekar, *From Plassey to Partition: A History of Modern India*, Orient Longman, 2004.

Bandyopadhyay, Sekar, ed. *Nationalist Movement in India, A Reader*, Delhi: Oxford UP, 2009.

Chandra, Bipan, *History of Modern India*, Orient Blackswan, 2009.

Chandra, Bipan, *India's Struggle for Independence*, Delhi: Penguin, 1988.

Guha, Ranajit, ed., *A Subaltern Studies Reader, 1986-1995*, Delhi, Oxford UP, 1997.

Pradhan, R. G., *From Raj to Swaraj*, Delhi: Macmillan, 2008.

Sarkar, Sumit, *The Swadeshi Movement in Bengal, 1903-1908*, Hyderabad: Orient Black Swan, 2010.

Sareen, Tilakraj, *Indian Revolutionary Movement Abroad 1905-1921*, Delhi: Sterling, 1979.

Sarkar, Sumit, *Modern India, 1885-1947*, Delhi: Macmillan, 1983.

Tara Chand, *History of the Freedom Movement*, Volumes 2 & 3 (New Delhi: Government of India, Ministry of Information and Broadcasting, Publications Division, 1961-72).

M.A. History (Five year Integrated Programme)

Semester VIII

Hist 424 - History of Labour Movement in Colonial India (Soft Core -3 Credits)

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 for the study of the history of Labour Movement.

Module 2: Emergence of Industrial labour Force

Growth of Capitalism and the Rise of Industrial Labour-Conditions of work-Labour movement in pre 1914 era.

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

Formation of Communist Party of India-Meerut Conspiracy Case, 1929-Congress Socialist Party and Labour Movement-1934-39.

Module 5: Industrial labour and the Frteedom Movement

Industrial Labour in Non- Cooperation Movement, 1920-22, Civil Disobedience Movement, 1930-34, 'Quit India' Movement, 1942, INA Trails, 1945, RIN Strike, 46-47.

Suggested Readings

Bahl, Vinay, *The Making of the Indian Working Class: The Case of Tata Iron and Steel Co., 1880-1946*, New Delhi, Sage Publications, 1995.

Basu, Deepika.,*The Working Class in Bengal: Formative Years*, Calcutta, 1993.

Chandra Bipan, *Colonialism and Nationalism in India*, New Delhi, 1979.

Chakrabarty, Dipesh, *Rethinking Working-Class History: Bengal, 1890–1940*, Princeton, N.J.:Princeton University Press,1989.

Chandavarkar, Rajnarayana.,*The Origins of Industrial Capitalism in India: Business Strategies and the Working Classes in Bengal, 1900-1940*, Delhi, 1989.

Chattergi, Rakhahari,*Working Class and the Nationalist Movement in India: The Critical Years*, New Delhi, 1984.

Dilip Simeon., *The Politics of Labour under Late Colonialism: Workers, Unions and the State in ChotaNagapur, 1928-1939*, Delhi, 1995.

Gadgil, D.R., *The Industrial Evolution of India in Recent Times 1860-1939*, Bombay, 1971.

Gupta, Ranajit Das., *Labour and Working Class in Eastern India: Studies in Colonial History*, Calcutta, 1994.

Habib, Irfan.,*Essays in Indian History: Towards a Marxist Perception*, New Delhi, 1995.

Karnik, V.B., *Indian Trade Unions; A Survey*, Bombay, 1968.

Mathur, A.S. and Mathur, S.J., *Trade Union Movement in India*, Allahabad, 1957.

Mathur, J.S., *Indian Working Class Movement*, Allahabad, 1964.

Newman, Richard.,*Workers and Unions in Bombay, 1918-1929*, Canberra, 1981.

Oversteet Gene, D., and Windmiller, Marshall.,*Communism in India*, University of California,1960.

M.A. History (Five year Integrated Programme)

Semester IX

Hist 511 - Ancient India (From earliest times up to 6th Century CE)

(Hard Core-4 Credits)

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 – Historiographical trends in early Indian History– Schools of thought.

Module 2

The Beginnings – Prehistoric Societies: Palaeolithic – Neolithic – Iron age – Early historic periods – Characteristic traits – Indus valley Civilization – society & economy – Vedic Society and Economy – Early & Later Vedic Periods – Position of women.

Module 3

6th Century B.C – Religious Movements – Jainism & Buddhism – basic Philosophy - Janapadas – Nature of Society & Economy – Emergence of Empires – The Mauryan Empire– Socio – economic conditions – The Dhamma of Ashoka – Post Mauryan times – Indo- Greeks – Sakas - Kushanas – Nature of the Society – Trade and Economy -Political Ideas and Institutions in early India.

Module 4

The Gupta Era – Society – Economy and Religion – Land grants – expansion of Agriculture – Feudal elements – Education – Institutions – Literature – The myth of the Golden age.

Module 5

The conditions in South India – Megalithic Societies - Satavahanas – The Sangam Age – Society and Economy – Trade – Decline of the trade – Spread of village economy – Feudalism – Theories – Debates.

Suggested Readings

Allchin, B. & Allchin F.R. 1984. *The Rise of Civilization in India and Pakistan*. Banerjee, R.D. *The Age of the Imperial Guptas*.

Basham, A.L. *The Wonder that was India* Oxford: New Delhi. Jha, D.N. *Ancient India in Historical Outline*.

Mazumdar, R.C. 1982. *Ancient India*.

Mazumdar, R.C (Ed), 1946. *The Gupta – Vakataka Age*. Nilakanta Sastri, K.A. 1966. *A History of South India*.

Sharma, R.S. 2005. *Aspects of Political Ideas and Institutions in Ancient India*. Delhi.

Sharma, R.S. 2007. *India's Ancient Past*. New Delhi: Oxford.

Thapar, Romila. 2002. *The Penguin History of Early India (From the Origins to 1000 A.D)*. Delhi.

M.A. History (Five year Integrated Programme)

SEMESTER IX

Hist 512 - Society & Economy in Medieval India (1000-1707 CE)

(Hard Core-4 Credits)

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

Theory of Kingship - Central and Provincial Administration - Iqta System - Agrarian Measures and Market Control - Currency System, Slavery and Slave Trade.

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

Warfare and military organization - Mansabdari system - Religious Policy - Mughal Theory of State - Administration of the Mughul Empire: Central, Provincial and Local.

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

Alam, Muzaffar & Sanjay Subramanyam *The Mughal State*, Oxford University Press, 2001.

Chandra, Satish *History of Medieval India*, Orient Longman, 2007

Habib, Irfan and Nigami *The Delhi Sultanate*, Peoples Publishing House, 1992.

Habib, Irfan *The Agrarian Systems of Mughal India*, Oxford University

Hubbullah, A B M *Foundation of Muslim Rule in India*, Allahabad, 1973

Jackson, Peter *The Delhi Sultanate*, Oxford University Press, 2000.

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*,

Richards J.F. *The Mughal Empire*, Cambridge University Press, 1993.

Stein, Burton *Vijayanagara*, Cambridge University Press, 1989

Thapar, Romila *Somanath: The Many Voices of History*, Penguin, 2004.

M.A. History (Five year Integrated Programme)

Semester IX

Hist 513 - Gandhian Era of Indian National Movement (1920-1947) (Hard Core-4 Credits)

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

Gandhian Movements – Non Co-operation Movement (1920-1922) Civil-Disobedience Movement (1930-34)-Quit India' Movement (1942)-Nature, Programme, Social Composition, Limitations and Challenges

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

Bandhyopadhyaya, Sekhar, *From Plassey to Partition: A History of Modern India*, Orient Longman, 2004.

Bose, A.C., *Indian Revolutionaries Abroad, 1905-22*, Patna, 1971.

Chandra, Bipan et.al, *India's Struggle For Independence*, Penguin Books, New Delhi, 1989.

Chandra, Bipan, *History of Modern India*, Orient BlackSwan, New Delhi, 2010.

Chandra, Bipan, *Indian National Movement: Long-term Dynamics*, New Delhi, 1988.

Chandra, Bipan, *Nationalism and Colonialism in Modern India*, New Delhi, 1987.

Copland, Ian, *The Princes of India in the Endgame of Empire, 1917-1947*. CUP, Cambridge, 1997

Ernst, Waltraud and Biswamoy Pati (ed), *India's Princely States: People, Princes and Colonialism*, Routledge, London, 2007

Harish K. Puri, *Ghadar Movement*, Amritsar, 1983.

Low, D.A. (ed.), *Congress and the Raj: Facets of Indian Struggle 1917-47*, London, 1977.

Ramaswamy, Vanaja, *The Story of Integration: A New Interpretation in the Context of the Democratic Movements in the Princely States of Mysore, Travancore and Cochin, 1900-1947*, Delhi, 1981.

Sajal Nag, Tejimala Gurung & Abhijit Choudhury (eds) *Making of The Indian Union: Merger of Princely States and Excluded Areas*, Akansha Publishing House, New Delhi, 2007

Sarkar, Sumit, *Modern India, 1885-1947*, Delhi: Macmillan, 1983.

Satyabrata Rai Chowdhury, *Leftist Movements in India: 1917-1947*, Calcutta, 1977

M.A. History (Five year Integrated Programme)

Semester IX

Hist 514 - Indian Diaspora in the West Indian Ocean Region

(Soft Core – 3 Credits)

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.

Module1: Theoretical Concept

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

Module2: 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 in 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

Bates Crispin (ed), *Community, Empire and Migration: South Asians in Diaspora*, London, Macmillan.

Bissoondoyal, U. S.B.C. Servansing (eds) *Indian labour immigration: papers presented at the International Conference on Indian Labour Immigration, (23-27 October, 1984) held at the Mahatma Gandhi Institute.*

Carter, Marina, *Servants, Sirdars, and settlers: Indians in Mauritius, 1834-1874*, OUP, 1995.

David Northrup, *Indentured labor in the age of imperialism, 1834-1922.*

Kondapi, C, *Indian Overseas (1838-1949)*, Bombay, Oxford University Press, 1981.

