

Bachelor of Arts (Hons.) History **(Effective from Academic Year 2023-24)**

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Regulations for **B.A.Honours Programme in History** (With effect from the Academic Year 2023-2024 onwards)

Eligibility for the UG Programmes

Senior Secondary School Leaving Certificate or Higher Secondary (12th Grade) Certificate obtained after successful completion of Grade 12 or equivalent stage of education corresponding to Level-4 (Levels in NHEQF).

Duration of the Programme

The duration of the UG programme is 4 years or 8 semesters. Students who desire to undergo a 3-year UG Programme will be allowed to exit after completion of the 3rd year (6 semesters). If a student wants to leave after the completion of the first or second year, the student will be given a UG Certificate or UG Diploma, respectively, provided they secure the prescribed number of credits (as given in table below). Students who exit with a UG certificate or UG diploma are permitted to re-enter within three years and complete the degree programme. Students may be permitted to take a break from the study, they are allowed to re-enter the degree programme within 3 years and complete the programme within the stipulated maximum period of seven years.

Awarding of UG Certificate, UGDiploma and Degrees

UG Certificate: Students who opt to exit after completion of the first year and have earned a minimum of 42 credits will be awarded a **Certificate in Museology** if, in addition, they complete work based vocational course/internship of 4 credits during the summer vacation of the first year.

UG Diploma: Students who opt to exit after completion of the second year and have earned a minimum of 84 credits will be awarded a **Diploma in Epigraphy and Manuscriptology** if, in addition, they complete work based vocational course/internship of 4 credits during the summer vacation of the second year.

3-year UG Degree: Students who wish to discontinue after the 3-year UG programme will be awarded a **Bachelor of Arts in History** after successful completion of three years, earning a minimum of 124 credits and satisfying the minimum credit requirements as mentioned in the table below.

4-year UG Degree (Honours): A **Bachelor of Arts (Honours)in History** will be awarded to those who complete a four-year degree programme, earning a minimum of 164 credits and have satisfied the credit requirements as mentioned in table below.

4-year UG Degree (Honours with Research): Students who secure a minimum of 7.5 CGPA in the first six semesters and wish to undertake research at the undergraduate level can choose a research stream in the fourth year. They should do a research project or dissertation under the

guidance of a faculty member of the Department of History. The research project/dissertation will be in the major discipline. The students who secure a minimum of 164 credits, including 12 credits from a research project/dissertation, will be awarded a **Bachelor of Arts (Honours with Research) in History**.

Structure of the Undergraduate Programme

Every Integrated Programme offered by the University shall confirm to the structure specified hereunder. A programme must mandate the students to complete 124 credits to complete a basic Bachelor's Degree within first 3 years. With an additional 40 credits of course work one can pursue 4th Year Honours or Honours with Research Degree. The UG Programme will consist of the following categories of courses and the minimum credit requirements for 3-year UG and 4-year UG(Honours) or UG (Honours with Research) programmes are given below.

Table 1			
Breakup of Credits & Courses- Minimum requirement Outline Sl.No.	Component	3 Year UG	4 Year UG (Honours/Honours With research)
1	Major Disciplinary/ Interdisciplinary Courses	60 Credits (15 Courses of 4 credits)	80 Credits (20 Courses of 4 credits)
2	Minor Disciplinary/interdisciplinary Courses (Vocational programme included)	24 Credits (6 Courses of 4 Credits)	32 Credits (8 Courses of 4 credits)
3	Multi-Disciplinary Courses	9 Credits (3 courses of 3 credits)	9 Credits (3 courses of 3 credits)
4	Ability Enhancement Courses	12 Credits (4 courses of 3 credits)	12 Credits (4 courses of 3 credits)
5	Skill Enhancement Course	9 Credits (3 courses of 3 credits)	9 Credits (3courses of 3 credits)
6	Value-added courses	8 Credits (4 courses of 2 credits)	8 Credits (4 courses of 2 credits)
7	Summer internship	(4credits- Included in Major courses of 60 credits)	(4 credits-Included in Major courses of 80 credits)
8	Community engagement and service	2 Credits (1 course)	2 Credits (1 course)
9	Research Dissertation Project	-	12 Credits
10	Total	124	164

Note: Honours students not undertaking research will do 3 courses for 12 credits in lieu of a research project/Dissertation.

Assessment Methods

Continuous Assessment and End semester Examination marks and evaluation of skill based/ vocational courses/ Internships and other hands on/field-based courses.

All theory courses in a UG programme shall carry a continuous assessment component of 40 marks and end semester assessment component of 60 marks.

The following pattern of evaluation will be applied for skill-based courses, vocational education courses, internships, practical, lab/field/project works, and related skill-based activities, based on the learning outcomes planned for such courses:

1. Domain Knowledge:	35 Marks
2. Data Collection method:	20 Marks
3. Language and comprehension of the report writing:	15 Marks
4. Oral Presentation:	30 Marks.
Total	100 Marks

Minimum Marks for Pass

A student shall be declared to have passed the course only if she/he gets, A minimum of 40% marks in end semester exam and a minimum of 50% marks in aggregate when continuous assessment and end semester examination marks are put together

LETTER GRADES AND GRADE POINTS

Performance of students in each paper will be expressed as marks as well as Letter Grades.

Table II	
Letter Grade	Grade Point
O (outstanding)	10
A+ (Excellent)	9
A (Very good)	8
B+ (Good)	7
B (Above average)	6
C (Average)	5
P (Pass)	4
F (Fail)	0
Ab (Absent)	0

In case of fractions the marks shall be rounded off to nearest integer. The class interval K will be calculated by the formula given below:

$K = (X-50)/6$ where X is the highest mark secured.

According to K value, one of the following grading scheme will be followed.

(i) If $K \geq 5$, then the grades shall be awarded as given in Table III.

Table III		
Range of Marks in %	Letter Grade	Grade Point
X to (X-K)+1	O	10
(X-K) to (X-2K)+1	A+	9
(X-2K) to (X-3K)+1	A	8
(X-3K) to (X-4K)+1	B+	7
(X-4K) to (X-5K)+1	B	6
(X-5K) to 50	C	5
40 – 49	P	4
Below 40	F	0
Absent (Lack of attendance)	Ab	0

(ii) If $K < 5$, then the grades shall be awarded as given in Table IV.

Table IV		
Range of Marks in %	Letter Grade	Grade Point
80-100	O	10
71-79	A+	9
66-70	A	8
61-65	B+	7
56-60	B	6
50-55	C	5
40-49	P	4
Below 40	F	0
Absent (lack of attendance)	Ab	0

B.A.Honours Programme in History
Students must secure minimum 164 (Refer to Table I) credits
for the award of the degree

Semester wise distribution of courses and credits

Certificate in Museology			
Semester I			
Sl.No	Course Code	Title of the Course	Credits
Major			
1.	HIMA101	Introduction to Museology I	4
Minor			
2.	HIMI 101	Introduction to World Civilization	4
Skill Enhancement Course (SEC) 1			
3.	HISE 101	Museum Techniques	3
4.	HIMD101	Cultural Resource Management (MDC 1)	3
5.		Ability - Enhancement Course English Language 1	3
6.	HIVA 101	Understanding India Value Added Course (VAC) 1 & 2	4
		Total	21
Certificate in Museology			
Semester II			
Sl.No	Course Code	Title of the Course	Credits
Major			
1.	HIMA102	Introduction to Museology II	4
Minor			
2.	HIMI 102	Introduction to Medieval World	4
Skill Enhancement Course 2			
3.	HISE 102	Archaeological Survey methods	3
4.		Multi - disciplinary Course (MDC) 2	3
5.		Ability - Enhancement Course(AEC) Modern Indian Language 1	3
6.		Value Added Course (VAC) 3 & 4	4
		Total	21

Diploma in Epigraphy & Manuscriptology			
Semester III			
Sl.No	Course Code	Title of the Course	Credits
Major			
1.	HIMA 201	Epigraphy & Manuscriptology I	4
2.	HIMA 202	History of South India I (upto 624 CE)	4
Minor			
3.	HIMI 201	Modern World History I	4
Skill Enhancement Course (SEC) 3			
4.	HISE 201	Conservation of Manuscripts and Field Study of Inscriptions	3
5.		(Multidisciplinary Course) - 3 credits	3
6.		Ability - Enhancement Course (AEC) English Language 2	3
		Total	21
Diploma in Epigraphy & Manuscriptology			
Semester IV			
Sl.No	Course Code	Title of the Course	Credits
Major			
1.	HIMA 203	Epigraphy & Manuscriptology II	4
2.	HIMA 204	History of South India II (624 to 1565 CE)	4
3.	HIMA 205	Indian Numismatics	4
Minor			
4.	HIMI 202	Modern World History II	4
5.		Ability - Enhancement Course (AEC) Modern Indian Language 1	3
6.		Community Engagement and Service	2
		Total	21
		(Summer Internship is initiated during holidays and continued in the next semester)	

B.A History			
Semester V			
Sl.No	Course Code	Title of the Course	Credits
Major			
1.	HIMA 301	Ancient India (upto 1 st millennium BC)	4
2.	HIMA 302	Medieval India I (600 to 1526CE)	4
3.	HIMA 303	Modern India I (1707 to 1857)	4
Minor			
4.	HIMI 301	Global Rock Art Traditions	4
5.	HIMA304	Internship (Major) (continued from summer holidays)	4
	Total		20

B.A History			
Semester VI			
Sl.No	Course Code	Title of the Course	Credits
Major			
1.	HIMA 305	Historiography & Historical Methods	4
2.	HIMA 306	Ancient India II (upto 6 th Century CE)	4
3.	HIMA 307	Medieval India II (1526 to 1707)	4
4.	HIMA 308	Modern India II (1858 to 1947)	4
Minor			
5.	HIMI 302	History of Pondicherry	4
	Total		20

B.A Honours (With Research) in History			
Semester VII			
Sl.No	Course Code	Title of the Course	Credits
Major			
1.	HIMA 401	India's Struggle for Independence I	4
2.	HIMA 402	20 th Century World	4
3.	HIMA 403	Global History	4
Minor			
4.	HIMI 401	Indian Diaspora	4
5.	HIMI 402	Contemporary India	4
	Total		20

B.A Honours (With Research) in History			
Semester VIII			
Sl.No	Course Code	Title of the Course	Credits
Major			
1.	HIMA 404	India's Struggle for Independence II	4
2.	HIMA 405	Historiography in the 20 th Century	4
3.	HIMA 406	Research Project/ Dissertation	12
	Total		20

BOUQUET OF MAJOR AND MINOR COURSES

Sl. No	Level of the Course	Title of the Course	Major/ Minor	Credits
1	HIMI 103	Introduction to the Study of Archaeology	Minor	4
2	HIMI 104	Religion in Early India	Minor	4
3	HIMA 206	Principles and Methods of Archeology	Major	4
4	HIMA 207	Introduction to Indian Archeology	Major	4
5	HIMA 208	Renaissance, Reformation and Exploration	Major	4
6	HIMA 209	Introduction to the History of North East India	Major	4
7	HIMI 203	Maritime Heritage of India upto the Early Historic Period	Minor	4
8	HIMI 204	History of Modern Europe (1789 to 1870 CE)	Minor	4
9	HIMA 309	The Atlantic Slave Trade	Major	4
10	HIMA 310	Social and Agrarian Movements in Colonial India	Major	4
11	HIMA 311	Women in Modern India	Major	4
12	HIMA 312	Science, Technology and Medicine in Modern India	Major	4
13	HIMI 303	History of Indian Architecture	Minor	4
14	HIMI 304	History of USA (1861 to 1991)	Minor	4
15	HIMI 305	Rise of Modern China(1839-1976)	Minor	4
16	HIMA 407	Economic History of India (1757 - 1857)	Major	4
17	HIMA 408	Indian Art and Iconography	Major	4
18	HIMI 403	History of Labour Movement in Colonial India	Minor	4
19	HIMI 404	Temple in Medieval South India	Minor	4

Course structure & Syllabus
Certificate in Museology
SEMESTER 1

Certificate in Museology			
Semester I			
Sl.No	Course Code	Title of the Course	Credits
Major			
1.	HIMA 101	Introduction to Museology I	4
Minor			
2.	HIMI 101	Introduction to World Civilization	4
Skill Enhancement Course (SEC) 1			
3.	HISE 101	Museum Techniques	3
4.	HIMD 101	Cultural Resource Management(MDC 1)	3
5.		Ability - Enhancement Course (AEC) English Language 1	3
6.	HIVA 101	Understanding India Value Added Course (VAC) 1	4
		Total	21

Semester I
HIMA 101-Introduction to Museology I
(Major Course -4 Credits)

Course Overview

This course will not only create the right environment for the young minds to gain necessary insights on theoretical, functional and practical aspects of cultural heritage and museums, but also play a crucial role in enhancing their ability to plan, organize and implement relevant projects as per international standards. Students in this certificate programme will also contribute to the new professional literature in the discipline along with relevant field experiences through scientific report writing.

Objectives

This field-based course is aimed at training undergraduate students for their employment in various museums and cultural centres. It will not only explore the key theoretical frameworks of museology and archaeology, but also focus on the practical aspects by equipping and enabling the participants with the practical know-how and critical tools essential for effective documentation of cultural objects, putting up exhibitions, museum management, education, as well as community involvement will also form an important component of this course.

Outcome of the Course:

1. Basic knowledge of acquisition methods for collection management.
2. Documentation of tangible, intangible and natural heritage objects along with archiving
3. Preparation of exhibition plans to display heritage objects using latest technologies and Innovative tools along with museum management and visitor engagement.
4. Introducing knowledge of how to make museums a cultural tourism destination.
5. Impart training in managing museums through local communities and public outreach.
6. Gain exposure to a range of digital resources available for teaching with themes and incorporating works of art, archaeology and anthropology.
7. Introduction of basic knowledge of ICT technologies.

As part of the course work, the students shall do a practical session in a 'Field Trip' to museums during the last two weeks of the programme culminating with the 'submission of the field work report'.

Teaching-Learning Process

The pedagogic methods adopted involves direct lectures, tutorial discussions, as well as technology-supported presentations. Emphasis will be on interactive learning and all sessions between students and teachers are based upon reciprocity and respect. The students are provided with bibliographic references and encouraged to go through at least some readings so that they could be more interactive and ask more relevant questions in the class.

Module1: Definitions and Concepts – What is a Museum? Museum Movement - History and development of Museums in India and in the World - Concepts of museology and museography-Cultural Heritage Management and museology – Types of museums – scope and functions.

Module 2: Museum Collection-Architecture-Education – Documentation-Accessioning and De-accessioning-Collection management- Museum Ethics and procedures- Collection policies and methods- through field exploration, excavation, purchase, gift and bequests, loans and deposits, exchanges and others – Types of Documentation – indexing, cataloguing, digital – Removal of Collections – Procedural rules.

Module 3: Museum Exhibitions: Types of exhibits and exhibitions – Temporary, travelling, mobile and exhibitions abroad. Principle of display techniques – Reserve collection – Objectives and communication goals, target audience, concept development, storyline, gallery development, space, showcases and structural installations, colour scheme, lighting, labels and 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 – seminars, workshops, museum camps, special celebrations – Use of multimedia in museums – Popular publications – guide books, brochures, posters, picture postcards.

Module 5: Field Work – Visiting Museums - Galleries – Note Taking – Photography – Videography -Learning Display Techniques – Audio-Visual Techniques – Multimedia Techniques – ICT Techniques - Arrangement of Museum Objects – Documentation – Antiquity Registration – Labelling.

Suggested Readings

Banerjee, N.R. 1990. *Museum and Cultural heritage in India*. Delhi. Agam Kala.

Butler, Patricia, M. 1970. *Temporary Exhibitions*. London.

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.

UNESCO, 1968. "Museums and Education". *Museum*. Vol.21, no. 1, Paris.

Carbonell, B. M. (ed) (2004) *Museum studies: an anthology of contexts*, Oxford: Blackwell.

Demas, Martha. (2003). *Conservation and Management of Archaeological Sites: A Select Annotated Bibliography: Sorted by Category*. GCI Project Bibliographies Series. Los Angeles, CA: Getty Conservation Institute.