Reddy Luthmoodoo, *Indians in Mauritius*, ODI Publication, 2009.

Tinker Hugh, *A New System of Slavery: The Export of Indian Labour Overseas (1830-1950)*, OUP, 1974.

Tinker Hugh, *The Banyan Tree; Overseas Emigrants from India, Pakistan and Bangladesh*, OUP, 1977

M.A. History (Five year Integrated Programme)

Semester IX

Hist 515 - Rock Art of India and its Global Context

(Soft Core – 3 Credits)

The course is designed to provide a panoramic view of the Rock Art of India. The Global Rock art traditions will be discussed to contextualize the Indian Rock art from theoretical and methodological viewpoints. Since the discovery of rock art in Europe and India, significant developments were witnessed in the study and understanding of the theme, content and context of the rock art. The application of scientific methods led to a better understanding of the chronology of rock art. The study and understanding of the ethnographic context of rock art provided significant insights into the meaning of rock art thus altering the interpretative methods of rock art. Rock art of India will be discussed from all these Global trends.

Module 1

Rock art – Definitions – Types of Rock art – Rock art traditions of the World - Important Discoveries - Early Theoretical inventions - Drawbacks.

Module 2

Characteristic Features of the Global Rock art Traditions – Europe – Africa – Australia – The methodological developments – Space-Time Systematics – The Euro-Centric Evolution theories – Debates.

Module 3

Rock Art of India –Early Notices –Early and Mature Stages of Research – Important Discoveries – the significance of the Mobiliary art – Emergence of Research Organizations - The Global connections and the consequences

Module 4

Characteristic Features of Indian Rock art – Types of Rock Art – Classification of Rock art - Space – time systematics in Indian Rock art study- Contributions of the early pioneers - Important Regional Rock art Traditions – Characteristic Features.

Module 5

Theories in Indian Rock Art Studies – Interpretation of the Meaning of Rock Art – Recent Developments in the Dating of Indian Rock Art – Scientific Studies.

Suggested Readings

- Chakravarthy, K.K. 1984. (Ed). *Rock Art of India: Painting & Engraving*. New Delhi. Abhinav.
- Chakravarthy, K.K. & Bednarik, R.G. (ed) 1997. *Indian Rock Art in its Global Context*. New Delhi: Aryan Books International.
- Chakravarthy, K.K. 2018. *Early Rock art & Tribal Art in India*. New Delhi: Bharatiya Kala Prakashan.
- Chakravarthy, S. 2003. *Rock Art Studies in India: A Historical Perspective*. Kolkata: Asiatic Society
- Chandramouli, N. 2004. *Rock Art of South India*. New Delhi, Bharatiya Kala Prakashan.
- Chandramouli, N. 2013. *Rock Art of Andhra Pradesh: A New Synthesis*. New Delhi: Aryan Books International
- Conkey, M.W. 1981. "A Century of Palaeolithic Cave Art" *Archaeology* 34(4):20 -28.
- Kumar, G. 2011. *Rock art of India*. New Delhi: Sarada Books.
- Leroi – Gourhan, A. 1968. *The Art of the Prehistoric Man in western Europe*. London: Thames & Hudson.
- Mathpal, Y. 1984. *Prehistoric Rock Paintings of Central India*. New Delhi: Abhinav.
- Neumayer, E. 1993. *Lines on Stone: Prehistoric Art of India*. New Delhi: Oxford University Press.
- Pradhan, S. 2004. *Rock Art of Orissa*. New Delhi: Aryan Books International.
- Pradhan, S. 2017. (ed) *Rock Art in India* (Felicitation Volumes for Prof. V.A Sonawane) New Delhi: B.R. Publications
- Sundara, A. 1994. *Rock Art of Karnataka*. Bangalore, Karnataka Lalita Kala Academy.
- Ucko, P.J. & Andre Rosenfeld. 1967. *Palaeolithic Cave Art*. London. World University Press.
- Willcox, M. 1982. *Rock Art of South Africa*. Cambridge: Cambridge University Press
- Williams, Lewis. 1983. *The Rock art of Southern Africa*. Cambridge: Cambridge University Press.
- Relavant articles from Journal of the Australian Rock Art Association (AURA), World Archaeology, Purakala, Current Anthropology, Journal of the South African Archaeological Society etc*

M.A. History (Five year Integrated Programme)

Semester X

**Hist 521 -Indian Epigraphy
(Hard Core – 4 Credits)**

Course Objectives

One of the important source materials available in India to reconstruct our past is the inscriptions. These inscriptions are available in different scripts and languages on different material like stone, copper plates, pillars, rock-shelters. The course is designed to impart basic knowledge about this branch of knowledge.

Module 1: Definition - The Scope and significance- Value of Inscriptions for Historical Reconstruction – Religion- Political History – Arts and Literature - Origin and Antiquity of the art of writing in India – Brahmi Script- Theories of Origin.

Module 2:History of Epigraphical studies – Early Readings – The Era of decipherment (1835-60) – the period of Maturity (1861-1900) – The Modern period (1901-47) - Indian Epigraphy since independence (1947 to the Present)

Module 3: Scripts and languages - Graffiti marks - Brahmi script - Asokan Edicts – Post Asokan developments- Writing Materials.

Module 4:Types of Inscriptions -Structure - Copper Plate Grants – Indian Inscriptions -Inscriptions abroad

Module 5:Dates in Indian Inscriptions - Types of expression - Dating methods - Eras: Vikrama, Saka, Kollam,Hijri etc

Suggested Books

Buhler, G.1959.*Indian Palaeography*, Calcutta.

Dani, A.H.1986. *Indian Palaeography*, New Delhi:Munshiram Manoharlal.

Gai,G.S. 1980. Introduction to Indian Epigraphy. Mysore: C.I.I.L.

Mahalingam, T.V. 1974.*Early South Indian Palaeography*, Madras: University of Madras,

Pandey, R.1957 *Indian Palaeography*, Delhi:Motilal Banarsidass.

Ramesh, K.V.1984, *Indian Epigraphy*, Vol. 1, Delhi: Sundeep Prakashan.

Sircar, D.C. *Inscriptions of Asoka*, New Delhi: Publication Division.

Sircar, D.C.1965. *Indian Epigraphy*, Delhi: Motilal Banarsidass.

Sircar, D.C.1983.*Select Inscriptions*, Vol. I&II, Delhi: Motilal Banarsidass.

Solomon Richard, 1998. *Indian Epigraphy (A Guide to the Study of Inscriptions in Sanskrit, Prakrit and other Indo-Aryan languages)*. New Delhi: Munshiram Manoharlal.

Suggested Journals:

Annual Reports on Indian Epigraphy; Epigraphia Indica; Corpus Inscriptionum Indicarum; Indian Antiquary; South Indian Inscriptions;South Indian Temple Inscriptions

M.A. History (Five year Integrated Programme)

Semester X

Hist 522 - Contemporary India (since 1947)

(Hard Core – 4 Credits)

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: The Aftermath of Partition – The Integration of Princely States - Making of the Constitution –Reorganization of States- Indian Emergency – Emergence of Coalition Politics – The Mandal Commission - The Punjab Crisis - Panchyat raj and reservation for women – Anti Mandal protests - Ayodhya Dispute – Era of Coalitions.

Module 2: India's Foreign Policy: Origins, Continuity and Changes: Panch Sheel - Issues in India-Pakistan Relations - Chinese Aggression – India China War - Non Alignment - India-Pakistan War of 1971 – Simla Agreement – Pokharan I – Siachen Conflict- Look East Policy –Nuclear Policy and Tests-Kargil War.

Module 3: Economic Policies and Progress in Science and Technology: Beginnings of Planned Economy – Five Year Plans - Land Question - Industrial Policy – Green Revolution - Progress in Science and Technology in the Nehruvian and post - Nehruvian Era—Liberalization of Economy – Economic transformation.

Module 4: Social Change and Transformation: Land Marks in the Progress of Education - Hindu Code Bills - Changes in Family Structure, Caste and Stratification - Assertion of Dalits and Backward castes – Civil Society Activism: Bhoodan, Chipko and Save Narmada Movements.

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

- Bates, Crispin and Subho Basu. *The Politics of Modern India since Independence*, Routledge/Edinburgh South Asian Studies Series, 2011.
- Brass, Paul R. *The Politics of India since Independence*, Delhi: Foundation Books, 1980.
- Chakrabarty Bidyut. *Indian Politics and Society since Independence: Events, Processes and Ideology*, Routledge, 2008.
- Chandra Bipan, Mukherjee Aditya, Mukherjee Mridula, *India since Independence*, Penguin Books, 2008.
- Chatterjee, Partha, *The Nation and its Fragments*, Delhi: OUP and Princeton: Princeton University Press, 1994.
- Galanter, Marc, *Law and Society in Modern India*, Delhi: OUP, 1997.
- Guha, Ramachandra. *India after Gandhi*, London: Picador, 2007.
- Jaffrelot, Christophe, *Religion, Caste and Politics in India*, New Delhi: Primus, 2010.
- Jha, Nalini Kant, *India's Foreign Policy in a Changing World*, New Delhi: South Asia Pub. 2000.
- Jha, Nalini Kant, *India's Foreign Policy: Emerging Challenges*, New Delhi: Pentagon, 2012.
- Kapila, Uma, *Indian Economy: Performance and Policies*, New Delhi: Academic Foundation, 2009.
- Kapila, Uma, Ed., *India's Economic Reforms*, New Delhi: Academic Foundation, 1998.
- Prasad, Bimal, *Origins of India's Foreign Policy*, Bombay: Orient Longman, 1966.

M.A. History (Five year Integrated Programme)
Semester X
Hist 523 - Twentieth Century World
(Hard Core – 4 Credits)

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.

Module1

Beginning of Twentieth Century- First World War -Origins and Nature – Russian Revolution of 1917 – Paris Peace Settlement and its significance.

Module2

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

Module3

SecondWorldWar- Origins, Nature and Results - Nationalist Movements in Asia - Case Study; Indonesia – Communist Revolution inChina.

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

Ball, Terence and Bellamy, Richard (Ed), *The Cambridge History of Twentieth-Century Political Thought*, CUP, Cambridge, 2003

Berghahn, V.B. *Germany and the Approach of War in 1919*.

Dobb, Maurice. *Studies in the Development of Capitalism*.

Duiker, William J, *Twentieth-Century World History*, Thomson Wadsworth, 2005

Fay, Sidney Bradshaw, 1958. *The Origins of World War*, New Delhi: Eurasia (2ndedn)

Harbutt, Frazer J., 1986. *The Iron Curtain: Churchill, America and the Origin of Cold War*, New York: OUP.

Hazen, Charles Downer, 1981. *Contemporary Europe since 1870*, Delhi: Surjeet.

Joll, James, 1984. *The Origins of the First World War*, London: Longman.

Joll, James, 1990. *Europe Since 1870*, England: Penguin Books.

Magdoff, H.H. *Imperialism from the Colonial Age to the Present*.

Pelz, William A, *A People's History of Modern Europe*, Pluto Press, London, 2016.

Roberts, J.M., 1989. *Europe: 1880-1945*, Longman (second edition).

Sidney, Pollard. *Peaceful Conquest – The Industrialization of Europe, 1760-1970*

M.A. History (Five year Integrated Programme)

Semester X

Hist 524 - Global Diaspora (Hard Core – 4 Credits)

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 Concepts- Different Categories of Diaspora
Concept, Origin, Usages of diaspora studies

Module 2: Diaspora in Contemporary World
Diaspora as an international Actor - Diaspora as an agent of Development.

Module3: Indian Diaspora under the British Empire
Migrations in pre-colonial era - Migration during the indenture Period - Migration in contemporary period – Trans-nationalism, mobilizing diaspora in the 21st century.

Module 4: Different notion and categories of Diaspora
Classical – Victim – Labour - Imperial and - Trade Diaspora and deterritorialised.

Module5: Diaspora in the Host Society
Retention of cultural identity - Food Habits, custom and culture.

Suggested Readings

- Bhana, Surendra. *Indentured Indian emigrants at Natal, 1860-1902*, New Delhi, Promila & Co, 1991.
- Carter, Marina. *Voices from the indentured experiences of Indian migrants in the British Empire*, London, Leicester University Press. 1996.
- Cohen, R. "Diaspora and the nation-state: From victim to a challenger", *International Affairs* 72(3) 1944.
- Cohen, Robin. *Global Diaspora: An Introduction*, Routledge, 2008.
- Fimian Lacpatia, *Les Indien de La Réunion: La Vie et Social*, St. Denis Dyonisus, 1982.
- Jayaram, N. *The Indian Diaspora: The Dynamics of Migration*, Sage 2004.
- Lal, B.V, Peter Reeves & Rajesh Rai (Ed) *Encyclopaedia of Indian Diaspora*. University of Hawaii. 2007.
- Laxmi Narayan Kadekar, et al. *The India Diaspora: Historical and Contemporary context*, New Delhi, 2009.
- Reis, M. "Theorising Diaspora: perspectives of classical and contemporary Diaspora" *International migration*, Vol. 42(2) 2004.
- Sheffer, Gabriel. *Diaspora Politics: At Home Abroad*, CUP, 2003.
- Tinker, Hugh. *A New System of Slavery: The Export of Indian Labour Overseas (1830-1950)*, OUP, 1974.
- Tinker. Hugh, *Separate and Unequal; India: The Indians in the British Commonwealth (1920-1950)*, London, 1976.
- Yossi Shain & Aharon Barth, "Diaspora and International relations theory", *International Organisation* Vol. 57(3) summer 2003, pp. 449-479.



Optional Courses

M.A. History (Five year Integrated Programme)

**Hist 600- Ancient Historians and Historiography
(Hard Core – 4 Credits)**

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 implied 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 *Vamsavalis*.

Suggested Readings

Bury, J.B., *Greek Historians*, Oxford University Press.

Cambridge Companion to Herodotus.

Cambridge Companion to Thucydides.

Finely, Moses, *Use and Abuse of History*, Viking Press, 1987.

Hornblower, Simon, *Commentary on Thucydides*, Clarendon Press, 1997.

Thapar Romila, *Ancient Indian Social History: Some Interpretations*, Orient Longman, 1978.

Thapar Romila, *Interpreting Early India*, 2nd ed., Oxford UP, 1999.

Thapar Romila, *The Past Before Us: Historical Traditions of Early North India*, Delhi: Permanent Black, 2013.

M.A. History (Five year Integrated Programme)

**Hist 601 - Ashoka in History and Memory
(Hard Core – 4 Credits)**

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 - Ashoka in Indian literary sources - Ashoka in Pali texts.

Module2

Introduction of Writing and Ashokan Epigraphy- Inscriptions and their public message.

Module3

Ashokan Statecraft-Ethical statecraft or Religious State.

Module4

Ashoka as a model of Buddhist King.

Module5

Ashoka in Memory and History

Suggested Readings

Allen, Charles, *Ashoka*, Little Brown, 2012.

Kejariwal.O.P.*The Asiatic Society of Bengal*, New Delhi, Oxford University Press, 1988.

Olivelle, P, *Reimagining Ashoka: Memory and History*, New Delhi, Oxford University Press, 2012.

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

Pollock, Sheldon, *Language of the Gods in the World of Men*, University of California Press, 2007.

Thapar, Romila, *Ashoka and the Decline of the Mauryas*, New Delhi, Oxford University Press, 1988.

M.A. History (Five year Integrated Programme)

Hist 602 – Medieval Societies (Hard Core – 4 Credits)

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

Agrarian Structure and Relations – Demographic Trends - Trade, Commerce and Coinage in medieval Europe - Technological Developments – Urbanization and urban centres -The rise of medieval universities: Universities in Italy, Universities of Sorbonne, Oxford and Cambridge.

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

Bloch, Marc, *Feudal Society*, London, 1961, 2 vols. Chaudhuri, K.N., *Asia before Europe*, London, 1990.

Herlihy, David, ed., *The History of Feudalism*, New York, 1971.

Keen, Maurice, *The Pelican History of Medieval Europe*, Middlesex, 1979.

Lawrence C.H., *Medieval Monasticism*, London, 1984.

Lewis, Bernard, *Islam in History*, London, 1973.

Leyser, Henrietta, *Hermits and the New Monasticism*, London, 1984.

Pirenne, Henri, *Economic and Social History of Medieval Europe*, London, 1972.

Southern, R.W., *Western Society and the Church in the Middle Ages*, Middlesex, 1973.

White, Lynn, *Medieval Technology and Social Changes*, London: OUP, 1962.

Wolff, L. and Hanks, J., *History of Mankind*, UNESCO Series, vol. IV & V, London.

M.A. History (Five year Integrated Programme)

**Hist 603 - Religion and Devotion in Medieval South India and Deccan
(Hard Core – 4 Credits)**

Module 1

Bhakti – concept and meaning

Module 2

Origin of Bhakti- Bhakti in the Tamil South- Alwars-Nayanars- Sankaracharya- Ramanuja- Madhvacharya- Vachanakaras.

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

Bhakti in medieval Deccan- The Warkari Tradition- Marathi Saints- Jnaneswar- Eknath- Tukaram- Namdev- Ramdas – Sufi Tradition in the Deccan

Suggested Readings

Champakalakshmi, R., *Religion, Tradition and Ideology: Pre Colonial South India*, New Delhi: OUP, 2011.

Cutler Norman, *Songs of Experience: The Poetics of Tamil Devotion*, Bloomington: Indiana Univ.Press, 1987.

Eaton, Richard, *The Sufis of Bijapur:1300-1700*, Princeton UP, 1978.

Hawley, John Stratton., *Saints and Virtues*, Berkeley: University of California Press, 1987.

Jackson, William J., *Vijayanagara Visions*, New Delhi: OUP, 2007.

Novetzke Christian Lee, *Bhakti and Public*, in International Journal of Hindu Studies, Vol. II, No.3 2007

Peterson Indira V., Singing of a place: Pilgrimage as metaphor in Tevaram Songs of the Tamil Saivite Saints, *Journal of the American Oriental Society*, Vol.102, no.1 (Jan-Mar 1982).

Peterson Indira V, *Lives of the Wandering Singers: Pilgrimage and Poetry in Tamil Saivite Hagiography*, in History of Religions, Vol. 22, No.4, Devotional Religion in India (May 1983).

Prentiss, Karen Pechillis., *The Embodiment of Bhakti*, New York: OUP, 1999.

Ramaswamy, Vijaya, *Walking Naked: Women, Society, Spirituality in South India*, Centre for Advanced Studies, Shimla, 2007.

Spencer George W., *The Sacred Geography in the Tamil Saivite Hymns*, Numen, Vol. 17 (Dec. 1970).

Spencer George W., Religious Networks and Royal Influence in Eleventh Century South India, *Journal of Economic and Social History of the Orient*, Vol. 12, no.1 (Jan.1969).

Verghese, Anila, *Religious Traditions at Vijayanagara as revealed through the monuments*, New Delhi: Munshiram Manoharlal, 1998.

M.A. History (Five year Integrated Programme)

Hist 604 - History of Central Asia (c.900-1500 CE) (Hard Core – 4 Credits)

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 neighbouring 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

Society – Economy – Military Organization –Urbanization.

Module 4

Culture and Learning – Islamic Art, Architecture and Literature.

Module 5

Sufis and Islamisation of Central Asia.

Suggested Readings

Allsen, T. Thomas, *Culture and Conquest in Mongol Eurasia*, Cambridge University Press, Cambridge, 2001.

Beckwith, Christopher I, *The Tibeton Empire in Central Asia*, Princeton University Press, Princeton, 1993.

Beckwith, Christopher I, *Empires of the Silk Road*, Princeton University Press, Princeton, 2009.