- Dickey, Jennifer W., Samir El Azhar, and Catherine M. Lewis, eds. (2013). *Museums in a global context: National identity, international understanding*. Washington, DC: AAM Press.
- Greenberg, R., Ferguson, B. W., and Nairne, S. (eds) (1996) *Thinking about exhibitions*, London: Routledge.
- Hooper-Greenhill, E. (2000) *Museums and the interpretation of visual culture*, New York: Routledge.
- Karp, I. and Lavine, S. D. (eds) (1991) *Exhibiting cultures: the poetics and politics of museum display*, Washington: Smithsonian Institution Press.
- Knell, S., Watson, S. and Macleod S. (eds) (2007) *Museum revolutions: how museums change and are changing*, London: Routledge.
- Latham, Kiersten F., and John E. Simmons. (2019). "Whither museum studies?" *Journal of Education for Library and Information Science* 60.2: 102 -117. DOI: 10.3138/jelis.2018-0050
- Macdonald, S., and Fyfe, G. (eds) (1996) *Theorising museums: representing identity and diversity in a changing world*, Oxford, Blackwell.
- Macdonald, S. (ed) (2006) *A companion to museum studies*, Oxford: Blackwell Publishing.
- Marstine, J. (ed). (2006) *New museum theory and practice: an introduction*, Oxford: Blackwell.
- Preziosi, D., and Farago, C. (eds) (2004) *Grasping the world: the idea of the museum*, Aldershot: Ashgate.
- Sherman, Daniel J., and Rogoff, I. (eds) (1994) *Museum culture: histories, discourses, spectacles*, Minneapolis: University of Minnesota Press.
- Wiens, John J., and Catherine H. Graham. "Niche Conservatism: Integrating Evolution, Ecology, and Conservation Biology." *Annual Review of Ecology, Evolution, and Systematics* 36, no. 1 (December 2005): 519-39. <http://dx.doi.org/10.1146/annurev.ecolsys.36.102803.095431>.
- Welsh, Peter H. (2014). "Preparing a new generation: Thoughts on contemporary museum studies training". *Museum Management and Curatorship* 28.5: 236-254.
- Williams, Stephen L., and Catharine A. Hawks, eds. (2007). *Museum studies: Perspectives and Innovations*. Washington, DC: Society for the Preservation of Natural History Collections.
- Vergo, P. (ed) (1989) *The New Museology*, London: Reaktion.

Semester I
HIMI 101-Introduction to World Civilizations
((Minor Course - 4 Credits))

Course Overview: This course presents a complete 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.

Objectives: By the end of this course, students should be able to:

- Understand the concepts of civilizations across the world and their roles in shaping various dynasties, republics and empires
- Identify and evaluate the salient features of different types of civilizations, like the Egyptian, Mesopotamian, Persian, Greek and Roman
- Comprehend the frameworks that operate among different societies in different times through economy, agriculture, craft specialization and trade
- Understand the developments in various cultures worldwide through religion, art, literature, architecture and writing systems
- Appreciate the challenges and achievements of the Early Civilizations.

Course Outcome: Upon completing this course, students will have developed a strong foundation in the understanding of early world civilizations through the study and analysis of primary documents and secondary sources. They will be equipped with the knowledge and skills to identify, assess, and visualize the characteristic features of early world civilizations. They also will learn how the ancient world civilizations along with the then societies, systems, institutions, religious traditions, ideologies, belief systems, cultures and technologies operated overtime demonstrating various changes.

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 Civilizations*, 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 Civilization*, OUP, 1998.

SEMESTER I
(Skill Enhancement Course – 3 Credits)
HISE 101 – Museum Techniques

Course Overview:

This course provides an introduction to essential techniques and practices within the discipline of museology. The NEP students will explore the fundamentals of collections management, cataloguing, acquisition, exhibit design, conservation practices and educational outreach. Emphasis will be given to hands-on skills and training activities including cataloguing artifacts, creating exhibit layouts and implementing preservation and conservation methods. Through case studies and practical projects, students will gain an understanding of how museums acquire, care for and present cultural and historical artifacts both physically and digitally to engage and educate the public and important stakeholders. The course emphasizes collaborative projects, where students select topics from their studies to investigate further, culminating in a detailed project report and presentation.

Learning Outcomes:

- (a) After the completion of the course the students will be equipped with the basic knowledge of foundational principles of collections management, conservation and exhibit design.
- (b) Develop practical skills in cataloguing, documenting, curating and preserving artifacts.
- (c) Gain experience in creating exhibit layouts and interpretive materials.
- (d) Learn strategies for engaging diverse audiences through museum education and outreach.
- (e) Analyse ethical considerations and best practices in museum operations and artifact handling.
- (f) Apply practical techniques to ensure artifact care and public access in a museum setting.

Module.1: Museums – History- Types and Materials- Collections management – Acquisition methods - Conservation & Restoration methods

Module.2: Visit to Cultural Institutions and Laboratories – Gallery Management –Ethics in material handling – Repatriation –Professional practices

Module.3: Cultural and Material Heritage –History – Museum administration –Documentation - Curation –Museum Operations - Audience engagement

Module.4: Visit to Museums - Practical training in exhibit design and planning – Digitization - Layout design - Digital Museums - Case Studies

Module.5: Report Writing- Oral Presentation -Evaluation

Suggested Readings

- Banerjee, N.R. 1990. *Museum and Cultural heritage in India*. Delhi. Agam Kala.
- Butler, Patricia, M. 1970. *Temporary Exhibitions*. London.
- 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.
- UNESCO, 1968. "Museums and Education", *Museums*, Vol.21, no. 1, Paris.

The following pattern of evaluation will be applied for these skill-based courses and related skill-based activities, based on the learning outcomes planned for such courses:

1. Domain Knowledge:	10 Marks]	
2. Data Collection method:	10 Marks]	
3. Report Writing:	10 marks]	Internal Assessment 40 marks
4. End Semester Exam:		60 marks
		Total 100 Marks

**Multi-discipline Course (MDC)-3 Credits
(For Disciplines other than Social Sciences)**

**HIMD 101- Cultural Resource Management:
Preserving Heritage in the Present and for the Future**

Course Overview: Cultural Resource Management (CRM) is a multi-disciplinary field that focuses on the identification, assessment, conservation, prognosis and interpretation of cultural heritage. This introductory and multi-disciplinary undergraduate course (Level 100) aims to introduce students to the principles, methods, and challenges associated with CRM. Through a combination of lectures, classroom studies, case studies, field visits, and practical hands-on activities; students will gain a comprehensive understanding of how to manage and protect cultural resources while balancing the needs of society, peoples, environment and development.

Objectives: By the end of this course, students should be able to:

- Understand the significance of cultural resources and their role in shaping various types of identities and preserving history.
- Identify and assess different types of cultural resources, including archaeological sites, historic buildings, cultural and natural landscapes, and intangible heritage.
- Comprehend the legal and ethical frameworks that guide cultural resource management practices.
- Develop skills in conducting cultural resource surveys, documentation, and conservation planning.
- Appreciate the challenges of managing cultural resources sustainably in a rapidly changing world.

Module 1: Introduction to Cultural Resource Management - Understanding the concept and significance of cultural resources - Historical development and evolution of cultural resource management in India and Abroad- Legislation, national and international conventions related to CRM - Ethics and stakeholders in cultural heritage preservation.

Module 2: Identifying and Assessing Cultural Resources - Archaeological methods and techniques for site identification and excavation - Recording and documentation of historic buildings and structures - Recognizing and preserving cultural and natural landscapes - Safeguarding both tangible and intangible cultural heritage, folk and oral traditions.

Module 3: Conservation and Preservation Strategies - Principles of conservation and restoration - Sustainable management approaches for cultural resources - Risk assessment and disaster management for cultural heritage - Cultural resource tourism and its impact on preservation.

Module 4: Cultural Resource Management in Practice - Cultural resource planning and regulatory compliance - Case studies of successful CRM projects in India and worldwide - Community engagement and participatory approaches in CRM - Role of technology in cultural resource management.

Module 5: Challenges and Future Trends in CRM - Addressing cultural resource management in urban development - Dealing with looting, illegal trade, and repatriation of cultural artefacts - Climate change and its impact on cultural heritage preservation - Integrating indigenous knowledge and perspectives into CRM.

Outcome: Upon completing this course, students will have developed a strong foundation in cultural resource management and heritage preservation. They will be equipped with the knowledge and skills to identify, assess, and manage cultural resources in a responsible and sustainable manner. Students will also understand the ethical considerations and challenges faced in CRM and be better prepared to contribute to the preservation and interpretation of cultural heritage within their communities, in the respective districts and country and on a global scale.

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David S Whitley (2019). 'New Perspectives in Cultural Resource Management' in *Conservation and Management of Archaeological Sites Volume 21, no.4:280–82*.

David, Bruno, and Julian Thomas (2008). *Handbook of Landscape Archaeology*. Walnut Creek, CA: Left Coast Press.

Lynn Meskell (2018). *A Future in Ruins. UNESCO, World Heritage, and the Dream of Peace*. Oxford UK:Oxford Univ Press.

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Thomas F King (2002). *Thinking about Cultural Resource Management: Essays from the Edge*. Walnut Creek, CA: AltaMira Press.

Thomas F King, eds. (2011). *A Companion to Cultural Resource Management*. Wiley-Blackwell.

Thomas F. King (2008). *Cultural Resource Laws and Practice*. Lanham, MD, AltaMira Press.

Thomas William Neumann (2001). *Cultural Resources Archaeology: An introduction*. Walnut Creek, CA: AltaMira Press.

Tyler, Norman, Ted J. Ligibel, and Ilene R. Tyler (2009). *Historic Preservation: An Introduction to its History, Principles and Practice*. New York: W.W. Norton.

**Value Added Course (VAC)-3 Credits
(Common for all the UG programmes)**

HIVA 101- Understanding India

Course Overview: This course aims at enabling the students to acquire and demonstrate the knowledge and understanding of contemporary India with its historical perspective, the basic framework of the goals and policies of national development, and the constitutional obligations with special emphasis on constitutional values and fundamental rights and duties. The course would also focus on developing an understanding among student-teachers of the Indian Knowledge Systems (IKS), the Indian education system and the roles and obligations of teachers to the nation in general and to the school/community/society, in particular.

Objectives: By the end of this course, students should be able to:

- Have a deep knowledge and understanding of India's freedom struggle and of the values and ideals that it represented.
- Develop an appreciation of the contributions made by people of all sections and regions of the country, and cherish the values enshrined in the Indian constitution
- Prepare for their roles and responsibilities as effective citizens of a democratic society.

Module.1: Geography of India

- India on the map of the world and its neighbouring countries
- Geographical diversities

Module.2: History of India

- An introduction to Indian knowledge systems
- India's Freedom Struggle

Module.3: Communicating Culture

- Oral narratives: Myths, tales and folklore
- Introduction to the Tribal Cultures of India

Module.4: Indian Social Structure

- Continuity and change of the Indian Social Structure: Caste, Community, Class and Gender

Module.5: Understanding Indian Polity

- The evolution of State in India: Nature and origin
- Interpreting India: Traditional, Modern and Contemporary
- Constitution as a living document

Suggested Readings

Module.1.:Geography of India

Deshpande C.D. *India: A Regional Interpretation*, ICSSR, New Delhi. 1992.

Johnson, B.L.C., ed. 2001. *Geographical Dictionary of India*. Vision Books, New Delhi. 2001.

Mandal R.B. (ed.), *Patterns of Regional Geography – An International Perspective*. Vol. 3 – Indian Perspective. 1990.

Pathak, C.R. *Spatial Structure and Processes of Development in India*. Regional Science Assoc., Kolkata. 2003.

Ramesh Dutta Dikshit, *Political Geography. Politics of Place and Spatiality of Politics*, Macmillan Education, 2020.

Sharma, T.C. *Economic Geography of India*. Rawat Publication, Jaipur. 2013.

Tirtha, Ranjit. *Geography of India*, Rawat Pubs., Jaipur & New Delhi. 2002.

Module.2:History of India

Bose D.M., S.N. Sen and B.V. Subbarayappa (ed). *A Concise History of science in India*, Indian National Science Academy, New Delhi. 1971.

Chandra, Bipan, Amales Tripathi & Barun De. *Freedom Struggle*, National Book Trust, New Delhi. 1972.

History of Technology in India, 3 Volumes. Indian National Science Academy, New Delhi. (1997-2012)
<https://iksindia.org>

Husain, S. Abid. *The National Culture of India*, National Book Trust, New Delhi. 2003.

Kapoor, Kapil and Avadesh Kumar Singh (ed). *Indian Knowledge Systems*, 2 Vols. DK Printworld, New Delhi. 2005.

Mohanta, Basant Kumar and Vipin Kumar Singh (ed). *Traditional Knowledge System and Technology in India*, Pratibha Prakashan. 2012

The Cultural Heritage of India Series, 8 Volumes. Ramakrishna Mission Institute, Calcutta. 2002.

Module.3:Communicating Culture:Tellings,Representations and Leisure

Beatrix Hauser, "From Oral Tradition to 'Folk Art': Re-evaluating Bengali Scroll Paintings" in *Asian Folklore Studies*, Vol. 61, No. 1. pp. 105-122. 2002.

Kanak Mital, "A Santhal Myth, Five Elements" & M.D. Subash Chandran, "Peasant Perception of Bhutas, Uttara Kannada" in *Prakrti, The Integral Vision*, Vol. 1 (Primal Elements – The Oral Tradition, ed. Baidyanath Saraswati), pp. 119-125; 151-166.

Komal Kothari, "Myths, Tales and Folklore: Exploring the Sub stratum of Cinema" pdf.

Ramanujan, A.K. "'A Flowering Tree': A Woman's Tale", *Oral Tradition*, 12/1: 226-243. 1997.

Stuart H. Blackburn, "The Folk Hero and Class Interests in Tamil Heroic Ballads", *Asian Folklore Studies*, Vol. 37, No. 1. pp. 131-149. 1978.

Module.4:Indian Social Structure

Bhasin, K. *Understanding Gender*. (PDF) 2000.

Gupta, D. *Interrogating caste: understanding hierarchy and difference in Indian society*. Delhi: Penguin Books. 2000.

Rege, S. *Caste and Gender: The Violence Against Women in India*. Italy: European University Institute. 1996.

Robinson, R. *Sociology of Religion in India*. Delhi: Sage Publications. 2004.

Singh, Y. Caste and Class: Some Aspects of Continuity and Change. *Sociological Bulletin*, 17(2), 165-186. 1968.
<https://doi.org/10.1177/0038022919680205>

Singh, Y. *Modernization of Indian Tradition: A Systemic Study of Social Change*. India: Rawat Publications. 1986.

Srinivas, M.N. *Caste: Its 20th Century Avatar*. Delhi: Penguin Books. 2000.

Tamil, G. *Women in Social Change*. Delhi: Sage Books. 2021.

Uberoi, P. *Family, Kinship and Marriage in India*. Delhi: Oxford University Press. 1994.

Xaxa, V. *State, Society, and Tribes: Issues in Post-colonial India*. 2008.

Module 5: Understanding Indian Polity

Madhav Khosla. *The Indian Constitution*. New Delhi, Oxford University Press, 2012.

Ramachandra Guha. *Makers of Modern India*. Cambridge, Mass., Harvard University Press, 2013.

Thapar, Romila. *Indian Cultures as Heritage: Contemporary Pasts*. London, Seagull Books, 2021.

Venkataraman Subha Srinivasan. *The Origin Story of India's States*. Delhi: Penguin Books 2008.

Course structure & Syllabus
Certificate in Museology
SEMESTER II

Certificate in Museology			
Semester II			
Sl.No	Course Code	Title of the Course	Credits
Major			
1.	HIMA 102	Introduction to Museology II	4
Minor			
2.	HIMI 102	Introduction to Medieval World	4
Skill Enhancement Course (SEC) 2			
3.	HISE 102	Archaeological Survey methods	3
4.		Multi - disciplinary Course (MDC) 2	3
5.		Ability - Enhancement Course (AEC) Modern Indian Language 1	3
6.		Value Added Course (VAC) 3 & 4	4
		Total	21

Semester II
HIMA 102- Introduction to Museology II
(Major Course -4 Credits)

Course Overview:

This field-based course is aimed at training undergraduate students for their employment in various museums and cultural centres. This paper will focus on providing the theoretical background for the preservation of museum artifacts and cultural materials.

Necessary reading material on each module shall be provided to the students in both soft/hard copies before the contact programme and Field Trip. As part of the course work, the students shall do a practical session in a 'Field Trip' to museums during the last two weeks of the programme culminating with the 'submission of the field work report'.

Outcome of the Course

1. Application of preventive and curative conservation methods to protect heritage objects
2. Field experience to collate all the above mentioned knowledge through scientific report writing.