Findley, Carter V, *The Turks in World History*, Oxford University Press, New York, 2004.

Foltz Richard C, *Religions of the Silk Road*, St. Martin's Press, New York, 1999.

Frye, N. Richard, *The Heritage of Central Asia*, Markus Wiener, Princeton, 1996.

Jackson, Peter, *The Mongols and the West, 1221-1410*, Pearson Longman, New York, 2005.

Manz, F. Beatrice, *The Rise and Rule of Tamerlane*, Cambridge University Press, Cambridge, 1989.

Morgan, David, *The Mongols*, Blackwell, Oxford , 1986.

Peter, B. Golden, *Central Asia in World History*, Oxford University Press, New York, 2011.

Stephen, F. Dale, *The Muslim Empires of the Ottomans, Safavids, and Mughals*, Cambridge University Press, New York, 2010.

M.A. History (Five year Integrated Programme)

**Hist 605 - Historiography: Annales and Beyond
(Hard Core – 4 Credits)**

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

The Annales School: the Pioneers -Marc Bloch-Lucien Febvre-The Emergence of the Annales as an alternative to National Histories-The Contribution of FernandBraudel.

Module3

Memory and History; Lieux de Memoire -Holocaust Historiography.

Module 4

The End of History: Francis Fukuyama.

Module 5

Global History.

Suggested Readings

Braudel, Fernand. *On History*, University of Chicago Press, 1982.

Burke, Peter. *The Annales*, Cambridge University Press, 1989

Fukuyama, Francis. *The End of History and the Last Man*, several editions.

Iggers, George. *Historiography in the Twentieth Century*, New York 1987.

Le Goff. *History and Memory*, Chicago University Press, 1973

Lynn Hunt et al. *New Cultural History*, University of California Press, 1987.

White, Hayden. *Mata history; Historical Imagination in the Nineteenth Century*, John Hopkins University Press, 1980.

M.A. History (Five year Integrated Programme)

Hist 606 - History of Modern South-East Asia (Hard Core – 4 Credits)

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

The Economic Transformation – International Trade – Merchant Capitalism - The Asian Immigrants in Southeast Asia.

Module 4

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

Module 5

Religion – Plural Society- Modernist Reform and Social Change.

Suggested Readings

Chandler, P. David and David Joel Steinberg, *In Search of South-east Asia: A Modern History*, University of Hawaii, 1987.

Chavan, R.S., *Vietnam: Trial and Triumph*, Patriot Publishers, New Delhi, 1987.

Chris Baker and Pasuk Phongpaichit, *A History of Thailand*, Cambridge University Press, New York, 2005.

Ganganath Jha, *Indonesia: Society and Politics*, Shipra Publications, Delhi, 2003.

Osborne Milton, *South-east Asia: An Introductory History*, Allen & Unwin, New South Wales, 2010.

Ricklefs, M.C., *A History of Modern Indonesia*, The Macmillan Press Ltd., London, 1983.

Tarling Nicholas (ed.), *The Cambridge History of South-East Asia, 1800-1930*, Vol. II, part- 1, Cambridge University Press, Cambridge, 1999.

Tarling Nicholas (ed.), *The Cambridge History of South-east Asia, From World War II to the Present*, Cambridge University Press, Cambridge, 1999.

Thent Myint-U, *The Making of Modern Burma*, Cambridge University Press, Cambridge, 2001.

Thomas B. Pepinsky, *Economic Crises and Breakdown of Authoritarian Regimes: Indonesia and Malaysia in Comparative Perspective*, Cambridge University Press, New York, 2009.

M.A. History (Five year Integrated Programme)

Hist 607- Cross Cultural Trade in the Indian Ocean Littoral (Soft Core – 3 Credits)

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
Harappa and its contacts with West Asia - Mediterranean Sea, Red Sea and the Arabian Sea - Egypt and the Red Sea Ports: Roman Policy toward the ports along the Red Sea - Roman Trade Ceramics in India and Arabia - Maritime Trade and Navigation.

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: 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

- Begley, Vimla. *Ancient Port of Arikamedu*, vol I and II Pondicherry, 1996 & 2000.
- Cherian, P. J. *Pattanam Excavations/Plorations*, Trivandrum 2013.
- Carswell, John. *Mantai: City by the Sea Colombo*, 2013.
- Champakalakshmi, R. *Trade, Ideology and Urbanization: South India 300-1300*, New Delhi, Oxford University Press, 1996.
- Hall, Kenneth, *Maritime Trade and State Formation in Early South East Asia*, Honolulu, University of Hawaii, 1985.
- Karashima, Noboru. *Ancient and Medieval Commercial Activities in the Indian Ocean*, Tokyo, 2002.
- Mukund, Kanakalatha. *Merchants of Tamilagam: Pioneers of International Trade*, New Delhi, 2012.
- Ray, Himanshu Prabha ed. *Cross Currents and Community Networks: The History of the Indian Ocean World*, New Delhi, Oxford University Press, 2007.
- Ray, Himanshu Prabha *The Archaeology of Seafaring: The Indian Ocean in the Ancient Period*, Delhi, 1999.
- Ray, Himanshu Prabha, *The Archaeology of Sea faring in Ancient South Asia*, CUP, 2007.
- Wheeler, Mortimer Sir, *Ancient India*, Vol II New Delhi, 1946.

M.A. History (Five year Integrated Programme)

**Hist 608 - International Law and Cultural Property
(Soft Core – 3 Credits)**

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 - Approaches to Cultural Property National or Heritage of Mankind.

Module2

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

Module 3

The Debate over the Elgin Marbles.

Module4

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

Module5

The Bamiyam Buddha and its Destruction; International Law perspectives.

Suggested Readings

American Association of Museums. *Guidelines on the Unlawful appropriation of Objects during the Nazi Era*, <http://aam-us.org/museumresources/ethics>.

Anaya, J S., *Indigenous Peoples in International Law*, New York 2004.

Davia, Richard, *Lives of Indian Images*, Princeton University Press, 1997.

Gillman, Derek. *The Idea of Cultural Heritage*, Cambridge University Press, 2011

Greenfield, Janet, *Return of Cultural Treasures*, Cambridge University Press, 1997.

Merryman, John Henry, *Imperialism, Art and Restitution*, Cambridge University Press, 2011

UNESCO Conventions and Recommendations concerning protection of Cultural Property, Paris.

M.A. History (Five year Integrated Programme)

Hist 609 - Science, Technology and Medicine in Modern India (Soft Core – 3 Credits)

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.

Module1: 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

Textiles, Mining and Ship Building - Roads, Railways and Canals - Technology, Ideology and Resistance.

Module5: 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

Arnold, David. *Science, Technology and Medicine in Colonial India*. The New Cambridge History of India Series, Cambridge, 1999.

Bandyopadhyaya, Arun (ed.), *Science, and Society*, Delhi: Manohar Publications, 2009.

Dasgupta, Subatra. *Jagdish Chandra Bose and the Indian Response to Western Science*. Delhi: Oxford UP, 1999.

Kumar, Deepak. *Disease and Medicine in India: A Historical Overview*. Delhi: Tulika, 2000.

Kumar, Deepak. *Science and the Raj*. Delhi: Oxford UP, 1995.

Lourdusamy, John Bosco. *Science and National Consciousness in Bengal*, Orient Longman, 2004.

Sangwan, S. *Science, Technology and Colonisation: Indian Experience*. Delhi: Anamika, 1990.

M.A. History (Five year Integrated Programme)

**HIST 610-History of United States of America (1763 - 1898)
(Hard Core – 4 Credits)**

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.

Module1: 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.

Module2: 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

Westward Movement - Jacksonian democracy and its successes and limitations - Forced removal of American Indians to the trans-Mississippi West – Territorial expansion and Manifest destiny – The Mexican War

Module 4: Civil War and Reconstruction

Slavery and its impact on the South – Growth of Sectionalism: The Compromise of 1850 - The Kansas–Nebraska Act – Causes of the Civil War - Secession and war - Reconstruction - Compromise of 1877.

Module 5: USA in the late Nineteenth Century

The Rise of Big Business–The organization of Labor - Urbanization and City problems – The politics of the Gilded Age - Agrarian discontent and the rise of populism in the late nineteenth century – The Spanish American War.

Suggested Readings

Alden, John Richard & Alice Magenis - *A History of the United States*. NY: American Book Co., 1960.

Bailyn, Bernard, et al. *The Great Republic: A History of the American People* D. C. Heath. Co., 1985.

Boorstin, Daniel J. *The Americans*.(3 vols.). Vol. 3: *The National Experience*. Random House, 1975.

Degler, Carl N. *Out of Our Past: The Forces that Shaped Modern America*. Harper & Row, 1984.

Dinnerstein, Leonard, et al. *Natives and Strangers: Blacks, Indians and Immigrants in America*.OUP, 1990.

Divine, Robert, et. al. *America Past and Present*, 7th ed., Prentice Hall, 2005.

Hill, C. P., *A History of United States*, 3rd ed., Hodder, 1974.

Maier, Pauline et al., *Inventing America: A History of the United States* Vol. 2, New York, Norton, 2006.

Sellers, Charles. et al. *A Synopsis of American History*.Ivan R. Dee, 1992.<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 611 - History of United States of America (1900-2001)
(Hard Core – 4 Credits)**

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

Origins of American Expansionism - USA and the First World War - Post-War Unrest - A Business Civilization - Ethnic and Cultural Issues.

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

Ambrose, Stephen E. *Rise to Globalism: American Foreign Policy since 1938*. 9thed., Viking Penguin, 2010.

Bailyn, Bernard, et al. *The Great Republic: A History of the American People* (2 vols) D. C. Heath. Co. 1985.

Boorstin, Daniel J. *The Americans*. (3 Vols.). Vol. 3: *The National Experience*. Random House, 1975.

Chafe, William H. *The Unfinished Journey: America since World War II* OUP, 1991.

Degler, Carl N. *Out of Our Past: The Forces that Shaped Modern America*. Harper & Row, 1984.