Teaching-Learning Process

The pedagogic methods involve direct lectures, tutorial discussions, as well as technology-supported presentations. Emphasis will be on interactive learning and all sessions between students and teachers are based upon reciprocity and respect. The students are provided with bibliographic references and encouraged to go through at least some readings so that they could be more interactive and ask more relevant questions in the class.

Module 1: Definition and Concepts - Conservation and Preservation: General principles of conservations – Conservation of organic and inorganic materials – Physical, chemical and biological effects – Preservation and restoration – Temperature, humidity, pollution – Effects of light – Conservation of metals, paintings, manuscripts, stone, textiles, leather, building materials, coins, wood, Monuments and films – Care and preservation of excavated material.

Module 2: Conservation of Heritage Assets – Physical conservation intervention – preservation – maintenance – restoration – reconstruction – adaptation and interpretation – Perception, appreciation and understanding of cultural heritage asset – Policy Guidelines – Ethics- Socio-Cultural-Environmental contexts – conservation, preservation, appreciation, promotion and enhancement of Cultural Heritage – Legal Framework – Professional Code – Public Participation.

Module 3: Preventive Conservation - Care, maintenance, repair, continuing use, procedures for storage, exhibition handling, packing and transport –Scientific, technical, historical, environmental investigations –Trialled conservation intervention –Value, character, appearance, fabric, integrity restoration of Heritage objects –Potential risk assessment and mitigation- Tangible evidence – Community identity – Continuity, Historicity, authenticity, integrity.

Module 4: Promotional activities –Academic work – Research Work – Conservation Training – Dissemination of research outcomes –Public outreach –Creation of database and conservation manuals - Preservation of Heritage Objects – aesthetic, artistic, documentary, environmental,

historic, scientific, social or spiritual significance – Goals and evaluation of conservation and preservation –Apprenticeships and training programmes.

Module 5:Field Work – Visiting Museums - Galleries – Note Taking – Photography – Videography - Learning physical conservation techniques – Chemical treatments – Manuscript conservation - Conservation and restoration of heritage materials – Non-destructive conservation techniques – Use of various scientific equipment - ICT Techniques – Labelling-Report Writing.

Suggested Readings

Agarwal, O.P. 1993. *Preservation of Art Objects and Library Material*. New Delhi.

Arun Ghose. 1989. *Conservation and Restoration of Cultural Heritage*. Delhi: Agam Kala.

Cronyn. 1995. *Elements of Archaeological Conservation*.Rouletge, London.

Plenderleith,H.J. 1956. *Conservation of Cultural Property & Works of Art*.UNESCO.

Singh, A.P. 1987. *Conservation and Museum Techniques*. Delhi: Agam Kala.

Carbonell, B. M. (ed) (2004) *Museum studies: an anthology of contexts*, Oxford: Blackwell.

Demas, Martha. (2003). *Conservation and Management of Archaeological Sites: A Select Annotated Bibliography: Sorted by Category*. GCI Project Bibliographies Series. Los Angeles, CA: Getty Conservation Institute.

Dickey, Jennifer W., Samir El Azhar, and Catherine M. Lewis, eds. (2013). *Museums in a global context: National identity, international understanding*. Washington, DC: AAM Press.

Greenberg, R., Ferguson, B. W., and Nairne, S. (eds) (1996) *Thinking about exhibitions*, London: Routledge.

Hooper-Greenhill, E. (2000) *Museums and the interpretation of Visual Culture*, New York: Routledge.

Karp, I. and Lavine, S. D. (eds) (1991) *Exhibiting cultures: the poetics and politics of museum display*, Washington: Smithsonian Institution Press.

Knell, S., Watson, S. and Macleod S. (eds) (2007). *Museum revolutions: how museums change and are changing*, London: Routledge.

Latham, Kiersten F., and John E. Simmons. (2019). *Whither museum studies? Journal of Education for Library and Information Science* 60.2: 102 -117. DOI: 10.3138/jelis.2018-0050

Macdonald, S., and Fyfe, G. (eds) (1996) *Theorising museums: representing identity and diversity in a changing world*, Oxford, Blackwell.

Macdonald, S. (ed) (2006) *A companion to museum studies*, Oxford: Blackwell Publishing.

Marstine, J. (ed). (2006) *New Museum;Theory and Practice: an introduction*, Oxford: Blackwell.

Preziosi, D., and Farago, C. (eds) (2004) *Grasping the world: the Idea of the Museum*, Aldershot: Ashgate.

Sherman, Daniel J., and Rogoff, I. (eds) (1994). *Museum culture: Histories, Discourses, Spectacles*, Minneapolis: University of Minnesota Press.

Wiens, John J., and Catherine H. Graham. "Niche Conservatism: Integrating Evolution, Ecology, and Conservation Biology." *Annual Review of Ecology, Evolution, and Systematics* 36, no. 1 (December 2005): 519-39. <http://dx.doi.org/10.1146/annurev.ecolsys.36.102803.095431>.

Welsh, Peter H. (2014). "Preparing a new generation: Thoughts on contemporary museum studies training". *Museum Management and Curatorship* 28.5: 236-254.

Williams, Stephen L., and Catharine A. Hawks, eds. (2007). *Museum studies: Perspectives and Innovations*. Washington, DC: Society for the Preservation of Natural History Collections.

Vergo, P. (ed) (1989) *The New Museology*, London: Reaktion.

Semester II
HIMI 102 - Introduction to Medieval World
(Minor Course -4 Credits)

Course Overview:

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 and 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 the world in the later period. The European Middle Ages is characterized by the decline of the Roman Empire, the rise of Christianity, the development of feudalism, the growth of towns and trade, and the emergence of nation-states. The end of the medieval period is often marked by the beginning of the Renaissance, which is characterized by a renewed interest in classical learning and art, and the dawn of the early modern period.

Objectives: By the end of this course, students should be able to:

- Understand the major events, people, and ideas that shaped medieval Europe
- Analyze primary and secondary sources to develop a nuanced understanding of medieval world history
- Evaluate different historical interpretations and perspectives on medieval Europe& World
- Appreciate the challenges and achievements of the Medieval Societies

Course Outcome: Upon completing this course, students will have developed a strong foundation in the understanding of the medieval world through the study and analysis of primary documents and secondary sources. They will be equipped with the knowledge and skills to identify, assess and visualize the characteristic features of medieval societies. They also will learn how the medieval world along with the then societies, systems, institutions, religious traditions, ideologies, belief systems, cultures and technologies operated overtime demonstrating various changes.

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 Early Medieval Church*, London, 1969.

Hawfing, 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.

SEMESTER II
(Skill Enhancement Course – 3 Credits)
HISE 102 – Archaeological Survey Methods

Course Overview:

The NEP Course Archaeological Survey Methods with an objective to provide hands on field training in the use and operation of different tools and gadgets essential in Archaeological exploration and excavations aims to equip the students thoroughly with the state-of-the-art Survey Methods. The paper will consist of five modules, divided into basic theoretical and practical parts. The theory part consists of enlightening the student about the significance of Archaeological Exploration and Excavation in unravelling the human heritage and past is taught in the class room with the help of ICT learning and hands on knowledge of the actual tools, gadgets and equipment. Overall, the students learn the methods and techniques that are used to study, document and analyse several types of archaeological sites and landscapes. Whereas, the practical component consists of taking the students to the archaeological and heritage sites and train them in the operation of the tools, gadgets and equipment and record the outcomes in the form of a presentation and field report.

Learning Outcomes:

- After the completion of the course the students will:
- Equip themselves with the basic knowledge of foundational principles of various archaeological survey methods.
- Develop practical skills in using GPS, Cameras, Munsell Colour Chart, Line Levels, Magnetic Compass and necessary survey equipment.
- Gain experience in creating Digital Maps using open-source software like QGIS and to collect and interpret spatial and archaeological data.
- Learn strategies for engaging diverse audiences through excavated and explored datasets and outreach.
- Analyse ethical considerations and best practices in Excavations, Explorations, Surveys and Artifact Handling.
- Present Survey Findings in Technical Reports and Academic Publications.

Module.1: Fundamentals of Archaeological Survey – Methods – Historical Developments– Theoretical Frameworks-Landscape Archaeology – Spatial Analysis- Ethics & Principles in Archaeological Surveys

Module.2: Basic Field Survey Techniques and Tools– Field Walking–Sampling Strategies – Random and Probability Sampling –Total Station–GPS – Drones - Professional Practices

Module.3: Basic Remote Sensing and Geophysical Techniques–Historical Developments – Basic Geophysical Survey Methods–Ground Penetrating Radar–Site Detection and Subsurface Mapping

Module.4: Visit to Archaeological Sites - Mapping Archaeological Sites – GIS and Spatial Analysis - Visualization of Survey Data –Fundamentals of Predictive Modelling - Case Studies

Module.5: Report Writing- Oral Presentation -Evaluation

Suggested Readings

Clark David,(2004).*Plane and Geodetic Surveying for Engineers, Vol.I*. CBS Publishers and Distributors, Delhi.

Hogg, A.H.A. (1980).*Surveying for Archaeologists and other Fieldworkers*. Croom Helm, London

Mach Rudiger and P.Petschek. (2006). *Visualization of Digital Terrain and Landscape Data A Manual*. Springer, Zurich.

Ucko,P. J. (1995).ed.*Theory in Archaeology: A World Perspective*.London, Routledge.

Warren, C. N. and S. Rose.(1994). *William Pengelly's Techniques of Archaeological Excavation*. Torquay, UK, Torquay Natural History Society, Publication 5.

Williams,H. (2003). ed.*Archaeologies of Remembrance: Death and Memory in Past Societies*.New York, Kluwer Academic.

Yellen,J. E. (1977).*Archaeological Approaches to the Present: Models for Reconstructing the Past*.New York, Academic Press.

The following pattern of evaluation will be applied for these skill-based courses and related skill-based activities, based on the learning outcomes planned for such courses:

5. Domain Knowledge:	30 Marks] 40 marks
6. Data Collection method:	10 Marks] Internal Assessment
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7. Language and comprehension of the report writing:	30 Marks] 60 marks
8. Oral Presentation:	30 Marks] End Semester Exam
	Total 100 Marks

Diploma in Epigraphy & Manuscriptology

SEMESTER III

Diploma in Epigraphy & Manuscriptology			
Semester III			
Sl.No	Course Code	Title of the Course	Credits
Major			
1.	HIMA 201	Epigraphy & Manuscriptology I	4
2.	HIMA 202	History of South India I (upto 624 CE)	4
Minor			
3.	HIMI 201	Modern World History I	4
Skill Enhancement Course (SEC)3			
4.	HISE 201	Conservation Methods of Manuscripts and Field Study of Inscriptions	3
5.		(Multidisciplinary Course) - 3 credits	3
6.		Ability - Enhancement Course (AEC) English Language 2	3
	Total		21

SEMESTER III
HIMA 201- Epigraphy & Manuscriptology I
(Major Course – 4 Credits)

Course Outline :

The dawn of writing systems in the form of manuscripts and inscriptions lead the human society to the stage of Civilization. It is imperative that the use of perishable (organic) materials continued for a long time before the non -perishable (inorganic) materials such as stone and metals began to be used as the writing materials.

The students will be provided a comprehensive knowledge of inscriptions starting from the Mauryan Era, the earliest surviving ones and the most authentic historical record. They will gain knowledge of the variety and volume of inscriptions on various materials over the centuries. At the present state of our knowledge the Indian subcontinent contain as many as one lakh inscriptions. Besides these, nearly 10,000 inscriptions in Indian languages and scripts are found scattered across the world highlighting the role of the Mainland India on various countries right up to the early medieval period. The huge volume of inscriptions and manuscripts are vital for the reconstruction of India's rich past and to highlight its stellar role as the harbinger of global cultural, economic, literary, religious and artistic heritage.

Necessary reading material on each module shall be provided to the students in both soft/hard copies before the contact programme and Field Trip to museums and other culture centers. As part of the course work, the students shall do a practical session in a 'Field Trip' to museums during the last two weeks of the programme culminating with the 'submission of the field work report'.

Objectives:

1. To impart knowledge about the ancient Indian knowledge systems in Inscriptions.
2. To educate on the ancient Indian scripts and languages of the inscriptions and manuscripts
3. To train the students in palaeography, scripts and languages of the manuscripts.
4. To impart hands on training in documentation of the inscriptions and reading the contents.
5. To impart training in the documentation, and reading of the manuscripts.
6. To impart training in the physical and chemical preservation, conservation and restoration of Manuscripts.
7. To impart theoretical and practical knowledge by subject experts in the actual field visits and Study.
8. To provide all theoretical, methodological and practical inputs in the domain knowledge to get employed in various museums, culture resource centres, spiritual and cultural tourist destinations
9. To provide the holistic domain knowledge in Epigraphy and manuscriptology.

Teaching-Learning Process: The pedagogic methods involves direct lectures, tutorial discussions, as well as technology-supported presentations. Emphasis will be on interactive learning and all sessions between students and teachers are based upon reciprocity and respect. The students are provided with bibliographic references and encouraged to go through at least some readings so that they could be more interactive and ask more relevant questions in the class.

Module 1: Definition, 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.

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 – Indus Script - Brahmi script - Theories of Origin - Asokan Edicts

Module 4: Types of Inscriptions -Writing Materials- Non Perishable materials –Stone and Metals- Copper Plate Grants – Indian Inscriptions abroad

Module 5: Dates in Indian Inscriptions - Dating methods - Eras: Kali, Vikrama, Saka, Kollam etc.

Suggested Readings:

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

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

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

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

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

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

Sircar, D.C. *Indian Epigraphy*, Delhi: Motilal Banarsidass.1985.

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

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

Krishnan, K.G.2016. *Inscriptions of the Early Pandyas*.New Delhi: ICHR

Padigar, S.V.2010. *Inscriptions of the Chalukyas of Badami*. Bengaluru: ICHR

Ramachandramurthy, N.S.2011. *Inscriptions of the Kakatiyas*.New Delhi:ICHR.

Sastry, P.V.P. 2016. *Inscriptions of the Vijayanagara Dynasty (Telugu Inscriptions) Vol.4*. New Delhi: ICHR

Sharma, R.S. 2017. *Dictionary of Social, Economic, and Administration Terms in South Indian Inscriptions Vol. 1*. New Delhi:ICHR

Srinivas Ritti & B.R.Gopal, 2011. (ed) *Inscriptions of the Vijayanagara Dynasty. Vols 1-3*. New Delhi: ICHR

Subbarayalu, Y & S.Rajavelu. 2017. *Inscriptions of the Vijayanagara Dynasty (Tamil Inscriptions) Vol.5* New Delhi: ICHR.

Journals:

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

SEMESTER III
HIMA 202- History of South India I (Upto 624 CE)
(Major Course – 4 Credits)

Course Overview:

The paper will help the student to understand the dynamic relationship between the geographical factors and the evolution of historical events. It will also highlight the nature and limitations of the sources for the reconstruction of the History of south India from the earliest times up to the end of the early Historical phase. The paper will equip the students with the theoretical developments in the historical studies of early south India

Objectives:

- Equip the student with a critical understanding of the analytical study and interpretation of the source material.
- Understand the evolutionary trajectory of social, economic, religious and political institutions in this part of the subcontinent.
- Perceive the geo-political forces that operate behind the emergence of literate societies and chiefdoms.
- Grasp the contributions of the early historical ruling dynasties in the cultural, religious, literary, inscriptional and art & architectural domains.
- Get insights into the transformation from early historical to early medieval times.

Course Outcome:

Provides a comprehensive understanding of the Prehistoric- historical transformations based on the analysis of primary sources. Impart training in the assessment of historiographical developments for a pragmatic reconstruction of the historical transformations. Training to read the inscriptions for a better appreciation of the origin and growth of writings systems, scripts and languages.

Module 1: Geographical factors & Sources: Natural Features -River systems and ecology. Nature of Sources- Archaeological –Literary and Epigraphical - Limitations – Prehistoric Societies – Early historical transitions – Periodization – Historiographical trends.

Module 2: Cultural contacts with the north India: The pre-Mauryan Context- Ashokan Inscriptions- Social, Political, cultural and economic implications

Module 3: The dawn of Historical period: The Megalithic Context - Pre-Satavahana Chiefdoms- Literary and Archaeological sources - The Satavahana Empire- Literary and archaeological sources – Cultural developments- Religious and economic transformations- The Sangam Age- Socio - political conditions.

Module 4: The Post –Satavahana period in South India: Post-Satavahana dynasties- Socio-Cultural transformations – Religious developments- growth of sectarian faiths- art & architecture – cultural and economic conditions.

Module 5: The Rise of regional kingdoms in south India: Ikshvakus- Pallavas- Vishnukundins- Kadambas - Badami Chalukyas- Pandyas- Nature of State- Agrarian expansion- Temples and sectarian architecture. Social and economic transformations.

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.
- Begley, Vimla. *Ancient Port of Arikamedu*, vol I and II Pondicherry, 1996 & 2000.
- Cherian, P. J. *Pattanam Excavations/Plorations*, Trivandrum 2013.
- Bhattacharya, B., 1958, *Indian Buddhist Iconography*, K.L.Mukhopadhyaya, Calcutta.
- Carswell, John. *Mantai: City by the Sea Colombo*, 2013.
- Champakalakshmi, R., *Religion, Tradition and Ideology: Pre Colonial South India*, New Delhi: OUP, 2011.
- Gopinatha Rao, T.A., 1914, *Elements of Hindu Iconography*, Motilal Banarsidass, New Delhi.
- Gurukkal, Rajan., *Social Formations of Early South India*, New Delhi: OUP, 2010.
- Hall, Kenneth, *Maritime Trade and State Formation in Early South East Asia*, Honolulu, University of Hawaii, 1985.
- Heitzman, James, *The Gifts of Power; Lordship in Early Medieval South India*, Oxford University Press, 1992.
- Heitzmen, James., *Gifts of Power*, New Delhi: OUP, 2001.
- Karashima, Noboru, *South Indian Society and Economy*, Oxford University Press, 1988.
- Karashima, Noboru. *Ancient and Medieval Commercial Activities in the Indian Ocean*, Tokyo, 2002.
- Wheeler, Mortimer Sir, *Ancient India*, vol II New Delhi, 1946.
- Lokesh, Chandra 1987, *Buddhist Iconography*, 2 vols, Aditya Prakashan, New Delhi.
- Mukund, Kanakalatha. *Merchants of Tamilagam: Pioneers of International Trade*, New Delhi, 2012.
- Stein, Burton, *Peasant State and Society in Medieval South India*, New Delhi Oxford University Press, 1980.
- Subbarayulu, Y., *South India under the Cholas*, New Delhi: OUP, 2012.
- Suresh, B.Pillai, 1976, *Introduction to the Study of Temple Art*, Equator and Meridian, Thanjavur.
- Veluthat, Kesavan., *The Early Medieval in South India*, New Delhi: OUP, 2010.

SEMESTER III
HIMI 201 - Modern World History I
(Minor Course-4credits)

Course Overview: The period between 15 and 18th century Europe was a radical transformation in Europe's economic, political and social structure and 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. It also aims to disseminate the transition from Feudalism to capitalism to the learners. This will also enlighten the learners about the idea of Mercantilism, absolutism, the Age of Reason, the Renaissance and the Reformation till 1938.

Objectives:

- To understand the Age of Reason, or in other words, when Reason transcended tradition in Europe from the Medieval period.
- To analyse the birth of Nationalism in Modern Europe
- To comprehend the process of the Transition from Feudalism to Capitalism
- To spell out the connection between the Age of Exploration and the technological revolution.
- To discuss the discourse on the genesis of Colonialism

Course Outcome:

Students will be able to understand and comprehend the following points on successfully completing the course. The meaning of Feudalism and its transition to capitalism. Rise of trading communities and the emergence of an Absolute Monarch. How Renaissance and exploration led to Colonialism and imperialism. Emergence of Mercantile Capitalism. The role of the formation of the alliance in world war I. The impact of World War I

Module 1: Transition from Feudalism to Capitalism: The Church, Emergence of Trade, Towns, cities, merchants' class and capitalist economy.

Module 2: The Genesis of Modern Era: Age of Reason, Renaissance & Reformation, the rise of absolutism, the Seven Years' War, English Revolution, American Revolutions and the French Revolution.

Module 3: Emergence of Nations and Nationalism: Impact of Industrial Revolution, the role of the revolutionary thinkers, Unification of Germany, Italy.

Module 4: Colonialism and imperialism: role of explorers and technological revolution, Colonialism in Africa (scramble for Africa, Atlantic slave trade and apartheid), South Asia (Mysore and Carnatic war, Battle of Plassey and Buxar, 1857 Revolt and the partition of India), South East Asia and Far east (opium war, scramble for concession, sino-japanese war 1894-95, CCP versus KMT, Russo-Japanese war, (1904-05) and Latin America.

Module 5: The world between Worlds War I and 1938: Causes of Friction within Europe (Naval rivalry, Serbian nationalism, formation of Triple Entente & Triple Alliance), Moroccan crisis 1905-06, Balkan war 1912 & 1913, Assassination of Archduke of Austria. World War I(Causes and consequences, Treaty of Versailles and its impact), League of Nations (aims, structure and evaluation for its success and failures), The world from 1919-23(Rise of Turkish nationalism, Anglo-Russian Treaty 1921, Washington conference 1921-22, Genoa conference 1922), Economic crisis of 1929, world disarmament conference 1932-33. Mussolini's foreign policies.

Suggested Readings

Anderson, Perry (1974). *Passages from Antiquity to Feudalism*, London: Verso

Adas, Michael,(1990). *Machines as the Measure of Men: Science, Technology and Ideologies of Western Dominance*, Delhi.

T. H. Aston and C. H. E. Philpin (eds), *The Brenner Debate: Agrarian Class Structure and Economic Development in Pre-Industrial Europe*. Cambridge/ London: Cambridge University Press.

Dobb, Maurice (1946/1963), *Studies in the Development of Capitalism*. New York: International Publishers/London: Routledge & Kegan Paul

Ashton, Trevor.(1970). *Crisis in Europe, 1560-1660*, London.

Tignor, Roger. (2005). *Preface to Colonialism: a theoretical overview*. Markus Weiner Publishers.

Rodney, Walter. (2018). *How Europe underdeveloped Africa*. Verso, Brooklyn.

Osterhammel, Jürgen.(1997). *Colonialism: A Theoretical Overview*, Princeton, NJ: M. Wiener.

Prashad, Vijay.(2007).*The Darker Nations: A People's History of the Third World*, The New Press, 2007.

Chickering, Rodger.(2004).*Imperial Germany and the Great War, 1914–1918*. Cambridge: Cambridge University Press.

Northedge, F.S. (1986). *The League of Nations: Its Life and Times, 1920–1946*. New York: Holmes & Meier.

Dante L. Germino (1959). *The Italian Fascist Party in Power: A Study in Totalitarian Rule*. University of Minnesota Press.

Francisco J. Romero Salvadó. (2005). *The Spanish Civil War: Origins, Course and Outcomes*. Macmillan International Higher Education.

B.A History (Honours) Programme

SEMESTER III

(Skill Enhance Course – 3 Credits)

HISE 201 - Conservation of Manuscripts & Field Study of Inscriptions

Course Overview:

- This course deals with different conservation techniques of manuscripts and study and analysis of Inscriptions through Field Investigation. Manuscripts require three types of Conservative methods keeping in view of the various threats they are exposed to, such as fire, water, insect attack, microbiological attack. Preventive Conservation, Curative conservation, Restoration and the procedures involved in each method and helps the student understand the nature and problems of the collection, storage, conservation, documentation and digitization of the manuscripts.
- Inscriptions written on stones, metal and other material in different scripts and languages are unearthed in various parts of the country every day. They contain significant information about the political, cultural, economic and religious events of the past. Stone, metal, ivory, clay, skin etc were used as writing materials during the historical times.

Learning Outcomes:

- After the completion of the course the student will be equipped with basic knowledge of:
- the requirements for storing the manuscripts
- Basic guidelines for care of manuscripts, examination and documentation of manuscripts, labeling manuscripts, studying a manuscript.
- the procedures involved in finding the inscriptions and taking estampages including field work, identifying the inscriptions
- cleaning the inscriptions to remove dust and soil, copying the inscription on a maplitho paper with ink and drying them for photography and further references.
- Cleaning the copper plate charters involving chemical and physical methods.

Module.1: Manuscripts – History- Types and Materials- Causes for deterioration – physical and chemical conservation & Restoration methods

Module.2: Visit to manuscript libraries and Laboratories – Theoretical explanation and Practical Training in Conservation methods

Module.3: Inscriptions –History – Types and materials-Stone & Copper Plate Inscriptions - Exploratory methods

Module.4: Visit to temples - Practical training in cleaning and taking estampages of the inscriptions.

Module.5: Report Writing- Oral Presentation -Evaluation.

Suggested Readings:

- Agrawal, O.P. (1993). *Preservation of art objects and library materials*. New Delhi: NBT
- Basu, P. (1950). *Enemies of records*. *The Indian Archives*, 4 (1), 9.
- Das, S.K. (2005). *Indigenous practices and materials for conservation of manuscripts in libraries*.
- Gupta, K.K. (2005). *An introduction to the traditional practices for the control of bio – deterioration of manuscripts*.
- Kishore, R. (1961). Preservation and repair of palm leaf manuscripts. *The Indian Archives*, 14, 76.
- Krishnamurthy, S :*Technique of taking estampage of inscriptions*.
- Narasimha Murthy, A.V :*Indian Epigraphy*.
- Plumbe, W.J (1959). Preservation of library materials in tropical countries. *Library Trends*, 8 (2), 305.
- Richard Salomon, *Indian Epigraphy; A Guide to the Study of Inscriptions in Sanskrit, Prakrit, and the other Indo – Aryan Languages*.
- Singh R.S. (2000). Antiquity – Impact of environment and bio – deterioration. *Conservation of Cultural property in India*, 32 & 33, 47.
- Sircar, D.C :*Indian Epigraphy*.

The following pattern of evaluation will be applied for these skill-based courses and related skill-based activities, based on the learning outcomes planned for such courses:

1. Domain Knowledge:	10 Marks }	
2. Data Collection method:	10 Marks }	Internal Assessment
3. Report Writing	20 Marks }	40 Marks
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9. End Semester Examination	60 marks	
	Total	100 Marks

Diploma in Epigraphy & Manuscriptology

SEMESTER IV

Diploma in Epigraphy & Manuscriptology			
Semester IV			
Sl.No	Course Code	Title of the Course	Credits
Major			
1.	HIMA 203	Epigraphy & Manuscriptology II	4
2.	HIMA 204	History of South India II (624 to 1565 CE)	4
3.	HIMA 205	Indian Numismatics	4
Minor			
4.	HIMI 202	Modern World History II	4
5.		Ability - Enhancement Course (AEC) Modern Indian Language (MIL)1	3
6.		Community Engagement and Service	2
	Total		21
	(Summer Internship is initiated during holidays and continued in the next semester)		

SEMESTER IV
HIMA 203 - Epigraphy & Manuscriptology II
(Major Course – 4 Credits)

Course Overview:

Manuscripts constitute another important and essential source for a proper understanding of the growth of literacy and knowledge systems in ancient and medieval India. This paper will include Hands-On work with different manuscripts and scripts along with an introduction to Textual Criticism.

The Global University of Nalanda is said to have contained more than 5 million manuscripts in its library. Probably this could be the largest collection of manuscripts in the world. These cover a variety of themes, textures and aesthetics, scripts, languages, calligraphies, illuminations and illustrations. This paper imparts a sound theoretical knowledge about the origin, nature, content and types of manuscripts in the historical period of the Indian subcontinent. These students will be imparted with the pedagogical component in both online and offline modes.

Objectives:

Some manuscripts on Birch bark and palm leaf in Kharoshti script and Prakrit languages were preserved in the cold climatic regions of Tibet and central Asia datable to 4th -5th century CE, indicating their preparation and popularity in India in a much earlier chronological context. The appearance of inscriptions on terracotta seals and pottery begin during the Indus Valley Civilization. The Vedic Literature contains unequivocal evidence of the use of writing systems. The epic/Puranic period followed by the Buddhist period, herald the emergence of writing systems.

Module 1: Writing Materials in Ancient India- organic materials -Palm Leaf- Birch Bark- Leather-cloth and paper. Historical evidences of Written Records- Early Manuscripts -Merits and Limitations as source for Historical reconstruction. Writing tools and inks in Manuscript preparation.

Module 2: Ancient Indian Learning Systems – Curriculum - Ancient Libraries- collection and preservation of Manuscripts- growth of Manuscripts during the medieval period.

Module 3: Scripts and their nature- Brahmi-Kharoshti- Devnagari-Sarada- Grantha and Sankha scripts. Form of Manuscript –size, margin, line numbering, paintings, unconventional form- Parts of Manuscript – Cover, binding, recto, verso, prashasti, chapter endings- colophons-scribal remarks, marginalia. Style of composition – running texts, text and commentary, sub commentary - Contents – Forms of literature, Subject and Language, illustrations.

Module 4: Dates of the manuscripts- Principles and methods. Definition & Purpose of Textual Criticism-Kinds of Texts - Causes and Types of Corruption-Fundamental Aspects of Textual Criticism- Canons of Textual Criticism

Module 5: Conservation and preservation of manuscripts- causes of decay – natural and manmade - preventive conservation methods- physical and chemical processes- restoration of manuscripts – storage and periodic examination.

Suggested Readings:

- Agarwal,O.P. *Museum Works*. Bangkok.1974.
- Agarwal,O.P.*Preservation of Art Objects and Library material*.NewDelhi:National Book Trust.1993.
- ArunGhose. *Conservation and Restoration of Cultural Heritage*.NewDelhi:Agam kala Prakashan.1989.
- Belvalkar, S.V,*Descriptive Catalogue and the Govt. Collections of Manuscripts deposited in the Deccan College, Poona Vol – I (Part–I)*.1968.
- Katre, S.M. *Introduction to Indian Textual Criticism (Introduction and Appendix II and III)*.1941.
- Pandurangi, K.T.*The Wealth of Sanskrit Manuscripts in India and abroad*. 1918.
- Plenderleith,H.J.*Conservation of Cultural Property & Works of Art*.UNESCO.1956.
- Raghavan,V.*Manuscripts, Catalogues and andeditions*.New Delhi, 1963.
- Singh,A.P.*Conservation and Museum Techniques*. Delhi: Agam Kala Prakashan. 1987.
- SivaganeshaMurthy,R.S.*Introduction to Manuscriptology*.New Delhi: Sarada Publishing House.1996.
- Visalakshi,P.*Fundamentals of Manuscriptology*, Trivendrum: Dravidian Linguistics Association.2003.
- Krishnan, K.G.2016. *Inscriptions of the Early Pandyas*.New Delhi: ICHR
- Padigar, S.V.2010. *Inscriptions of the Chalukyas of Badami*. Bengaluru: ICHR
- Ramachandramurthy, N.S.2011. *Inscriptions of the Kakatiyas*.NewDelhi:ICHR.
- Sastry,P.V.P. 2016.*Inscriptions of the Vijayanagara Dynasty(Telugu Inscriptions) Vol.4*. New Delhi: ICHR
- Sharma, R.S. 2017. *Dictionary of Social, Economic, and Administration Terms in South Indian Inscriptions Vol. 1*. New Delhi:ICHR
- Srinivas Ritti& B.R.Gopal,2011. (ed) *Inscriptions of the VijayanagaraDynasty.Vols 1-3*. New Delhi: ICHR
- Subbarayalu,Y&S.Rajavelu. 2017. *Inscriptions of the Vijayanagara Dynasty (Tamil Inscriptions) Vol.5*. New Delhi: ICHR

SEMESTER IV
HIMA 204 - History of South India II (624 to 1565 CE)
(Major Course– 4 Credits)

Course Overview: The paper will help the student to understand the complexities of the state, Economy, society, polity, religion, arts and letters for the Early and late medieval periods in the history of South India. The vast corpus of inscriptional and literary sources will be explained about their usefulness for the reconstruction of the historical events. The paper will equip the students with the theoretical developments in the historical studies of early south India particularly in terms of the debates about the nature of state and kingship, emergence of linguistic specificities, growth of trade guilds, enormous temple building activities, the growth of Puranic theism supported by the Bhakti Cult, expansion of agrarian economy and the concomitant growth of complex web of social systems and institutions.

Objectives:

- Equip the student with a critical understanding of the analytical study and interpretation of the source material.
- Understand the evolutionary trajectory of social, economic, religious and political institutions during the early and late medieval periods in this part of the subcontinent.
- Perceive the geo-political forces that operate behind the emergence of regional kingdoms and the chiefdoms which acted as the buffer zones in small pockets of south India.
- Grasp the contributions of the early medieval dynasties in expanding the agrarian economy and the concomitant transformations in the cultural, religious, literary, inscriptional and art & architectural domains.
- Get insights into the transformation from early medieval to late medieval period.