Dinnerstein, Leonard, et al. *Natives and Strangers: Blacks, Indians and Immigrants in America*. OUP. 1990.

Maier, Pauline et al., *Inventing America: A History of the United States* (Vol. 2) 2nd edn. New York, 2006.

Sellers, Charles. et al. *A Synopsis of American History*.

Ivan R. Dee, 1992. <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 612 - History of Labour Movements in India and United States of America
(Hard Core – 4 Credits)

The principal objective of the course is to provide to the students a comparative understanding of labour movements in India and America from the 19th century to the mid-20th century. It offers 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 Consciousness' and 'Labour Movement'. It introduces the students to the multifarious dimensions of the working class's conditions and its struggles. It broadly outlines the discreet difficulties encountered by the working class in developing its unions. It delineates the approach of colonial State towards the working class and its movement as also the role of working class during the anti-colonial struggles at different stages of time.

This course also focusses on American workers and their movement from 19th century to mid-20th Century. The issues covered in the course are Industrialization, immigration and gender divisions among the working class. It attempts to trace the emergence of trade unionism, the impact of the Great Depression on the working class and recovery made by the working class during the period of the New Deal. It distinctively deals with the working class, its conditions and its unionism during the Two World Wars. The course aims to make the students understand the complex historical contexts in which working class movements in both the countries rose against the exploitative political and economic systems and their historical role in transforming the societies.

Module 1: Historiography of Labour Movement

Concept of Labour Movement – Sources of the History of Labour Movement

Module 2: Emergence and Growth of Industrial Working Class in India

Growth of Capitalism and the Rise of Industrial Labour -Conditions of work - World War I and Its aftermath - Growth of Organized Labour Movement – Foundation of AITUC

Module 3: Working Class, Left Ideology and Anti-Colonial Movements in India

CPI - Meerut Conspiracy Case, (1929) - CSP. Anti-Colonial Movements, 1920-22, 1930-34 and 1942

Module 4: Rise of Working Class, Progressive Era and Growth of Labor Unions in USA

Conditions of work and the rise of consciousness, Immigration- Knights of Labour - Rise of Labour Unions - American Federation of Labour (AFL) – Left Ideologies - Industrial Workers of the World (IWW)

Module 5: Working-Class during and between the two World Wars in USA

The Depression Years and New Deal- Growth of Working Class Unionism – Two World Wars and Industrial Labour

Suggested Readings

Andrews, John B., *Labor Problems and Labor Legislation*, New York, American Association for Labor Legislation, 1919.

Arnesen, Eric, Greene, Julie and Laurie, Bruce, *Labor Histories: Class, Politics and the Working-Class Experience*, University of Illinois Press, 1998

Beard, Marry, *A Short History of The American Labor Movement*, Hartcourt, Brace and Howe, New York, 1920.

Chakrabarty, Dipesh, *Rethinking Working-Class History: Bengal, 1890–1940*, Princeton, 1989.

Chandavarkar, Rajnarayana.,*The Origins of Industrial Capitalism in India: Business Strategies and the Working Classes in Bengal, 1900-1940*, Delhi,1989.

Chandra Bipan, *Colonialism and Nationalism in India*, New Delhi, 1979.

Chattergi, Rakhahari.,*Working Class and the Nationalist Movement in India: The Critical Years*, New Delhi, 1984.

Chopra, P.N.(ed.) *Historic Judgement on Quit India Movement: Justice Wickenden's Report*, Delhi, 1989.

Clark, Christopher, et al, *Who Built America: Working People and the Nation's History*, Vol. II: 1887 to the

Present. (The American Social History Project/Centre for Media and Learning), Third Edition, Bedford/St. Martin's, 2007.

Cohen, Lizabeth, *Making a New Deal: Industrial Workers in Chicago, 1919-1939*, Cambridge University Press, 2008.

Commons, John R., et al, *History of Labour in the United States, Vol. II*, New York, The Macmillan Company, 1926.

Dublin, Thomas, *Women at Work: The Transformation of Work and Community in Lowell, Massachusetts, 1826-1860*, Columbia University Press, 1979.

Dubofsky, Melvyn and McCartin, Joseph A *We Shall Be All: A History of the Industrial Workers of the World*, University of Illinois Press, 2000

Dubofsky, Melvyn and McCartin, Joseph A, *Labor in America: A History*, Wiley-Blackwell, 2017.

Foner, Eric (Ed), *The New American History, Critical Perspectives on the past*, Temple University Press, 1990

Gadgil, D.R., *The Industrial Evolution of India in Recent Times 1860-1939*, Bombay, 1971.

Green, James, *Death in the Haymarket: A Story of Chicago, the First Labor Movement and the Bombing That Divided Gilded Age America*, Anchor Books, 2007.

Greene, Julie, *The Canal Builders: Making America's Empire at the Panama Canal*. (Penguin History of American Life.)New York, Penguin Press, 2009.

Greene, Julie, *Pure and Simple Politics: The American Federation of Labor and Political Activism, 1881-1917*, Cambridge University Press, 1998.

Gutman, Herbert George, *Work, Culture, and Society in industrializing America: Essays in American Working Class and Social History*, Vintage Books, 1976

Habib, Irfan., "Capitalism in History", *Social Scientist*, Vol. 23. Nos. 7-9, July-Sept. 1995, pp. 15-31.

Karnik, V.B, *Strikes in India*, Bombay, 1968.

Karnik, V.B., *Indian Trade Unions; A Survey*, Bombay, 1968.

Katz, Daniel, *All Together Different: Yiddish Socialists, Garment Workers, and the Labor Roots of Multiculturalism*, NYU Press, 2013.

Kessler-Harris, Alice *Gendering Labor History*, University of Illinois Press, 2006.

Kessler-Harris, Alice, *Out to Work: A History of Wage-Earning Women in the United States*, Oxford University Press, 2003.

Lepore, Jill, *These Truths: A History of the United States*, W. W. Norton & Company Publication, 2018

Mathur, A.S. and Mathur, S.J., *Trade Union Movement in India*, Allahabad, 1957.

Mathur, J.S., *Indian Working Class Movement*, Allahabad, 1964.

Oversteet Gene, D., and Windmiller, Marshall., *Communism in India*, California, 1960.

Perlman, Seling and Taft, Philip, *History of Labor in the United States: 1896-1932, Vol- IV, Labor Movements*, New York, The Macmillan Company, 1935.

Perlman, Seling, *A History of Trade Unionism in the United States*, New York, The Macmillan Company, 1922.

Sen, Sukomal, *Working Class of India: History of Emergence and Movement, 1830-1970*, Calcutta, 1977.

Weir, Robert E., *Beyond Labor's Veil: The Culture of the Knights of Labor*, Pennsylvania, Penn State Press, 1996.

Zieger, Robert H, *The CIO, 1935-1955*, University of North Carolina Press, 1997

Zinn, Howard, *A People's History of the United States*, New York, Longman, 1980.

Zinn, Howard, Frank, Dana, and D.G Kelley, Robin, (Eds), *Three Strikes: Miners, Musicians, Salesgirls, and the Fighting Spirit of Labor's Last Century*, Beacon Press, 2002.

M.A. History (Five year Integrated Programme)

Hist 613 - Early History of South-East Asia (Soft Core – 3 Credits)

The course is designed to provide a broad picture of the Early History of South East Asia. The emphasis will be 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

Cultural contacts – Spread of the concepts of kingdom – kingship – myths and legends – Religious contacts – Spread of Hinduism – Buddhism - Amravati & Mathura Schools of Art.

Module 4

The Medieval empires – Srivijaya – Sailendra Dynasty – Hindu and Buddhist Art & Architecture – Borobudur Stupa – The Khmer empire – Ruling Dynasties – Art & Architecture – Angkor Wat – Cultural significance.

Module 5

Exchanges between India and South East Asia – Trade relations – Religious Expansion – Buddhism & Hinduism – Arts & Crafts – Language & Literature – Concept of Devaraja Cult and its significance in the History of South East Asia.

Suggested Readings

- Briggs, L.P. 1951. *The Ancient Khmer Empire*. Philadelphia.
- Coedes, G. 1968. *The Indianized states of South East Asia*. Hawaii, Canberra.
- Coomaraswamy, A.K. . 1951. *History of Indian and Indonesian Art*. London
- Hall, D.G.E. 1968. *A History of South East Asia*. London
- Le May, R. 1954. *The Culture of South East Asia*. London.
- Quaritch Wales, H.G. 1951. *The Making of Greater India*. London.
- Van Heekeren, H.R. 1958. *The Bronze –Iron Age of Indonesia*. The Hague.
- Wagner, F.A. 1959. *Indonesia: The Art of an Island Group*. London.
- Winstedt, Sir Richard. 1953. *The Malays: A Cultural History*. London.

M.A. History (Five year Integrated Programme)

Hist 614-Maritime Heritage of India (up to Early Historic Period) (Soft Core- 3 Credits)

This course is intended to familiarize the students the maritime heritage of India from the time of Indus Valley down to Early Historic times. The paper try to analysis the maritime trade relationship India had with the West, Southeast Asia Sri Lanka in the backdrop of trade and technology and the active role played by the ports and port towns.

Module 1: Introduction: The role of maritime trade in the introduction of language, script and culture – Harappan trade with Mesopotamia – Important archaeological sites and trade goods

Module 2: Trade with Sri Lanka and Southeast Asia: Introduction of religion, language script in Sri Lanka –Trade and trade goods: Epigraphical, Numismatic and archaeological evidences – Port and Port Towns- Trade relationship with Thailand, Malaysia and Vietnam: Oc Eo culture.

Module3: Trade with the West: Indo-Roman Trade –Epigraphical and Numismatic evidences – Roman Geographers accounts - Vienna Papyrus – Important port towns having Roman contacts: Quseir-al-Qadim-Berenice.