Course Outcome

At the end of the course the students will have comprehensive understanding of the early medieval historical transformations based on the analysis of literary and inscriptional sources and training in the assessment of historiographical developments for a pragmatic reconstruction of the historical transformations. They will have the ability to read the inscriptions for a better appreciation of the origin and growth of political, administrative, religious, cultic, economic and educational institutions. The students will have knowledge of critical historical methods in analysing and interpreting the inscriptions to reconstruct the genealogical history of the ruling dynasties, understand the emergence of complex social institutions, agricultural and administrative terminologies, military establishments etc.

Module 1: Sources: Nature of Sources- Archaeological & Epigraphical – Literary sources- Indigenous and Foreign accounts – Religious and Secular texts -Limitations – Early Medieval and Late Medieval transitions – Periodization – Historiographical trends.

Module 2: The Early Medieval Period - Conflict of Three Empires: The Pandyas of Madurai –The Pallavas of Kanchipuram- The Chalukyas of Badami- The rise of the Eastern Chalukyas - Rashtrakutas- Social, Political, cultural and economic transformation.

Module 3: The Early Medieval Period: The Cholas, Kalyani Chalukyas & Seunas: The emergence of the Imperial line of the Cholas – Political transformations – the Eastern Chalukyan connection - Religious and economic transformations – Expansion of temple building activity – spread of agrarian economy and settlements- Growth of monetary economy- Overseas Trade and military expeditions

Module 4: The Late Medieval Period: The Pandyas, Cheras, Kalyani Chalukyas, Seunas & Hoysalas: Growth of linguistic specificities – Production of Vernacular literary works of the religious and secular content -Socio-Cultural transformations – Religious developments- growth of Jainism and Vira Saivism – Expansion of Vaishnavism of Ramanuj and others - art & architecture – cultural and economic conditions – Beginning of Islamic invasions - impact.

Module 5: The Late Medieval Period: Muslim invasions and the emergence, growth and decline of Vijayanagara Empire: Sources – Indigenous and Foreign narrations – Inscriptional sources - The Bahamanis and the rise of the Vijayanagara Empire -Nature of State- Nayankara System - Agrarian expansion- Social and economic transformations – Struggle for the control of the Krishna-Godavari Doab- The Gajapatis of Orissa – Political implications of the Battle of Talikota.

Suggested Readings:

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

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

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

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.

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

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

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

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

Nilakantha Sastry, K.A. *A History of South India*. New Delhi: OUP. 1975

Nilakantha Sastry, K.A. *Further Sources on Vijayanagara History*. Madras. 1946

Sherwani, S.K. *The Bahamanis of the Deccan*. Hyderabad, 1970.

SEMESTER IV
HIMA 205- Indian Numismatics
(Major Course– 4 Credits)

Course Overview:

The paper will help the student to equip with the basic understanding about the emergence of monetary economy replacing the prehistoric exchange systems and the proto-historic barter economies. The vast corpus of Vedic literature will be introduced to the students to glean references to the emergence of metallic currency. Inscriptional and literary sources will be explained about their usefulness for the understanding the emergence and expansion of the monetary economy in the early Indian History and its diversity during the medieval times. 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. The paper also discusses the theoretical debates in historical discourses on the Coinage in early India.

Objectives:

- Equip the student with a broad understanding of the importance of coinage as a source of historical reconstruction.
- Understand the evolutionary dimensions of the monetary economy from the Prehistoric exchange systems, barter economy and the dawn of coinage during the early and late medieval periods in the Indian subcontinent.
- Grasp the contributions of various early historical and medieval dynasties in expanding the monetary economy through the issue of a variety of coinage.
- Understand the continuance of the economic transactions even in the context of the limited occurrence of coinage.
- Get insights into the significance of the metallic /monetary value of various coins occurring in various metals.

Course Outcome: Provides a comprehensive understanding of the coinage during various periods of Indian History. Impart training in the theoretical assessment of the historical debates about the 'Golden Age' Theory and the 'Paucity of Coinage' for a pragmatic reconstruction of the economic developments and transformations in the Indian History. Training to read the inscriptions and iconography on the coins for a better appreciation of the origin and growth of writing systems, languages, sectarian cults and artistic renditions. Impart knowledge in analysing and interpreting the coins to reconstruct the genealogical history of the ruling dynasties, corroborating the written history, emergence of monetary economy, names of a variety of coins mentioned in the inscriptions and literary texts.

Module 1

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

Module 2

Punch Marked coins – Foreign Coins: Coinage of the Indo-Greeks – Coinage of the Kushanas – Saka Coinage - Gupta Coinage.

Module 3

Pre Satavahana Coinage - Coins of Satavahanas - Sangam age coins - Coins of Chera, Chola, Pandyas

Module 4

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

Module 5

Coinage of the Hoysalas - Coinage of the Vijayanagara Dynasty.

Suggested Readings

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.

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

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

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.

SEMESTER IV
HIMI 202 - Modern World History II
(Minor Course -4credits)

Course Overview:

This course aims to introduce the students with the aims to familiarize them with modern world history from 1938 to the era of Globalization. It will also closely analyze the impact of the Second World War and the emergence of the New economic system, i.e. capitalism, Socialism and communism. It also examines the economic development and decolonization process globally in Asia, Africa, Latin America, and other third-world countries. Finally, it will underline the impact of the Cold War and the bipolar world and the subsequent emergence of Globalisation and great convergence, i.e., the emergence of economic miracles in the Far East and Asia.

Objectives:

- The primary objective of this course is to make the students understand the consequences of the First World War.
- Then, a deeper analysis of the root cause for the emergence of Ultra-nationalist philosophy in Europe will be undertaken.
- The emergence of a new socio-economic system will be carried out.
- The impact of World War II and the decolonisation process will be discussed.
- Finally, the critical evaluation of the Great Divergence theory will be discussed.

Course Outcome:

Students will be able to understand and comprehend the following points on successfully completing the course. The philosophy of Nazism and Fascism. Impact of Karl Marx and the class struggle. The meaning and implications of the Cold War. Meaning of decolonization. How Globalisation paved the way for the great convergence

Module 1: Rise of Ultranationalist Movement & World War II- Adolf Hitler and the Nazis, Britain's Appeasement policy towards Hitler's policy, Rise of Mussolini & the Fascist World War II: causes, important events and analysis and its impact. The Spanish Civil War, 1936-39 and Fascism in Spain 1939-75.

Module 2: Emergence of New Socio-Economic System- Capitalism, Communism and Socialism. Ideas of Karl Marx and his class struggle theory, the Bolsheviks and Mensheviks in Russia, Stalin and his collectivization, the Brezhnev era 1964-82, and the collapse of communism in Eastern Europe and the USSR. Communism in China, the Cultural Revolution, Deng Xiaoping, and its economic reforms.

Module 3: Cold War & NAM- Genesis and nature of cold war, Cuban missile crisis, De-Stalinization and Khrushchev Foreign policy. Nationalism and decolonization in Asia and Africa, Arab -Israeli conflict. Origin and impact of NAM.

Module 4: The Problem of Economic Development in the Third World: Africa (Political instability and SAP of IMF & WB) Latin America, South and south-east Asia - UN and International agencies such as UNICEF, ILO, UNHCR, UNESCO, FAO.

Module 5: Globalization & Convergence: Emergence of European Economic Community (1957) Eurozone, OAU&AU, the emergence of Japan and South Korea as an economic power, rise of China and India as an emerging economy. Expansion of NATO in the post-September, 11, 2001 and other strategic regional and transnational organisation such as ASEAN, BRICS, G7, G20, QUAD, SAARC.

Suggested Readings

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

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

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

Mussolini, Benito (2002) [1934]. Gregor, Anthony James (ed.). *Origins and Doctrine of Fascism*. New Brunswick (US); London (UK): Transaction Publishers

Steigmann-Gall, Richard (2003). *The Holy Reich: Nazi Conceptions of Christianity, 1919–1945*. Cambridge: Cambridge University Press.

Service, Robert (2005). *A History of Modern Russia from Nicholas II to Vladimir Putin*. Harvard University Press.

McCauley, Martin (2014). *The Rise and Fall of the Soviet Union*. Taylor & Francis.

Blumberg, Arnold (1995). *Great Leaders, Great Tyrants?: Contemporary Views of World Rulers Who Made History*. Westport, Connecticut: Greenwood Press.

Bourne, Peter G. (1986). *Fidel: A Biography of Fidel Castro*. New York City: Dodd, Mead.

Arnold, Guy. (2010) *The A to Z of the Non-aligned Movement and Third World*. Scarecrow Press.

Fursenko, Aleksandr (2006). *Khrushchev's Cold War*, W.W. Norton & Co.

Khrushchev, Sergei (2000). *Nikita Khrushchev and the Creation of a Superpower*, The Pennsylvania State University Press.

Thomas, Martin, Bob Moore, and Lawrence J. Butler. *Crises of Empire: Decolonization and Europe's imperial states* (Bloomsbury Publishing, 2015)

White, Nicholas. (2014). *Decolonization: the British experience since 1945* (2nd ed) Routledge.

Lawrence, Adria K. (2013). *Imperial Rule and the Politics of Nationalism: Anti-Colonial Protest in the French Empire*. Cambridge University Press.

Gunder Frank, Andre, and Robert A. Denemark. (2013). *ReOrienting the 19th Century: Global Economy in the Continuing Asian Age*. Paradigm Publishers.

Hopkins, A.G., ed. (2003). *Globalization in World History*. Norton.

**B.A. HISTORY - III YEAR
SEMESTER V**

Sl.No	Course Code	Title of the Course	Credits
Major			
1.	HIMA 301	Ancient India (upto 1 st millennium BC)	4
2.	HIMA 302	Medieval India I (600 to 1526CE)	4
3.	HIMA 303	Modern India I (1707 to 1857)	4
4.	HIMA 304	Internship (Major) (continued from summer holidays)	4
Minor			
5.	HIMI 301	Global Rock Art Traditions	4
	Total		20

SEMESTER V
HIMA 301 - Ancient India I (upto 1st millennium BC)
(Major Course- 4 Credits)

Course Overview:

The paper will help the student to explore and understand the processes of change and evolution of human societies right from the prehistoric times and understand the dynamic relationship between the emergence of human geographical factors and the evolution of historical events. The paper will provide the students with a strong and comprehensive understanding of early Indian History upto the Second Urbanization and the emergence of the Mahajanapadas in the Gangetic Valley.

Objectives:

- Equip the student with a critical understanding of the analytical study and interpretation of the source material starting from the Stone Age.
- Understand the significance of the dawn of food producing economies in the emergence of the literate societies.
- Highlight the role of Copper and Bronze technology in the First Urbanization of India.
- Highlight the theoretical debates about the 'Aryan Invasion' and understand the forces that operate behind the emergence of literate societies and chiefdoms through the study of the Vedic and Epic Literature.
- Analysis of the social and cultural context of the Second Urbanization and the role of Iron technology in the Second Urbanization in the Gangetic valley.
- Study of the philosophical undercurrents of the Upanishadic ideology behind the emergence of Buddhism, Jainism and other sectarian faiths in 6th century BCE.

Course Outcome:

Provides a comprehensive understanding of the Prehistoric- proto-historic technological transformations and the resultant social, religious and economic institutions. Impart understanding of the cultural, social and religious dimensions of the Vedic literature. Training in the assessment of the historical debates about the Aryan Invasion Theories. Training to understand the role of copper, Bronze and iron in the growth of urban agglomerations in the Indian Subcontinent.

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 – Important excavated sites – Settlement and subsistence Patterns – Material remains - Characteristic traits

Module 3: Indus valley Civilization – society & economy – Decline and survival- Debates about its relation with the Vedic people and culture- continuities.

Module 4: Early & Later Vedic Periods - Vedic Society and Economy - Myth of the Aryan Invasion- Age of the Upanishads and Epics- Emergence of Lineage Societies- Chiefdoms. Philosophical undercurrents of the Upanishads.

Module 5: Sources - 6th Century B.C – Janapadas – Nature of Society & Economy – Religious Conditions – Buddhism and Jainism- Basic tenets.

Suggested Readings

- Agarwal,D.P. 1982. *The Archaeology of India*. Oxford: New Delhi.
- 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: NewDelhi.
- Jha, D.N. *Ancient India in Historical Outline*.
- Mazumdar, R.C.1982. *Ancient India*.
- Mazumdar , R.C.(Ed), 1946. *The Gupta – Vakataka Age*.
- Nilakanta Sastry, K.A.1966. *A History of South India*.
- Raychoudary H.C.1996. *Political History of Ancient India*.
- Sankalia, H.D.1974. *Pre History and Proto History of India*. Pune
- Singh, Upinder. 2011. *History of Ancient & Medieval India*. Delhi: Pearson.
- Thapar, Romila.1962. *Ashoka and the Decline of the Mauryas*. Delhi.
- Thapar, Romila. 2002. *Early India from the beginning to 1300 CE*. Delhi.

SEMESTER V
HIMA 302 - Medieval India I (600-1526CE)
(Major Course - 4 Credits)

Overview: The course aims to provide students with a comprehensive understanding of the political, social, economic, cultural and religious developments of the Indian subcontinent from 600 to 1526 CE. During this period, India witnessed the rise and fall of various dynasties and the emergence of diverse socio-cultural movements that shaped its history.

Objectives:

- To familiarize the students with the historical context of medieval India and its transition from the Gupta Empire to the beginning of the medieval period.
- To assess the historical sources available for studying medieval Indian history and the challenges in interpreting them.
- To examine the political history of the region, focusing on the emergence of regional kingdoms and the prominent dynasties that ruled during medieval era.
- To explore the social structure and dynamics of medieval Indian society.
- To analyse the economic developments including agrarian economy, trade and the growth of urban centres.
- To understand the cultural and intellectual life of medieval India, with an emphasis on art, literature and the Bhakti and Sufi movements.
- To examine the impact of invasions and migrations including the establishment of the Delhi sultanate and the Mongol Invasions.

Course Outcome:

By completing the course students will gain a deep appreciation for the complexities of medieval Indian History and its enduring impact on the subcontinent's social, political and cultural landscape. They will be equipped with critical analytical skills and a broader perspective of India's rich historical and cultural heritage.

Module 1: Sources –literature, Archaeology, Epigraphy, Numismatics and Foreign Accounts

Module 2: Post Gupta period: Harshavardhana: Political system and administrative- Emergence of regional kingdoms- Chalukyas and Pallavas: Society and Economy, Cultural development

Module 3: Invasions of central Asian and Afghan rulers- Rise of regional powers: Pratiharas, Palas, Rashtrakutas.

Module 4: Age of three Kingdoms- Cheras, Cholas and Pandyas- Agrarian system and land grants, Maritime expeditions and Trade, Art and Architecture

Module 5: Establishment of the Delhi Sultanate- Slave, Tughluq, Khilji and Lodi- Iqta system- Urbanization- Mongol Invasions- Bhakti movements and Sufi movements.

Suggested Readings

Basham,A.L. *The Wonder that was India: A Survey of theculture of the Indian Sub-continent before the coming of the Muslims*. Delhi.1954.

Chandra, Satish.*Medieval India: From Sultanate to the Mughals*. Har-Anand Publications.2019.

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

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

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

Jackson,Peter.*The Delhi Sultanate: A political and Military History*. CUP.1999.

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

Nigami,K.A.*The Sultanate of Delhi:1206-1526*.Delhi:Akbar Books. 2015.

Prasad, Iswari. *A History of Medieval India*. Delhi:Indian Press.1940.

Sharna, R.S. *Medieval India: A Study of Civilization*. Oxford University Press. 2005.

SEMESTER V
HIMA 303 - Modern India I (1707 to 1857)
(Major -4 Credits)

Course Overview:

The course focuses on the history of modern India from the death of Aurangzeb to the Revolt of 1857. It familiarises the students with the decline of the Mughal empire, the expansion and consolidation of British colonial rule in India, the creation of ideas and institutions by colonial rulers to perpetuate the hegemony of the British and popular resistance to British rule.

Objectives

- To examine the disintegration of the Mughal empire and the various debates and discussions regarding its decline;
- To discuss the rise and nature of regional polities in the eighteenth century;
- To delineate the British conquest of India and highlight the British policies and instruments of expansion
- To explain the impact of British rule on Indian society and economy;
- To trace the development of British administrative structure in India, the introduction of English education and colonial social legislation; and
- To understand the causes and nature of popular resistance to British rule in the late 18th and the first half of the 19th century.

Course Outcome:

At the end of the course the students will have a comprehensive understanding of the transformation that had taken place in India during the eighteenth century and the impact of British rule on Indian society and economy. They will also gain knowledge of the establishment of British domination over India through war and diplomacy, the formation of British administrative policies and institutions in India and popular uprisings against the British.