Module 4: Ports and Port towns of India:Ports on the Saurashtra, Konkan, Malabar, Coromandel and Kalingan coasts: Hathab - Barygaza – Sopara – Pattanam – Korkai – Alagankulam – Kaveripattinam – Arikamedu –Kalingapattnam – Tamruk.

Module 5: Trade and Technology: Organic and Inorganic products -Technology: Gemstone Technology – Glass Technology - Iron and Steel Technology – Pearl Fishing Technology – Navigational Technology

Suggested Readings

- Athiyaman, N., 2000 *Pearl and Chank Diving of South Indian Coast*, Tamil University, Thanjavur.
- Basa, K. Kishor, 1992 *The westerly trade of Southeast Asia from c. 400 B.C. to c. 500 A.D. with special reference to glass beads*, London University, London.
- Begley, V., P.Francis, I.Mahadevan, K.V.Raman, S.E.Sidebotham, K.W.Slane, and E.L.Will, 1996 *The Ancient Port of Arikamedu. New Excavations and Researches 1989–1992*, vol.I, Memoires Archeologiques 22, Ecolefrançaised'Extrême-Orient, Paris.
- Behra, K.S., (ed.) 1999 *Maritime Heritage of India*, Aryan Books International, New Delhi.
- Bopearachchi, Osmund, 2008 *Tamil Traders in Sri Lanka and Sinhalese Traders in Tamil Nadu*, Monograph, International Centre for Ethnic Studies, Colombo.
- Chakrabarti, D.K., 2010 *The Ancient Routes of the Deccan and the Southern Peninsula*, Aryan Books International, New Delhi.
- Cherian, P.J., and Jaya Mohan, 2014 *Unearthing Pattanam, - Histories, Cultures, Crossings*, Catalogue for the 2014 Exhibition, National Museum, New Delhi.
- Francis, Jr. Peter, 2002 *Asia's Maritime Bead Trade 300 B.C. to the Present*, University of Hawaii Press, Honolulu.
- Gaur, Aniruddh Singh, 2000 *Harappan Maritime Legacies of Gujarat*, Asian Publication Services, New Delhi.
- Glover, Ian C., 1990 *Early Trade between India and Southeast Asia: A Link in the Development of a World Trading System*, 2nd ed., Centre for South-East Asian Studies, University of Hull.
- Karashima, Noboru, (ed.) 2002 *Ancient and Medieval Commercial Activities in the Indian Ocean: Testimony of Inscriptions and Ceramic-Sherds*, Report of the Taisho University Research Project, Alamu printers, Chennai.
- McCrindle, J.W., (ed.) 1901 *Ancient India as described in Classical Literature*, A. Constable and Company Ltd., Westminster.
- Mookerji, Radha Kumud, 1912 *Indian Shipping: A History of the Sea-borne Trade and Maritime Activity of the Indians from the Earliest Times*, Longmans Green Ltd., Calcutta.
- Rajan, K., 2019 *Churning the Ocean: Maritime Trade of Early Historic Peninsular India*, ManooPathippakam, Thanjavur.
- Rajan, K., 2019 *Harappa and its maritime trade with Mesopotamia and Beyond*, Pondicherry University.
- Ray, H. P., 2003 *The Archaeology of Seafaring in Ancient South Asia*, Cambridge University Press, Cambridge.
- Suresh, S., 1992 *Roman Antiquities in Tamil Nadu*, TheC.P.RamaswamiAiyar Institute of Indological Research, Madras.
- Tomber, Roberta, 2008 *Indo-Roman Trade: From Pots to Pepper*, Duckworth, London.

M.A.History (Five year Integrated Programme)

Hist 615 - History of Indian Archaeology (Soft Core – 3 Credits)

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

Antiquarianism to Archaeology - The Surveyors – The Antiquarians – Adventurers – Early Archaeological writings – William Jones and James Prinsep.

Module2

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.

Module4

Robert Bruce Foote – James Burgess – Colin Mackenzie – ACL Carlleyle – H.H.Cole - T.S.Elliot – Robert Sewell - Era of Mortimer Wheeler – contribution in the development of excavation techniques.

Module 5

Post-Independence era – Development of Prehistoric studies – Proto-historic studies – Epigraphical Studies – Numismatic Studies – Archaeological excavations – Conservation.

Suggested Readings

Dilip K. Chakrabarti 1988 *A History of Indian Archaeology from the beginning to 1947*,

Dilip K.Chakrabati, 1999 *India: An Archaeological History*, Oxford University, Press, New Delhi.

Ghosh, A., "Fifty years of the Archaeological Survey of India", *Ancient India*.Vol.9, pp.29- 52.

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.Munshiram Manohar Lal, New Delhi.

Sourindranath Roy, 1961 *The Story of Indian Archaeology 1784-1947*, Archaeological Survey of India, NewDelhi.

Upinder Singh, 2004 *The Discovery of Ancient India: Early Archaeologists and the Beginnings of Archaeology*, Permanent Black, New Delhi

M.A. History (Five year Integrated Programme)

**Hist 616 - Conservation of Cultural Property and Works of Art
(Soft Core – 3 Credits)**

This course 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: Terminology used in Conservation

History of Conservation: Definition: Monuments- Antiquities – Archaeological Sites and Remains – Conservation – Preservation – Structure – Intervention –Repair – Restoration – Reconstruction – Reproduction – Salvage Archaeology.

Module2: Structural Conservation - Materials

Materials: Classification of material: Stone – Brick – Wood – Mortar – Composition of material – Causes of decay Treatment: Chemical wash – sand blast – paper pulb.

Module: Structural Conservation - Techniques

Techniques: Grouting – Guniting - Pointing – Underpinning – Plastering -Monitoring of cracks – Filleting – Edging.

Module4: Chemical Conservation – Inorganic Antiquities

MetallicAntiquities: Gold, Silver, Copper, Bronze, Lead and Iron - Ores, source of origin – metallurgy – causes of decay and corrosion – Laboratory treatment and preservation.

Module 5: Chemical Conservation – Organic Antiquities

OrganicAntiquities: Ivory, Bone, Palm leaf, Wood and Textile – Material and its composition– Causes of decay – Treatment in the field and laboratory.

Suggested Readings

Alchin, B., Allchin, F.R., Thapar, B.K., Conservation of the Indian Heritage, Cosmo Publication, 1989, New Delhi

Batra, N.L., A Study in to the Ancient Building Material – An Emphasis on Preservation and Conservation, Felicitation Volume of Dr.K, M, Srivastava.

Batra, N.L., Heritage Conservation Aryan Books International, New Delhi 1996.

Batra,N.L., A Plea for New Techonology in Conservation, Proceedings ofworld Archaeological Congress-3, New Delhi, Dec. 4-11,1994.

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

Gulroln, T.R., Handbook of ChemicalConservation of Museum Objects, Department of Museology, MaharajaSayajirao University of Baroda.

Jeyaraj, V., Care of Museum Objects, Commissioner of Museum, Chennai 1995.

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

Marshall, John.,Conservation Manual,1904.

Nagar, S.I., Protection, Conservation and Preservation of Indian Monuments, New Delhi.Proceedings of International Congress on Stone Conservation, UNESCO, heldin Paris. June 1993.

M.A. History (Five year Integrated Programme)

Hist 617 - Religion in Early India (Soft Core – 3 Credits)

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.

Module1

Definition and Scope of Study – Sources – The prehistoric genesis of religion – fertility cults – Rock art representations – Indus valley religion.

Module2

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.

Module3

6th Century B.C – Religious Movements – Jainism & Buddhism – basic tenets-social backdrop for their emergence – Mauryan and post- Mauryan developments – Socio economic conditions – Causes for their decline – Contribution of foreign powers for the growth of sectarian faiths – Emergence of Saivism, Vaishnavism, Bhagavatism and Saktism – Development of Literature –Schools of art.

Module4

The Gupta Era – Revival of the ritualistic Hinduism – Bhagavatic transformation – the socio- cultural conditions – Economy and Religion – Land grants – Feudal elements – decline of Buddhism – evolution of tantric sects – antecedents.

Module5

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

Suggested Readings

Bhandarkar, R.G. 1965. Saivism, Vaishnavism and other minor religious Systems. Nepal: Indological books.

Bhattacharya, N.N. 2005. History of Tantric Religion. New Delhi: Manohar.

Champakalakshmi, R. 2011. *Religious Tradition and Ideology: Pre-colonial South India*. New Delhi: OUP.

Hanumantha Rao, B.S.L. 1996. *Religion in Andhra*. Hyderabad: Government of A.P.

Heehs, Peter, 2002. Indian Religions. New Delhi: Permanent Black.

Kinsley, David, 2005. Hindu Goddesses. New Delhi: Motilal Banarsidass.

Sharma, I.K. 1995. *Saivism in Andhra*. Hyderabad: Government of A.P.

Subramanyam, B. 2002. *Vajrayana Buddhist Centers in Andhra*. New Delhi: Bharatiya Kala Prakashan.

M.A. History (Five year Integrated Programme)

Hist 618 - Indian Art and Iconography (Soft Core – 3 Credits)

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.

Module2

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 – Dasavataras.

Module 4

Siva: Various aspects of Siva- Anugrahamurthi-Samharamurthi-Lingodbhavamurti – Chandrasekhara murti – Sadasivamurti - Nataraja - Dakshinamurti - Kankalamurti and other forms of Siva.

Module 5

Rock Art -Ajanta paintings - Pallava and Pandya paintings - Chola paintings - Vijayanagara paintings.

Suggested Readings

Balasubrahmanyam, S.R., 1966, *Early Chola Art*, Asia Publishing House, Bombay.

Barret Douglas, 1974, *Early Chola Architecture and Sculpture*, Faber and Faber, London.

Bhattacharya, B., 1958, *Indian Buddhist Iconography*, K.L.Mukhopadhyaya, Calcutta.

Gopinatha Rao, T.A., 1914, *Elements of Hindu Iconography*, Motilal Banarsidass, New Delhi.

Gupte, R.S., 1972, *Iconography of the Hindus, Buddhists and Jains*, D.B.Taraporevala Sons, Bombay.