Module 1: India in the Eighteenth Century

Decline of the Mughal Empire: Causes – Debates about the decline –Continuity of Mughal Traditions –Rise of Regional States: Successor States –Bengal, Hyderabad and Awadh- New States – Marathas, Sikhs and Jats– Independent Kingdoms – Mysore, Rajputs and Kerala.

Module 2: British Conquest and Consolidation

From Trade to Territory–Anglo-French Conflict in South India and the Carnatic Wars– Conquest of Bengal –Anglo-Mysore Wars–Anglo-Maratha Wars–Anglo-Sikh Wars–Policies and Instruments of Expansion: Policy of Ring Fence – Subsidiary Alliance System– Residency System – Doctrine of Lapse.

Module 3: Colonial Economy

Mercantile Policies and Indian Trade – Land Revenue Settlements – Commercialisation of Agriculture – De-industrialisation – Economic Impact of Colonial Rule – Drain of Wealth.

Module 4: Colonial Apparatus of Administration

British Ideas of Administration – Constitutional Development – Judicial System - Civil Service, Police and the Army –Introduction of English Education – Abolition of Infanticide, Sati and Slavery.

Module 5: Popular Resistance to British Rule

Famines, Scarcity and Peasant insecurity – Peasant and Tribal Uprisings in the first half of the 19th Century – The Revolt of 1857 – Causes, course and suppression.

Suggested Readings

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

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

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

Chandra, Bipan, *History of Modern India*, Orient Black Swan, 2009.

Chaudhuri, Binaybhusan, *Peasant History of Late Pre Colonial and Colonial India*, Pearson Education India, 2008.

Dutt, R. C., *Economic History of India*, Vol. 2

Kumar, Dharma ed., *Cambridge Economic History of India*, Vol. 2

Ghosh, S. C., *History of Education in Modern India*, Orient Black Swan, 2000.

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

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 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.

Agarwal K. P., *British Takeover of India: Modus Operandi*, Orient Blackswan, 2022.

Matthews Roderick, *Peace, Poverty and Betrayal: A New History of British India*, Harper and Collins, 2021.

Rosie, Llewellyn-Jones, *Empire Building: The Construction of British India, 1690-1860*, Hurst and Co, 2023.

SEMESTER V
HIMI 301 - Global Rock Art Traditions
(Minor Course -4 Credits)

Course Overview:

This 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, context and dating of rock art. The application of scientific methods led to a better understanding of the chronology, geographical mapping, digital image processing and chemical characterization 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. Therefore, Rock Art of India will be discussed from all these Global Trends.

Objectives:

- To introduce students to the diverse and rich heritage of rock art in India and abroad.
- To provide an understanding of the historical, archaeological, cultural and ethnic contexts of Indian and global rock art.
- To explore the various techniques and styles employed in rock art worldwide.
- To analyze the significance of Indian rock art within the global context of prehistoric and Chalcolithic art.
- To examine the conservation challenges and ethical considerations related to rock art preservation and conservation.
- To encourage critical thinking and research skills through hands-on study of rock art sites.
- To foster an appreciation for the importance of preserving and promoting this unique cultural heritage.

Course Outcome:

This course will equip students with a wholistic understanding of the rock art of India and abroad, from its archaeological, historical, cultural and ethnic roots to its global significance. It will inspire an appreciation for the artistic achievements of ancient peoples and the importance of preserving this unique cultural heritage for future generations. Furthermore, the students will gain practical skills for documenting and researching rock art, making them valuable contributors to the field of archaeology and cultural heritage conservation and preservation. A few specific outcomes would be: (i) Identify and categorize different types of rock art found in India, such as petroglyphs, pictographs and geoglyphs; (ii) Describe the geographical distribution and chronological development of Indian and Global Rock Art; (iii) Analyze the cultural, religious, and societal contexts that influenced the creation of Rock Art in India and Abroad; (iv) Compare and contrast the artistic techniques and styles used in Indian rock art with global examples; (v) Explain the significance of Indian rock art in understanding prehistoric, chalcolithic and early historic societies; (vi) Evaluate the conservation challenges associated with rock art sites in India and propose sustainable solutions; (vii) Demonstrate the ability to document and record rock art through fieldwork and digital enhancement techniques; (viii) Interpret the narratives and symbolism present

in Indian and Global Rock Art; (ix) Recognize the cultural and economic value of rock art in contemporary societies and (x) Develop a comprehensive research project related to Indian rock art, showcasing critical thinking and research skills.

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 – Asia - 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 Mobile 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 – 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 and Global Rock Art – Scientific Studies - Geographical Mapping – Chemical Characterization of Pigments –Digital Image Processing.

Suggested Readings

Chakravorthy, K.K. 1984. (Ed). *Rock Art of India:Painting& Engraving*. New Delhi. Abhinav.

Chakravorthy, K.K. & Bednarik, R. G. 1997. (Ed). *Indian Rock Art in its Global Context*. New Delhi:Aryan Books International.

Chakravorthy, K.K. 2018. *Early Rock art & Tribal Art in India*. New Delhi:Bharatiya Kala Prakashan.

Chakraverty, 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 Lalit Kala Academy.

Ucko, P.J. & Andre Rosenfield. 1967. *Palaeolithic Cave Art*. London. World University Press.

Willcox, M. 1982. *Rock Art of South Africa*. Cambridge:Cambridge University Press.

William, Lewis. 1983. *The Rock art of Southern Africa*. Cambridge: Cambridge University Press.

Relevant articles from the Journal of the Australian Rock Art Association (AURA), World Archaeology, Purakala, Current Anthropology, Journal of the South African Archaeological Society etc.

<p>SEMESTER V HIMA 304 – Internship (Major Course - 4 Credits)</p>

**B.A. HISTORY - III YEAR
SEMESTER VI**

Sl.No	Course Code	Title of the Course	Credits
		Major	
6.	HIMA 305	Historiography & Historical Methods	4
7.	HIMA 306	Ancient India II (upto 6 th Century CE)	4
8.	HIMA 307	Medieval India II (1526 to 1707)	4
9.	HIMA 308	Modern India II (1858 to 1947)	4
		Minor	
10.	HIMI 302	History of Pondicherry	4
Total			20

SEMESTER VI
HIMA 305 - Historiography and Historical Methods
(Major -4 Credits)

Course Overview:

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 will be covered.

Objectives:

- To understand the meaning and scope of History
- History, like natural science, has its own methodology, which is well grounded in Philosophy.
- To disseminate the knowledge that History is one of the most influential subjects and, therefore, training the student in a proper methodology could help understand and analyse the biases, use and abuse of History is of utmost importance.
- To understand the connection between History and other social science disciplines
- To understand the concept and genesis of Historiography such as Greek, Roman, Islam and early Christian historiography.

Course Outcome: Students can comprehend the following points after successfully completing the course. The genesis, nature and meaning of History. The importance and power of history. The nuance of various historiography. The science and technique of writing history objectively

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

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 Historical Materialism- Subaltern, Post-Structuralism, Post-modernism.

Suggested Readings

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

Moore, Stephen D., *Post Structuralism and the New Testament: Derrida and Foucault at the Foot of the Cross*, Augsburg Fortress.1994.

Eagleton, Terry., *The Function of Criticism: From the Spectator to Post-Structuralism* (Radical Thinkers) Verso 2006.

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

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.

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

Thapar R, Sakuntala : *Texts, Readings, Histories*,New York,Columbia University Press,2011.

SEMESTER VI
HIMA 306 - Ancient India II (upto 6th Century CE)
(Major -4 Credits)

Course Overview:

The paper will help the student to explore and understand the processes of change and evolution of human societies right from the Second Urbanization upto the end of the Gupta Era. It will provide the students with a strong and comprehensive understanding of social, cultural, economic, literary, religious and technological transformations in the early Indian History from 6th Century BCE upto the 6th century CE.

Objectives:

- Equip the student with a critical understanding of the analytical study and interpretation of the source material starting from the Later Vedic period.
- Understand the significance of the urban agglomerations in the Gangetic Valley and the growth of sramanic ideology from the Upanishadic Age and its culmination in the emergence of the sectarian faiths.
- Highlight the role of Later Vedic Literature and the Epic Literature for the better appreciation of the contemporary socio-political, economic and religious transformations.
- Highlight the role of the Lower Gangetic basin in the emergence of the radical thought processes, political institutions and the cultural efflorescence. Analysis of the social and cultural context of the Second Urbanization and the role of Iron technology in the Second Urbanization in the Gangetic valley.
- Study of the archaeological and material remains for understanding the factors leading to the emergence of Magadhan Imperialism. Understand the historical developments on a geographical scale across the subcontinent during the post Mauryan times leading to the growth of kingship, State, ritual sovereignty, Vedic culture and rituals, growth of ruling dynasties identifying themselves on the vertical social order.

Course Outcome:

Provides a comprehensive understanding of the socio-cultural processes in the early Indian History up to the end of the 6th century CE. Impart understanding of the cultural, social and religious dimensions of the Early Indian History. Training in the assessment of the historical debates about the emergence of Kingship Political ideas and Institutions, growth of Puranic theism etc. Training to understand the role economy, technology and philosophical currents in the growth and expansion of various social, cultural religious and economic institutions in early India.

Module 1

Rise of Magadhan Imperialism- The Nanda Dynasty – The Saisunga dynasty- Emergence of the Mauryas - The Mauryan Empire – Sources of study - Socio – economic conditions – The Dhamma of Ashoka – Political Ideas and Institutions of Mauryan Era.

Module 2

Sources -Post Mauryan Developments – The rise of small kingdoms – Sungas- Kanvas -Indo-Greeks – Sakas -Kushanas – Nature of the Society in the Gangetic Valley – Trade & Economy-Religious developments.

Module 3

The Age of the Satavahanas – Sources- Society & Economy- Religion and Literature- emergence of Vedic Ritualism – Buddhism and its establishments. Political developments in the Deccan and South India – The Pre-Satavahana Chiefdoms – Coinage- Society & Economy-Religious developments. The Sangam Age in the Interior south India-Literature- Society & Culture.

Module 4

Post Satavahana developments- Rise of Ikshvakus- Kadambas- Pallavas - Growth of agrarian economy and Sanskritic cultures.

Module 5

The Gupta Era – Society – Economy and Religion – Land grants – expansion of Agriculture – Economic institutions – Education – Literature – The myth of the Golden age – Historical discourses.

Suggested Readings

Agarwal,D.P. 1982. *The Archaeology of India*. Oxford: New Delhi.

Banerjee, R.D.*The Age of the Imperial Guptas*.

Basham, A.L. *The Wonder that was India* Oxford: NewDelhi.

Jha, D.N. *Ancient India in Historical Outline*.

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

Mazumdar , R.C.(Ed), 1946. *The Gupta – Vakataka Age*.

Nilakanta Sastry, K.A.1966. *A History of South India*.

Raychoudary H.C.1996. *Political History of Ancient India*.

Singh, Upinder. 2011. *History of Ancient & Medieval India*. Delhi: Pearson.

Thapar, Romila. 2002. *Early India from the beginning to 1300 CE*. Delhi.

SEMESTER VI
HIMA 307 - Medieval India II (1526 to 1707)
(Major Course -4 Credits)

Overview: The course provides the students with a comprehensive understanding of the historical period from 1206 to 1707, focusing on the Mughal empire's rise and its impact on Indian Society, culture, polity and economy. The course delves into the significant events, socio-political developments and cultural interactions that occurred during the period, shedding light on the rich tapestry of India's medieval history.

Objectives:

- To understand the political landscape of India under the Mughal Empire starting from its establishment under Babar and the expansion under his successors.
- To examine the socio-cultural developments under the Mughal rule including religious syncretism, art & architecture and literature.
- To analyse the economic system and trade patterns of the Mughal administration.
- To explore the interactions between the Mughal empire and other regional powers such as the Deccan Sultanates and the Rajput kingdoms.
- To assess the impact of the Mughal empire on the various social groups such as peasants, artisans, merchants and religious communities.
- To study the central and provincial administrative structures of the Mughal empire.

Course outcomes: By the end of the course, the students should be able to demonstrate a comprehensive understanding of important historical events and developments under the Mughal rule. They will also equip themselves with a comprehensive knowledge of the interactions between the empire and the regional powers.

Module 1: Sources for the study of Mughals: Archeological, Epigraphy, Numismatic and Literary.

Module 2: Establishment and Consolidation of Mughal rule: India on the eve of Babur's invasion - fire arms, military technology and warfare -Humayun- challenges and recovery- Sher Shah and his administrative and revenue reforms –Akbar's campaigns and conquests - evolution of administrative institutions: zabt, mansab, jagir, madad-i-maash -Jahangir and Shahjahan- Aurangzeb: Policies and challenges of the empire.

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: Society and Economy: Agrarian System - Jagirdari and Zamindari - Internal trade and artisanal production - overseas trade - Art, Architecture and Literature—Religious policy of the Mughals - advent of the European trading companies.

Module 5: Trade and Architecture: Internal trade - overseas trade - trade commodities - trade centers - Art, Architecture and Paintings - advent of the European companies

Suggested Readings

- Habib and Nizami, *The Delhi Sultanate*, Comprehensive History of India, Vol. V.
- Hardy, Peter, *Historians of Medieval India*, New Delhi, MunshiramManoharlal, 2007.
- Jackson, Peter, *The Delhi Sultanate*, Cambridge University Press, 1997.
- Kumar, Sunil, *The Emergence of the Delhi Sultanate*, Permanent Black 2007.
- 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*. MunshiramManoharlal, Delhi, 1983.
- Irfan Habib (ed.), *Akbar and His India*. Oxford University Press, Delhi, 2000.
- S.R. Sharma, *Religious Policy of the MughulEmperors*, S.L.Agarwala, Agra, 1972.

SEMESTER VI
HIMA 308 - Modern India II (1858 to 1947)
(Major Course -4 Credits)

Course Overview:

The course seeks to provide a comprehensive account of the history of modern India beginning from the year 1858, which marked the start of the British rule over India, to 1947 when India won independence from the British rule. It attempts to explain the emergence of the nationalism in India with the rise of nationalist associations particularly Indian National Congress. It focuses on the three phases of national movement in India. It explains the successes and failures of the provincial governments during the period of twenty-eight months. It presents the events leading to the freedom and partition of India. It delineates the integration of Princely states and the role of Sardar Vallabhbhai Patel in It.

Objectives:

- To examine the conditions of the emergence of nationalism in India under the British rule.
- To present the emergence of various political associations in the second half of nineteenth century culminating in the rise of Indian national congress
- To delineate the three important phases in the growth of Indian national movement leading to the independence of India in 1947
- To focus on the achievements of the provincial governments, the events leading to the freedom and partition of India, the saga of the integration of Princely states and the role of Sardar Vallabhbhai Patel in it.

Course Outcome:

By the end of the course, the students gain a comprehensive understanding of the history of Indian national movement. They develop a clearer perception of the conditions under which the spirit of Indian nationalism grew and advanced. They also acquire a sharp knowledge of the nature of British colonial rule in India. They understand the significance of the three important phases in the rise and growth of India's struggle for independence. Their understanding of the successes and failures of provincial governments, the developments leading to the freedom and partition of India and the significance of the integration of the Princely states and the historic role of Sardar Vallabhbhai Patel in it would be greatly enhanced.

Module 1: Emergence of Indian Nationalism – 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 – Elections and Ministry-making - Indian National Congress and Provincial Governments – Achievements and Failures during Twenty - Eight months

Module 4: Freedom and Partition – Simla Conference – Cabinet Mission- Communal Conflicts – Mountbatten Plan – The Fifteenth of August

Module 5: The Integration of Princely States – the role of Sardar Vallabhbhai Patel

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, Amales 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*.

SEMESTER VI
HIMI 302 - History of Pondicherry
(Minor Course -4 Credits)

Overview: The course aims to provide students with a comprehensive knowledge of the historical development of the city of Pondicherry and its environs, from the earliest times to the present. The course will explore the influence of various colonial powers on the social fabric of the city and cultural interactions that shaped the unique identity of Pondicherry.