Joshi, N.P., 1979, *Jain Iconography*, Motilal Banarsidass, Lahore.

Lokesh, Chandra 1987, *Buddhist Iconography*, 2 vols, Aditya Prakashan, New Delhi.

Saraswathi, S.K., 1957 *A Survey of Indian Sculpture*, Munishiram Manoharlal, 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 619 -Gandhian Thought

(Soft Core – 3 Credits)

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

Formative Years: Community, Family and Neighbourhood - Early Education, Study in England - Indian Influences: Epics, Narratives, Gita, Raichand Bhai, Folklore - Western Influences: Ruskin, Thoreau, Tolstoy, Quakers - Gandhi in South Africa: Struggle against racial discrimination: From Passive Resistance to Satyagraha.

Module 2: Moral Progress vs. Material Progress

Gandhi's Critique of Modern Civilisation - Towards a New Civilisation: *Ahimsa, Satya, Swadeshi and Swaraj* - *Satyagraha*: The Gandhian Method of Non - Violent Resistance - *Sarvodaya* – Gandhi's Constructive Programme of Social Uplift.

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

Encounter with Colonialism and Poverty - Bread Labour, Self-reliance and Self – sufficiency – Trusteeship - Machinery and Industrialisation - Khadi and Village Industries - Agrarian Economy and Cooperatives - Sustainable Economy and Social Justice - Gandhian Alternatives for Development.

Module 5: Gandhian Thought for Contemporary Society

Social and Ecological Movements: Bhoodan Movement, Chipko Movement, Narmada Bachao Andolan, Water Conservation Movement, Civil Rights Movements in the United States, Green Peace Movements in Europe, Anti-Apartheid Movement in South Africa.

Suggested Readings

- The Essential Writings of Mahatma Gandhi*. Ed. by Raghavan Iyer, OUP, Delhi, 1990.
Hind Swaraj. Navajivan, Ahmedabad, 1939.
The Story of My Experiments with Truth. (2vols.). Navajivan, Ahmedabad, 1927-29.
Brown, Judith. *Gandhi, Prisoner of Hope*. Yale Uni. Press, New Haven, 1989.
Chakrabarty Bidyut, *The Social and Political Thought of Mahatma Gandhi*, London: Routledge, 2006
Chatterjee, Partha. "Gandhi and the Critique of Civil Society" in Ranajit Guha, ed., *Subaltern Studies*. Vol. 3. OUP, Delhi, 1984.
Dalton, Dennis. *Mahatma Gandhi: Non Violent Power in Action*. Columbia UP, New York, 1993.
Gandhi M. K., *The Power of Non Violence: Selected Writings*, Penguin, 2019.
Hardiman, David. *Gandhi: In His Time and Ours*. New Delhi: Permanent Black, 2003.
Iyer, Raghavan, N. *The Moral and Political Thought of Mahatma Gandhi*. OUP, New York, 1973.
Joseph, Siby K., *Gandhi in South Africa: A Racist or Liberator*, Wardha: Institute of Gandhian Studies, 2019.
Kumarappa J. C. *Gandhian Economic Thought*, Ebook, www.mkgandhi.org
Mukherjee, Rudrangshu. ed. *The Penguin Gandhi Reader*. New York, 1995.
Velukar, Rajan ed, *Gandhi@150*, Mumbai: Jaico, 2019.

M.A. History (Five year Integrated Programme)
Hist 620 - Economic History of India (1757-1857)
(Soft Core – 3 Credits)

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

Nature and structure of economy – rural and urban-Agrarian and non-agrarian production –
Technology and methods of production-Trade and indigenous banking.

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

- Arnold, David, *Famine: Social Crisis & Historical Change*. Oxford: Blackwell. 1988.
- Bagchi, A.K, *Private Investment in India, 1900-1939*, New Delhi, 1980.
- Chandra, Bipan, *Rise and Growth of Economic Nationalism in India*, Delhi, People's Publishing House.
- Desai, A.R., *Social Background of Indian Nationalism*,
- Dutt, R.P., *India Today*,
- Dutt, R C, *Economic History of India*, Publications Division, Govt. of India, 1968.
- Gadgil, D.R., *The Industrial Evolution of India in Recent Times 1860-1939*, Bombay, 1971.
- Gerschenkron, A., *Economic Backwardness in Historical Perspective*, Harward University Press, 1976.
- Kumar, Dharma, *Cambridge Economic History of India*, Delhi Orient Longman
- R.E Frykenberg & B.S. Cohn, *Land Control and Social Structure in Indian History*, Delhi, Manohar
- Ray, Rajat, K *Entrepreneurship and Industry in India, 1800-1947*, Delhi, 1994.
- Ray, Rajat, K., *Industrialization in India: Growth and Conflict in the Private Corporate Sector, 1914-47*, Delhi, 1985.
- Roy, Tirthankar. *Traditional Industry in the Economy of colonial India*, Cambridge University Press, 1999.
- 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 621-Economic History of India (1858-1947)

(Soft Core – 3 Credits)

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 over-sea trade.

Module 4: The Fiscal System

Shift from direct to indirect taxation-Tariff 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

Arnold, David *Famine: Social Crisis & Historical Change*. Oxford: Blackwell. 1988. Bagchi, A.K, *Private Investment in India, 1900-1939*, New Delhi, 1980.

Chandra, Bipan, *Rise and Growth of Economic Nationalism in India*, Delhi, People's Publishing House.

Desai, A.R., *Social Background of Indian Nationalism*,

Dutt, R.P., *India Today*,

Dutt, R C, *Economic History of India* : Publications Division, Govt. of India, 1968.

Gadgil, D.R., *The Industrial Evolution of India in Recent Times 1860-1939*, Bombay, 1971.

Gerschenkron, A., *Economic Backwardness in Historical Perspective*, Harvard University Press, 1976.

Irfan Habib, *Indian Economy, 1858-1914*, Tulika Books, 2006

Kherr, E.N., *Railways in India* Delhi, Oxford University Press.

Kumar, Dharma Sharma, *Cambridge Economic History of India*, Delhi Orient Longman

Ray, Rajat, K., *Industrialization in India: Growth and Conflict in the Private Corporate Sector, 1914- 47*, Delhi, 1985.

Ray, Rajat, K., *Entrepreneurship and Industry in India, 1800-1947*, Delhi, 1994.

Roy, Tirthankar. *Traditional Industry in the Economy of colonial India*, Cambridge University Press, 1999.

Tripathi, Dwijendra., *Historical Roots of Industrial Entrepreneurship in India and Japan: comparative interpretation*, New Delhi, 1997.

M.A. History (Five year Integrated Programme)

**Hist 622 - Social and Agrarian Movements in Colonial India
(Hard Core-4 Credits)**

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.

Module3

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

Arnold, David, 1982. "Rebellious Hillmen: The Gudern Rampa Risings, 1839-1924", in Ranajit Guha, ed., *Subaltern Studies*, Vol. I, Delhi: OUP.

Desai, A.R. *Peasant Struggles in India*, Oxford University Press.

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

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

Fuchs, Stephen, 1965. *Rebellious Prophets*, Bombay: Asia Publishing House.

Gore, M.S., 1993. *The Social Context of Ideology: Ambedkar's Political and Social Thought*, Delhi: Sage Publications.

Gusfield, Joseph, R, 1970. *Protest, Reform and Revolt: A Reader in Social Movements*, New York: John Wiley and Sons.

Jones, Kenneth. W. 1989. *Socio-Religious Reform Movements in British India*, Cambridge University Press.

Michael, S.M., 1999. *Dalits in Modern India*, New Delhi: Vistaar Publications.

Rao, M.S.A. *Social Movements and Transformation*, New Delhi: Manohar Publications.

Shah, Ghanshyam, *Social Movements in India*

Srinivas, M.N., 1966. *Social Change in Modern India*, Berkely: University of California.

M.A. History (Five year Integrated Programme)
Hist 623 - Situating the North East: Emergence and Modes of Resistance
(Soft Core – 3 Credits)

This course is indented 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

The Naga Tribes - North Cachars – Manipur - Khasi, Jaintia, Garos – Tripura - Lushai-Kuki.

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.

Module 5: Genesis of local self - governing Institution

Chieftainship, Gaonburra and Panchayatiraj system.

Suggested Readings

- Bhadra, Gautam, 1975. The Kuki Uprising 1917-1919: Its Causes and Nature. *Man in India*, 55 (1): 11 – 56.
- Dena, Lal, (ed), 1991, History of Modern Manipur 1826-1949, New Delhi: Orbit Publishers-Distributors.
- Guha, Amalendu, 1991, Medieval and Early Colonial Assam: Society, Polity and Economy,
- Guite, Jangkhomang, 2013. Colonialism and Its Unruly?—The Colonial State and Kuki Raids in Nineteenth Century Northeast India, in *Modern Asian Studies* August, pp 1 – 45.
- Johnstone, James, 2002. *Manipur and the Naga Hills*, (New Delhi: Gyan Publishing House.
- Philip, P. T., 1976. *The Growth of Baptist Churches in Nagaland*, (Guwahati: Christian Literature Centre, K.P. Bagchi & Co, Calcutta.
- Mackenzie, A, 1979, (Reprint. 2005), *The North-East Frontier of India*, Mittal Publication New Delhi.
- Reid, Robert, 1942, *History of the Frontier Areas bordering on Assam from 1883-1941*, Shillong: Assam Government Press.
- Zou, David Vumlallian. 2005. "Raiding the dreaded past: Representations of Headhunting and Human Sacrifice in Northeast India" *Contribution to Indian Sociology*, Vol. 39, No. 1, pp. 75 –105

M.A. History (Five year Integrated Programme)

Hist 624 - Vijayanagara: City and Empire (Soft Core – 3 Credits)

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 studied 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

Stein, Burton. *Vijayanagara*, Cambridge University Press, 1989.

Verghese, Anila. *Hampi* Oxford University Press 2006.