Objectives:

- The course will introduce students to the ancient and early medieval history of Pondicherry, exploring the region's pre-colonial past.
- The students will gain a deeper understanding of Pondicherry's colonial history, particularly its significance as a French settlement, the interactions with other European powers and the consequent social and cultural impact.
- The course will analyze the socio-cultural dynamics that have shaped Pondicherry's identity, such as the fusion of Tamil and French cultures, religious influences and the contributions of different communities.
- Students will study the political history of Pondicherry including its administration under various colonial powers, the emergence of local leadership and the region's role in the India's Independence movement.
- The course will introduce students to the architectural and artistic heritage of Pondicherry with a focus on the French colonial influences and the preservation of the historical landmarks.
- **Course Outcome:** 'History of Pondicherry' is centered on the knowledge and skills that students will acquire upon completing the course. Students will demonstrate a comprehensive knowledge of Pondicherry's historical development including its pre-colonial, colonial and post Independence periods. Students will have a deep understanding of Pondicherry, particularly its role as a French settlement and the impact of European colonialism on the region. Students will be aware of the diverse socio-cultural dynamics that have contributed to Pondicherry's unique identity, including the fusion of Tamil and French cultures, religious pluralism and other multi-cultural influences.

Module 1: Arikamedu port of Pondicherry or Industrial port city: Textile, Indo-Pacific beads etc., Excavations at Arikamedu: Sir Mortimer Wheeler, Marie Casal and Vimala Begley - Pre-historic Pondicherry: Sangam Period, Age of three Kingdoms: Pallavas, Cholas and Pandiyas – Vijayanagara - Nayaks and Nawabs.

Module 2: The French East India Company - establishment of French settlements - Francois Martin, Francois Dupleix, Carnatic wars, Ananda Ranga Pillai Diaries - Lally, Suffren, Bussy - French Revolution.

Module 3: Restoration of French Indian settlements 1816 - French India under the Third Republic - Constitutional Reforms, Representative Assemblies and Municipal Administration - Ponnuthambi Pillai and Act of Renunciation.

Module 4: Labour and anti-colonial Movement - Merger Movement - Role of Jawaharlal Nehru-Defacto1954 and De jure 1962.

Module 5: French Colonial Policies: 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.

Suresh. S, *Arikamedu: Its Place in the Ancient Rome - India Contacts*, Embassy of Italy, 2007.

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.

B.A HONOURS (WITH RESEARCH) IN HISTORY
SEMESTER VII

Sl.No	Course Code	Title of Course	Credits
		Major	
1.	HIMA 401	India's Struggle for Independence I	4
2.	HIMA 402	20 th Century World	4
3.	HIMA 403	Global History	4
		Minor	
4.	HIMI 401	Indian Diaspora	4
5.	HIMI 402	Contemporary India	4
		Total	20

SEMESTER VII
HIMA 401 - India's Struggle for Independence I
(Major Course - 4 Credits)

Course Overview:

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 the various aspects of the freedom movement in India in the pre-Gandhian era. It also makes them understand the emergence of communal politics in India.

Objectives

- To familiarizes the students with theories of Eric Hobsbaum and Benedict Anderson about nationalism and nationalist consciousness;
- To examine peasant and tribal resistance to colonial rule and to analyse the causes, nature and significance of the Revolt of 1857;
- To trace the origin and spread of organised nationalism and the contribution of the early nationalists;
- To discuss the rise of militant nationalism in India, the 1905 partition of Bengal and the ideology, methods and outcome of the Anti-partition movement;
- To explain the rise of communal politics and the formation of the All India Muslim League;
- To highlight the birth of revolutionary societies, their aims and activities and the contribution of the Indian revolutionaries from abroad;
- To examine the circumstances of the Home Rule Movement and the events leading to Gandhiji's entry into the Indian National movement.

Course Outcome:

At the end of the course the students will have a thorough understanding of the development of the nationalist movement in India. They will gain knowledge of leadership, ideology and people's participation in the struggle for independence in the pre-Gandhian era and the milestone events and movements leading to non-cooperation with the British.

Module 1: Beginnings of Nationalism

The conception of India: Modern or pre-modern? – Early resistance to colonial rule – Cultural Awakening – 1857 Revolt: Causes – Rebel Proclamations –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—Indian Revolutionaries abroad –The Ghadar Movement and the failed Insurrection of 1915 – The German Plot – Decline of revolutionary nationalism.

Module 5: Home Rule Movement

Tilak, Annie Besant and the Home Rule leagues – Montague Chelmsford Reforms – The Rowlatt Act- Rowlatt Satyagraha – Jallianwalabagh 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).

Dietze Carola and Caudia Verhoeven ed., *The Oxford Handbook of the History of Terrorism*, Oxford UP: 2021

Silvestri, Michael, *Policing Bengali Terrorism in India and the World: Imperial Intelligence and Revolutionary Nationalism, 1909-1939*, Macmillan, 2019.

Ghosh Durba, *Gentlemanly Terrorists: Political Violence and the Colonial State in India, 1919-1947*, Cambridge University Press. 2017.

Maclean, Kama, *A Revolutionary History of Interwar India: Violence, Image, Voice and Text*, Hurst: 2015.

SEMESTER VII
HIMA 402 - 20th Century World
(Major Course -4 Credits)

Course Overview:

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 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.

Objectives:

- To examine the historical developments that took place during 20th century, which profoundly fashioned the modern world.
- To make students understand the causes, nature, and consequences of the Two World Wars during the 20th century.
- To explain the conditions of the emergence of totalitarian ideologies, which deeply impacted the 20th century world.
- To delineate the underlying causes for the coming of Revolutions in the 20th century world.
- To understand the role of the League of Nations in the preservation of international peace and security.
- To explore the ideological and political basis of the Cold War and the significance of the Non-aligned movement in the safeguard of international peace and security.
- To comprehend the causes for the disintegration of Soviet Union and the emergence of the Uni-polar world system.

Course Outcome:

By the end of the course, the students develop a comprehensive understanding of the underlying causes of the two world wars, which fundamentally altered the course of the 20th century world. They also acquire a clearer perception of the causes, consequences and significance of the revolutions that shook the 20th century world. They understand the factors for the rise of the totalitarian ideologies, which developed in the 20th century world. They understand the significance of Nationalist movements in Asia. They understand the significance of League of Nations for the Safeguard of International peace and security. They also comprehend the causes of the rise of Cold war, its significance, the causes for the disintegration of the Soviet Union and emergence of the Uni-polar system.

Module 1: Beginning of Twentieth Century- First World War -Origins and Nature – Russian Revolution of 1917 – Paris Peace Settlement and its significance.

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

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

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

Module 5: Disintegration of the Soviet Union and the Unipolar World System.

Suggested Readings:

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 1914*, Macmillan, 1993.

Dobb, Maurice, *Studies in the Development of Capitalism*, Routledge, 1965.

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

Fay, Sidney Bradshaw, *The Origins of World War*, Ishi Press, 2010.

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

Hazen, Charles Downer, *Modern European History*, H. Holt and Company, New York, 2019.

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

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

Magdoff, Harry, *Imperialism: From the Colonial Age to the Present: Essays*. Monthly Review Press, 1978.

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

Roberts, J.M., *Europe: 1880-1945 (A General History of Europe)*, Longman, 1989.

Sidney, Pollard, *Peaceful Conquest: The Industrialization of Europe, 1760-1970*, OUP, Oxford, 1981.

SEMESTER VII
HIMA 403 - Global History
(Major Course -4 Credits)

Course Overview:

This course aims to understand better the evolution of global processes and contacts in different human societies. It provides a critical overview of one of the most dynamic areas of modern historical inquiry—global History. It discusses the theories and methods used in the practice of global history/world history with an introduction to Historical Methods. It also attempted to understand the concept of centre and periphery; where no permanent centre exists, they can be reversed.

Objectives:

- To understand the changing dimension of Historical Methods
- To disseminate the process of global interconnectedness
- To examine and analyse the rise and Growth of Civilizations through migration and cross-cultural exchanges
- To provide the model of historical discourse beyond Eurocentrism in understanding History
- To trace the significance of Asia and Africa in the emergence of Human civilization
- To discuss the importance of Great Divergence and Convergence

Course outcome:

On successful completion of the course, the students will be to achieve the following points. To define and understand the meaning and usage of History. To comprehend the emergence of the historiography of Global History. The importance and significance of looking at the cross-cultural connection in the emergence of Human civilization. To understand the concept of centre and periphery in History. The trajectories of the rise of the West in the early modern period and the rise of the rest in the Globalisation period or the concept of East is East, and West is West, and never the twain shall meet to the twain shall surely meet.

Module 1: Introduction to Historical Methods

What is History? Dialogue with the past. The Boundaries between the Past and Present-Philosophy of History: Uses and Abuse of History

Module 2: Genesis of Global History

Theories of World History - Total History -World Systems Approach and Global History.

Module 3: Evolution of cross-cultural 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 1500 -scramble for Africa-decolonization process.

Module.5: Global Connection

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, Bianquis, Th, C.E. Bosworth, E. van Donzel and W.P. Heinrichs, *Encyclopaedia ofIslam,2ndedn,BrillOnline*referenceworks,<http://referenceworks.brillonline.com/browse/encyclopaedia-ofislam>,
- 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
- Conrad, Sebastian,*What Is Global History?*2017, Princeton University Press.
- Cooper, Frederic, *Africa in world history*, <https://www.cambridge.org/core/books/cambridge-world-history/africa-inworld-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*, NewYork, Vintage, 1973.
- Marc Bloch, *The Historian's Craft*, Manchester University Press, 2004
- Shafer, R, J. *A Guide to Historical Method*, Dorsey Press, 1983
- Subramanyam, S. *Explorations in Connected History: From the Tagus to the Ganges*, Delhi: Oxford University Press, 2004.
- Subramanyam, S. *Explorations in Connected History: Mughals and Franks*, Delhi: Oxford University Press, 2004.
- Subramanyam, S.*Three Ways to be Alien: Travails and Encounters in the Early Modern World*, (Menahem Stern Jerusalem Lectures), Waltham (Mass.): Brandeis University Press, 2011.
- 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.

SEMESTER VII
HIMI 401 - Indian Diaspora
(Minor Course -4 Credits)

Course Overview:

Migration in historical discourse has been one of the most contentious and neglected subjects before the onset of Globalisation. During the colonial periods, when identity-based narratives were the central historical discourse, the diaspora was often considered the fifth column. However, the Diaspora's importance comes to the fore during the freedom struggle and perhaps after the successful Jewish and Chinese Diaspora approaches. This course will map the Indian diaspora from pre-colonial to contemporary periods, where the Diaspora served as cultural ambassadors and diplomatic tools or marked the boundaries of the Global Indian Empire.

Objectives:

- The course is intended to make the learner comprehensively understand the history of the Indian Diaspora.
- It will document the various dimensions of the migration of Indians to several parts of the world from pre-colonial times.
- It will also outline how migration to the Francophone differs from other Anglophone countries.
- The impact of assimilation on the part of the host countries toward the Indian Diasporas and the Diaspora as goodwill ambassadors will also be documented.

Course Outcome:

After successfully completing the course, students will understand the following points. They will be able to understand the definition, concept and usages of the term Diaspora. Students will be able to learn how to handle migration data from the National archives. They will also take up some assignments at the UN agencies, embassies and high commissions. The students can apply for Jobs in the embassy, UN agency, and print electronic media. Most importantly, they will be able to understand the concept of migration during pre-colonial, colonial and post-colonial periods and how it shapes world history.

Module 1: Theoretical Concept of Diaspora - Victim, Labour, Imperial Trade& de-territorialized Diaspora

Module 2: Indian Diaspora in the British Empire- Slave Trade in the Indian Ocean- Migration under the Indentured Labourers: Mauritius, Natal, Guayana, Fiji.

Module 3: Indian Diaspora in the French Empire- Migration under the Indentured Labourers: La Reunion, Martinique, Guadeloupe. Indian trading diaspora community.

Module 4: Indentured Diaspora- Victim and Labour Diaspora

Module 5: Diaspora and Globalisation-Diaspora as an international actor, Diaspora as a goodwill ambassador, Revival of Cultural identity.

Suggested Readings

- Bates Crispin (ed), *Community, Empire and Migration: South Asians in Diaspora*, London, Macmillan.
- Bissoondoyal, U, Servansing S.B.C (eds) *Indian labour immigration: papers presented at the International Conference on Indian Labour Immigration, (23-27 October 1984)* held at the Mahatma Gandhi Institute.
- Brij Lal, Girmityas: The Origins of the Fiji Indians, *Journal of Pacific History*, Canberra, 1983
- Carter, Marina, *Servants, Sirdars, and settlers: Indians in Mauritius, 1834-1874*, OUP, 1995.
- David Northrup, *Indentured Labour in the age of imperialism, 1834-1922*.
- Goolam Vahed&AshwinDesai: *Inside Indian Indenture. A South African Story, 1860-1914*. Cape Town: HSRC Press, 2010
- Haokip P, "Factoring diaspora in India-Africa Bilateral relationship" in Nivedita Ray (eds) *India and Africa the Road Ahead*, ICWA Publications 2021, Sapru House, New Delhi.
- Kondapi, C, *Indian Overseas (1838-1949)*, Bombay, Oxford University Press, 1981
- Peter vander Veer (ed), *A Sikh diaspora, contested identities and constructed realities in nation and migration, The politics of space in the South Asian Diaspora*, University of Pennsylvania Press, Philadelphia, 1995.
- Reddy Luthmoodoo, *Indians in Mauritius*, ODI ,Publication, 2009.
- Tinker H. *The Banyan Tree; Overseas Emigrants from India, Pakistan and Bangladesh*, Oxford University Press, Oxford, 1977.
- Tinker, H. *A New System of Slavery: The Export of Indian Labour Overseas (1830-1950)*, Oxford University Press, Oxford, 1974.

SEMESTER VII
HIMI 402 - Contemporary India
(Minor Course - 4 Credits)

Overview: 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.

Objectives:

- **Historical Understanding:** Gain insights into the aftermath of partition, the integration of princely states, and the process of constitution-making, understanding how these factors influenced the socio-political landscape of modern India.
- **Foreign Policy Analysis:** Examine India's foreign policy origins, its stance of non-alignment, and major events such as conflicts with Pakistan and China, nuclear tests, and the Look East Policy to comprehend India's position in the global arena.
- **Economic and Technological Progress:** Explore the trajectory of India's economic policies through the lens of planned economy, industrial policy, Green Revolution, and liberalization, while also understanding the nation's advancements in science and technology.
- **Contemporary Challenges:** Analyze contemporary issues such as regional separatism, identity politics, left-wing extremism, corruption, and the affirmative action debate, to critically assess the challenges that India faces in its present socio-political context.

Course Outcomes: By the end of this course, students will be able to equip students with a holistic understanding of India's journey from its post-independence era to its contemporary challenges, fostering the ability to engage thoughtfully with the complexities of India's modern history and current socio-political landscape.

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 - Panchayat 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 & 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:Bhodon, 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 Publishers, 2000.

Jha, Nalini Kant, *India's Foreign Policy: Emerging Challenges*, New Delhi: Pentagon, 2012.

Kapila, Uma, Ed., *India's Economic Reforms*, New Delhi: Academic Foundation, 1998.

Kapila, Uma, *Indian Economy: Performance and Policies*, New Delhi: Academic Foundation, 2009 (Rev. edn).

Prasad, Bimal, *Origins of India's Foreign Policy*, Bombay: Orient Longman, 1966.

Ramaiah, A (6 June 1992). "Identifying Other Backward Classes", *Economic and Political Weekly*. pp. 1203–1207.

B.A HONOURS (WITH RESEARCH) IN HISTORY
SEMESTER VIII

Sl.No	Course Code	Title of Course	Credits
		Major	
4.	HIMA 404	India's Struggle for Independence II	4
5.	HIMA 405	Historiography in the 20 th Century	4
6.	HIMA 406	Research Project/ Dissertation	12
	Total		20

SEMESTER VIII
HIMA 404 - India's struggle for Independence II
(Major Course –4 Credits)

Overview:

The Course deals with India's Struggle for Independence with focus on the three important Gandhian Movements particularly Non-Cooperation Movement, Civil Disobedience Movement, and Quit India Movement. It also deals with the growth of Revolutionary and left movements in colonial India. It discusses the growth of the peoples' movements in Princely States particularly Rajkot and Hyderabad States. It delineates the establishment of governments in different provinces with a focus on the achievements and failures during their twenty-eight months rule. It focuses on the rise and growth of communalism and the partition of India in 1947.

Objectives:

- To examine the significance of the Gandhian movements in India's Struggle for Freedom.
- To focus on the rise and growth of revolutionary and left movement in colonial India
- To underline the significance of the peoples' movements in Princely states
- To explain the achievements and failures of the governments in the provinces
- To delineate the growth of communalism and its role in the partition of India

Course Outcomes:

By the end of the course, the students develop a comprehensive understanding of the Gandhian movements and their significance in achieving the freedom for India. They also acquire a clearer understanding of the significance of the revolutionary and left movements and peoples' movements in Princely states in India's struggle for freedom. The course makes the students understand the achievements and failures of the governments in different provinces. It also makes the students to comprehend the impact of the growth of communalism and its role in the division of India.