Verghese, Anila, *Art and Archaeology of Vijayanagara*, New Delhi: Oxford University Press, 2007.

Pollock, Sheldon. *Language of the Gods in the World of Men*, Berkeley, University of California Press, 2006.

Rubies, Jean-Pau *Travel and Ethnology in the Renaissance: South India Through European Eyes*, Cambridge University Press, 2000.

Karashima, Noboru. *Towards a New Formation*. New Delhi: Oxford University Press, 1996.

Karashima, Noboru, *Concordance of Nayakas*, New Delhi Oxford University Press, 2005.

Raghotham, Venkata. "Empire and Historiography in Late Medieval South India: A Study of the Early Vijayanagara State" in *State and Society in Pre modern South India* ed. R Champakalakshmi et al. 2006.

M.A. History (Five year Integrated Programme)

**Hist 625 - Music and Popular Culture in Vijayanagara, South India
(Soft Core – 3 Credits)**

Music has been the core component of Indian cultural fabric since the Vedic Period. SamaVeda is said to be the source book for the evolution of Music. As a rule the major use of music whether vocal or instrumental has been in the service of religion. Since the beginning, music had developed into two major branches the 'Marga'(Traditional-Elite) and the Desi'(popular). While the former represent the elite/Sanskritic idiom, the latter represented the vernacular /regional/popular idiom. The compositions of a galaxy of musicians during the medieval period in the Vijayanagara kingdom were very popular for their adoption of both the branches. Besides popularizing the ideals and cultic practices of various sectarian faiths, the compositions provide us with a graphic picture of the contemporary society, professions, sacred centers so on and so forth. This course will highlight all the dimensions of music in the Vijayanagara Kingdom.

Module 1

Evolution of musical tradition – Music during Medieval period -Marga and Desi Tradition- Bhakti and Music in Medieval South.

Module 2

Music in Vijayanagara- Saint Composers and the popularization of music- Annamacharya- Purandaradasa and Kanakadasa- Vidyaranya

Module 3

Musical tradition as revealed through religious monuments- music and literature- music and royal patronage.

Module 4

Music and Vernacular Idiom – Spread of Bhakti Movement – Emergence of Sacred Geography and the growth of Sacred Complexes

Module 5

Music, Dance and Harikatha- Yakshagana- Koravanchi.

Suggested Readings

Henry Heras, South India under Vijayanagara Empire: The Aravidu Dynasty, 2 vols., New Delhi: Cosmo, 1980.

Narayana Rao, V, David Shulmen and Sanjay Subramaniam & David Shulmen, Symbols of Substance: Court and State in Nayaka Period Tamilnadu. 1990. New Delhi: Cosmo Books.

Vriddhagirisani, V, History of the Nayaks of Tanjore. AES Reprint, 2004.

William Jackson, Vijayanagara Visions, New Delhi: OUP, 2007.

William Jackson., Songs of three great South Indian Saints, New Delhi: OUP, 1998.

<https://www.youtube.com/watch?v=kGHdpMt4dQs>

M.A. History (Five year Integrated Programme)

Hist 626 - The Revolt of 1857 (Soft Core – 3 Credits)

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

Bhadra, Gautam, 'Four Rebels of 1857,' *Subaltern Studies*, IV, Oxford University Press, New Delhi, 1985, pp. 229-75.

Bhattacharya, Sabyasachi (ed.), *Rethinking 1857*, New Delhi, 2007.

Chakravarty, Gautam, *Indian Mutiny and the British Imagination*, Cambridge University Press, 2004.

Chaudhuri, S.B., *Theories of the Indian Mutiny 1857-1859*, World Press, Calcutta, 1965.

Dalrymple, William, *The Last Mughul: The Fall of a Dynasty, Delhi, 1857*, Penguin Books, New Delhi, 2006.

David, Saul, *The Indian Mutiny*, Penguin Books, New Delhi, 2003.

Embree, Ainslie T. (ed.), *India in 1857: The Revolt against Foreign Rule*, Chanakya, Delhi, 1987.

1857:Essays From Economic and Political Weekly, Orient Longman in association with Sameeksha Trust, Hyderabad, 2008.

Joshi, P.C. (ed.), *Rebellion 1857*, National Book Trust, New Delhi, 2007.

Mukherjee, Rudrangshu, *Awadh in Revolt, 1857 – 1858: A Study of Popular Resistance*, New Delhi: Permanent Black, 2002 (rpt).

Pramod K. Nayar, *The Great Uprising: India, 1857*, Penguin Books, New Delhi, 2007.

Savarkar, V.D., *The Indian War of Independence, 1857*, New Delhi, 1970.

Sen, Surendranath, *1857*, Publications Division, Govt. of India, New Delhi, rep. 1995.

M.A. History (Five year Integrated Programme)
Hist 627 - Environmental History of India
(Soft Core – 3 Credits)

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

Environmental Factors –Ecology – Multidisciplinary Nature of Environmental Studies - Importance of Environmental Studies – Natural Resources- Forest Resources – Water Resources – Land Resources- Mineral Resources.

Module 2: Use of Resources and Environment

Gathering Stage, Pastoralism, Settled Cultivation, Industrial Revolution – Deforestation and Environment – Neolithic Stage, River-Valley Civilizations, Empires and Environment, Onslaught on Forests, Forest Policy up to 1947.

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

Environmental Ethics in India, Environmental Legislation in India (Air, Water, Noise Pollution, Wildlife, Forest Protection Laws and Hazardous Wastes (Management and Handling) Laws – Enforcement of Environmental Legislations.

Module 5: Urban Environment

Urban Ecology, Critical Issues – Indian Urban Environment – Environment and Human Health.

Suggested Readings

Guha Ramachandra and J. Martinez-Alier, *Varieties of Environmentalism: Essays - North and South*, OUP, New Delhi, 1998.

Guha, Ramachandra, *Environmentalism: A Global History*, OUP, New Delhi, 2000. Keith, Smith, *Environmental Hazards*, Routledge, New York, 1996.

Madhav Gadgil and Ramachandra Guha, *This Fissured Land: An Ecological History of India*, OUP, New Delhi, 1992.

Manivasakam, N., *Environmental Pollution*, N.B.T., New Delhi, 1992. Odum, Eugene P., *Fundamentals of Ecology*, London, 1971.

Rashid, S.M., M. Ishtiaq, Haseena Hashia and Atiqur Rahman (eds), *Environment, Resources and Sustainable Development: Essays in Honour of Professor Majid Hussain*, Rawat Publications, New Delhi, 2008.

Saxena, H.M., *Environmental Studies*, Rawat Publication, Jaipur & New Delhi, 2006. Smith, G.H. (ed.), *Conservation of Natural Resources*, New York, 1965.

Turk, J. *Introduction to Environmental Studies*, Chicago, 1985.

M.A. History(Five year Integrated Programme)
Hist 628 - Indian Architecture
(Soft Core – 3 Credits)

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

Introduction to Architecture - Architecture of Indus valley - Buddhist Architecture: Rock-cut caves – Stupas.

Module2

Early Brick Temples - Styles of Temple Architecture: Nagara, Vesara, Dravida - Gupta Architecture - Orissan architecture: Bubhaneswar, Puri and Konarak - Chandela dynasty: Khajuraho.

Module3

Early Chalukyan Architecture: Badami, Aihole and Pattadakal- Pallava Architecture: Mahabalipuram -Rock cut-caves- Monoliths - structural temples.

Module 4

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

Module 5

Hoysala Architecture: Halebid and Somnathpur- Kakatiya Architecture: Warangal - Vijayanagara architecture - Hampi – Gopuras.

Suggested Readings

Barret Douglas, 1974 *Early Chola Architecture and Sculpture*, Faber and Faber, London.

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

Michell George, 1975 *Early Western Calukyan Temples*, 2vols. London.

Percy Brown, 1976 *Indian Architecture (Buddhist and Hindu Period)*, D.B.Taraporevala Sons Bombay.

Saraswathi, S.K., 1957 *A Survey of Indian Sculpture*, Munishiram Manoharlal, New Delhi.

Sivaramamurti, C., 1960 *The Chola Temples, Thanjavur, Gangaikondacholapuram and Darasuram*, Archaeological Survey of India, New Delhi.

Sivaramamurthi, C., 1968 *South Indian Paintings*, National Museum, New Delhi.

Srinivasan, K.R., 1972. *Temples of South India*.National Book Trust, India, New Delhi.

M.A. History(Five year Integrated Programme)

Hist 629 - Women in Modern India (Soft Core – 3 Credits)

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 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

Social Legislation in Colonial India: Abolition of Sati, Widow Remarriage, Age of Consent and Child Marriage Restraint – Women's legal rights in Post-Independence India: The Hindu Code Bills – The Shah Bano controversy and the rights of Muslim women.

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

Agnes, Flavia. *Law and Gender Inequality: The Politics of Women's Rights in India*. Delhi: OUP, 2000.

Forbes, Geraldine. *Women in Modern India*, Cambridge UP, Cambridge, 1996.

Khullar, Mala, ed., *Writing the Women's Movement: A Reader*. Delhi: Zubaan Books, 2005.

Kumar Radha, *A History of Doing: An Illustrated Account of Movements for Women's Rights and Feminism in India, 1800-1990*, Delhi, Zubaan Books, 1993.

Mohanty, M. *Class, Caste, Gender*. New Delhi: Sage, 2004.

Nair, Janaki. *Women and Law in Colonial India: A Social History*. Kali for Women, Delhi, 1996.

Ray, Bharati and Basu, Aparna, eds. *From Freedom to Independence: Women and Fifty Years of India's Independence*. OUP, Delhi, 1999.

Sarkar Sumit and Tanika Sarkar ed., *Women and Social Reform, A Reader*, 2 Volumes, Delhi: Permanent Black, 2011.

Sangari, Kumkum and Sudesh Vaid. *Recasting Women: Essays in Colonial History*. Kali for Women, Delhi, 1990.

Silver Jubilee Campus, Pondicherry University: A Bird's Eye View