Module 1: Gandhian Movements – Non-Cooperation Movement (1920-1922), Civil-Disobedience Movement (1930-34), Quit India' Movement (1942)- Nature, Programme, Social Composition, Limitations and Challenges

Module 2: Revolutionary - Bhagat Singh, Surya Sen, and the Revolutionary Terrorists - Left Movements – the Rise of Left-Wing in India – Growth of Working Class Movements in India

Module 3: People's Movements in Princely States – Rajkot and Hyderabad

Module 4: Communalism and Partition of India – Rise and Growth of Communal ideology

Module 5: Indian National Congress and Provincial Governments – Achievements and Failures.

Suggested Readings:

- Bandhyopadhyay, 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 Black Swan, 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

SEMESTER VIII
HIMA 405 - Historiography in the 20th Century
(Major Course –4 Credits)

Course Overview:

This course is intended to familiarize the students with approaches to historical studies in the twentieth century. It highlights the major trends in the development of historical writing in the West with a focus on prominent historians and on the development of historical writing in modern India.

Objectives

- To trace the emergence of history as a professional discipline in the nineteenth century;
- To examine the development of economic history in Europe;
- To discuss the attempt at total history by the *Annales* historians in France;
- To highlight recent trends in new social history;
- To scrutinize the postmodern challenge to history as an intellectual discipline;
- To make a critical evaluation of the impact of Orientalism on Indian historiography;
- To examine the Imperialist, Nationalist, Class, Elite, Subaltern and Gender approaches and their influence on the writing and interpretation of Indian history.

Course Outcomes:

At the end of the course the students will have a thorough understanding of the development of historical writing in the twentieth century and the continuities and departures from the earlier trends. They will have a critical perspective and overview of how history of India has evolved since colonial times to the present.

Part I: Historiography in the Western World

Module 1: Introduction to twentieth 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 HarbansMukhia. Ed. *French Studies in History*, 2 Volumes. 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*, 2nd ed. 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, David. 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 SudeshVaid. *Recasting Women: Essays in ColonialHistory*. Kali for Women, 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.
- Lynn, Hunt, *Writing History in the Global Era*,
- W.W. Norton, 2014. Anna Green, *The Houses of History: A Critical Reader in Twentieth-Century History and Theory*, Manchester UP, 2016. Lipscomb, Suzannah and Helen Carr ed., *What is History Now?* Weidenfeld & Nicolson, 2021.

SEMESTER VIII
HIMA 406 - Research Project/ Dissertation
(Major Course - 12 Credits)

BOUQUET OF MAJOR AND MINOR COURSES

Sl. No	Level of the Course	Title of the Course	Major/Minor	Credits
1.	HIMI 103	Introduction to the Study of Archaeology	Minor	4
2.	HIMI 104	Religion in Early India	Minor	4
3.	HIMA 206	Principles and Methods of Archaeology	Major	4
4.	HIMA 207	Introduction to Indian Archaeology	Major	4
5.	HIMA 208	Renaissance, Reformation and Exploration	Major	4
6.	HIMA 209	Introduction to the History of North East India	Major	4
7.	HIMI 203	Maritime Heritage of India upto the Early Historic Period	Minor	4
8.	HIMI 204	History of Modern Europe (1789 to 1870)	Minor	4
9.	HIMA 309	The Atlantic Slave Trade (1440 to 1834)	Major	4
10.	HIMA 310	Social and Agrarian Movements in Colonial India	Major	4
11.	HIMA 311	Women in Modern India	Major	4
12.	HIMA 312	Science, Technology and Medicine in Modern India	Major	4
13.	HIMI 303	History of Indian Architecture	Minor	4
14.	HIMI 304	History of USA (1861 to 1991)	Minor	4
15.	HIMI 305	Rise of Modern China (1839-1976)	Minor	4
16.	HIMA 407	Economic History of India (1757 - 1857)	Major	4
17.	HIMA 408	Indian Art and Iconography	Major	4
18.	HIMI 403	History of Labour Movement in Colonial India	Minor	4
19.	HIMI 404	Temple in Medieval South India	Minor	4

HIMI 103 -Introduction to the Study of Archaeology (Minor Course-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.

HIMI 104 -Religion in Early India

(Minor Course– 4 Credits)

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

Module 1

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

Module 2

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

Module 3

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

Module 4

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-their antecedents.

Module 5

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. Post-Satavahana developments – Emergence of Vedic ritualism

Suggested Readings

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

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

Heehs,Peter. *Religions in India*, Pondicherry 2002.

NilakantaSastry, K.A. 1992. *Development of Religion in South India*. Delhi: Munshiram.

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

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

Thapar, Romila.2012. *Early India*.Delhi:Oxford.

HIMA 206-Principles and Methods of Archeology **(Major course - 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.

HIMA 207 -Introduction to Indian Archaeology (Major Course - 4 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.

Module 2

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

Module 3

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

Module 4

Robert Bruce Foote – James Burgess – Colin Mackenzie – ACL Carleyle – 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. Chakrabarti, 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, New Delhi.

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

HIMA 208 -Renaissance, Reformation and Exploration (Major Course– 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.

HIMA 209 - Introduction to the History of North-East India **(Major Course– 4 Credits)**

Course Outline:

The UGC mandated this course due to the growing importance of integrating the North Eastern people into mainstream India. Therefore, the course will spell out the concept of Northeast India as a territorial unit during the British period and their relations with various tribes of the region. The major thrust areas can be traced from the advent of the British traders till the decline of the Monarchical Kingdom. In addition, it will also include some of the issues that are of contemporary relevance, for example, the 'Inner Line permit' and 'Armed Forces Special Powers Act'.

Objectives:

- This course will familiarize the students with the basic history of the seven sisters
- The course is also designed to understand the ethnic- diversity of the region
- To understand and appreciate various cultural festivals of the region
- To analyse the emergence of the indigenous system of governance systems such as chieftainship, the panchayat and the Autonomous District Council system
- To understand and analyze the colonial resistance and document some of the unsung Heroes of the region

Course Outcome:

After successful completion of the syllabus, the students will be able to understand

- The emergence of the concept of North east India
- The importance of the Inner line permit among some of the states
- The importance of integrating this region with mainland India
- The ethnic and cultural diversity of the region
- The beauty of the Indigenous system of Governance

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 – Creation of Meghalaya and Mizoram

Module 3:

History of Manipur: 1824 -1948 -Land, people, Culture and festivities –The Rise of the 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. *Aspects of Cultural History of Sikkim: Studies in Coinage*. Calcutta: K.P Bagchi, 1984.
- Chandramani Deb Barma, *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.

HIMI 203 -Maritime Heritage of India upto the early Historic period (Major Course - 4 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: OcEo 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.

HIMI 204 - History of Modern Europe (1789 – 1870) **(Minor Course– 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*.

HIMA 309 -The Atlantic Slave Trade (1440-1834) **(Major Course– 4 Credits)**

Course outline:

The course examines the structure, organization and investment pattern in the most significant commodity trade that was taking place in the Atlantic Ocean during the post-Christopher Columbus era. Slave trade carried out from the Atlantic seaboard 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. However, such areas of historical investigation are not adequately studied. Therefore, this course is designed to address the following objectives.

Objectives:

- To analyse the relationship between African slavery and the Role of the Portuguese in the commencement of the Atlantic slave trade
- To document the horrific experience of the slaves during the Middle passage
- To understand the role of various trading companies and their role in the Atlantic slave trade
- To trace the linkages between the Indian Ocean and the Atlantic World established by the colonial master.
- To understand the causes leading to the commodification/commoditization of Human beings as a trade item

Course Outcome:

On successful completion of the course, the students will be able to understand that,

- The worst-ever Human trafficking with the support of the state
- The Importance of African slave in the Industrial Revolution
- The Importance of financial and insurance companies played in this trade
- The emergence of different sectors, such as Cotton, Rum, sugar towns and port cities in Europe
- The emergence of the multi-cultural society in the Caribbean and Brazil

Module 1:The Eighteenth Century Trade - The Portuguese in Africa — Africa— West Indies— Sugar Plantations in the West Indies.

Module 2:The Middle Passage—Slaving Ships and their Crew—Finance and Insurance.

Module 3:Legal Challenges to Slavery—the Somerset Case and Lord Mansfield.

Module 4:The Debate on Slavery as an economic institution.

Module 5: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.

HIMA 310 - Social and Agrarian Movements in Colonial India **(Major Course -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 Gudem 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.

HIMA 311 - Women in Modern India **(Major Course -4 Credits)**

Course Overview

This course is designed to create awareness among the students about women's agency in historical change. The theoretical approach of the course emphasizes that the position and power of women gives rise to varied historical experiences. As women in India do not constitute a monolithic category, the course will be examining how colonialism, resistance, urbanization, social change and nationalism were experienced differently by women in Modern India.

Objectives

- To explore the woman question which loomed large in India in the nineteenth century;
- To examine the role of women in India's struggle for freedom;
- To review women's legal status in pre and post independent India;
- To discuss women's participation in Indian politics;
- To highlight women's contribution to social and environmental movements; and
- To analyse women centred issues in contemporary India.

Course Outcomes

At the end of the course the students will have a comprehensive understanding of the nature and transformation of the status of women in modern India in a historical perspective. They will gain knowledge of how women's life experiences intersected and continue to intersect with caste, class and religion in 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: Oxford UP, 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*. Oxford UP, 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.

Krishna, Sumi & Gita Chadha ed., *Feminists and Science: Critiques and Changing Perspectives in India*, Vol. 1, Stree, 2015.

Krishna, Sumi & Gita Chadha ed., *Feminists and Science: Critiques and Changing Perspectives in India*, Vol. 2, Sage, 2017.

Pan, Anandita *Mapping Dalit Feminism: Towards an Intersectional Standpoint*, Sage, 2020.

Aravamudan, Gita, *Disappearing Daughters: The Tragedy of Female Foeticide*, Penguin, 2007.

Majumdar, Vina, *The Rani of Jhansi: Gender, History, and Fable in India*, Pearson, 2011.

Menon, Ritu, ed., *Making a Difference Memoirs from the Women's Movement in India*, Women Unlimited, 2011.

Chaudhurani, Sarladebi, *The Scattered Leaves of My Life: An Indian Nationalist Remembers*, Women Unlimited, 2011.

Singh, Harleen, *The Rani of Jhansi: Gender, History, and Fable in India*, Cambridge UP, 2014.

HIMA 312 - Science, Technology and Medicine in Modern India **(Major Course – 4 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.

Module 5: Indian Response to Western Science

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

Suggested Readings

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.

HIMI 303 -History of Indian Architecture (Minor Course – 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

Mitchell George, 1975 *Early Western Chalukyan 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*, MunishiramManoharlal, 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.

HIMI 304 -History of United States of America (1861-1991) (Minor Course– 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: Civil War and Reconstruction

Causes of the Civil War - Secession and War - Reconstruction - Compromise of 1877- 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.

Module 2: The Progressive Era

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

Module 3: The Emergence of USA as a World Power

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

Module 4: 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 5: 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 - The USA in the 1980s - The End of Cold War

Suggested Readings

Ambrose, Stephen E. *Rise to Globalism: American Foreign Policy since 1938*. 9th ed., 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.

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

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*. 1992.

HIMI 305 -Rise of Modern China (1839-1976)
(Minor Course -4 Credits)

Course Outline

The course is designed to bring the student acquainted with Chinese history from the opium war till the Cultural Revolution. The main thrust is to deal with China's relationship with the Western world during the period of capitalism and colonialism. How China, after repeated attempts to modernize on Western lines, failed to bail them out of the clutches of colonialism. Then, students will also be introduced to how China's economic and military resurgence occurred after World War II.

Objectives

- To understand the Chinese worldview and its historical concepts
- To analyse the principles of Chinese diplomatic history during the Ching Dynasty and their foreign relations
- To highlight the scramble for concession and the genesis of Western colonisation
- To trace the rise of Chinese nationalism through various measures such as Rebellion, reforms and revolutions
- To evaluate the Rise of the communist Movement in China
- To assess and analyze Mao's Cultural Revolution
- To understand the Economic and military resurgence of China under Deng Xiaoping

Course outcome:

On successful completion of the course, students will be able to understand the following

- The students will understand the concept of the Chinese world view till the opium war
- The triangular trade system in China
- The role the Chinese Communist Party played in bringing the Chinese out of the colonial yoke
- Most importantly, the rise of Chinese economic and military power

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 - 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 Tiananmen Square – the Red Guards – The Transition of Power – The Role of Zhou Enlai and Deng Xiaoping – 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.

HIMA 407 - Economic History of India (1757-1857)
(Major Course – 4 Credits)

The course is designed to develop a comprehensive understanding 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.

Gershenkron, A., *Economic Backwardness in Historical Perspective*, Harvard 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.

Tirthankar Roy, *An Economic History of India, 1707-1857*, 2nd Edition, Routledge, London, 2021

Tirthankar Roy, *Economic History of India, 1857-2010*, 4th Edition, Oxford University Press India, 2020

Tirthankar Roy, *A Business History of India: Enterprise and Emergence of Capitalism from 1700*, Cambridge University Press, 2018.

Dietmar Rothermund, *An Economic History of India*, Routledge, 1993.

Dipsikha Sahoo, *Urbanization in India during the British Period (1857-1947)*, Routledge, New York, 2020.

Ganeswar Nayak, (ed), *The Railways in Colonial South Asia*, Routledge, London, 2021

Ralf Roth, Paul Van Heesvelde, (ed), *The City and the Railway in the World from the Nineteenth Century to the Present*, Routledge, London, 2022.

Matthew Esposito, *A World History of Railway Cultures, 1830-1930*, Routledge, London, 2020

HIMA 408 - Indian Art and Iconography

(Major Course – 4 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.

Module 2

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

Module 3

Description of Terms – Mudras and Asanas - Vishnu: Various forms of Vishnu – 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*, MunishiramManoharlal, New Delhi.
- Sivaramamurthi, C., 1968, *South Indian Paintings*, National Museum, New Delhi.
- Suresh, B.Pillai, 1976, *Introduction to the Study of Temple Art*, Equator

HIMI 403 -History of Labour Movement in Colonial India (Minor Course -4 Credits)

Overview:

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'. 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 the Colonial State toward the Industrial labour and its movement to improve its economic conditions.

Objectives:

- To introduce to the students to the concepts of 'Class', 'Class Consciousness' and 'Class Struggle'.
- To make the students understand the richness and relevance of comprehending the history of labour movement in India.
- To make the students understand the support and solidarity extended by the Industrial workers to India's Struggle for Freedom.

Outcomes:

By the end of the course, the students develop clear understanding of the key concepts of the Labour movement in India. They also acquire a clearer understanding of the rich legacy of the movement of the industrial workers for a fair and decent standard of living in colonial India. They get a comprehensive understanding of the support and solidarity extended by working class to India's Struggle for Freedom.

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

Module 2: Emergence of Industrial Labour Force -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 Freedom Struggle- 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.
- Chopra, P.N., (ed.), *Historic Judgement on Quit India Moveement: Justice Wickenden's Report*, Delhi, 1989.
- Dilip Simeon., *The Politics of Labour under Late Colonialism: Workers, Unions and the State in Chota Nagapur, 1928-1939*, Delhi, 1995.
- 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.
- 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.
- —Capitalism in History, *Social Scientist*, Vol. 23. Nos. 7-9, July-Sept. 1995, pp. 15-31.
- Karnik, V.B., *Indian Trade Unions; A Survey*, Bombay, 1968.
- *Strikes in India*, 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.
- DeSousa, Valerian. "Modernizing the Colonial Labor Subject in India." *CLC Web: Comparative Literature and Culture* 12.2 (2010): <<https://doi.org/10.7771/1481-4374.1593>>
- Ravi Ahuja, 'The Origins of Colonial Labour Policy in Late Eighteenth-Century Madras', *International Review of Social History*, 44 (1999), pp 159-195.
- T K Oommen, 'Indian Labour Movement: Colonial Era to the Global Age', *Economic and Political Weekly*, Vol. 44, No. 52 (Dec 26- 2009- Jan 1, 2010), pp. 81-89 (9 pages)

HIMI 404 - Temple in Medieval South India
(Minor Course - 4 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



DEPARTMENT OF HISTORY