

**PANJAB UNIVERSITY, CHANDIGARH**  
(Established under the Panjab University Act VII of 1947-enacted by the Govt. of India)



**FACULTY OF ARTS**

**SYLLABI**

**FOR**

**M. A. HISTORY**

**(SEMESTER SYSTEM)**

**EXAMINATIONS, 2020-21**

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# DEPARTMENT OF HISTORY, PANJAB UNIVERSITY, CHANDIGARH

## MA Programme at the Department of History 2020-21

### Courses and Syllabus (Semester System)

The MA programme at the Department of History is spread over two years divided into four semesters. This programme is governed by the Calendar of the Panjab University and various rules and regulations put in place by the university from time to time.

A candidate has to earn 64 credits in MA programme.

**Note: The Syllabus for Semester I to IV below is applicable to candidates admitted in July 2020.**

**Some papers shall not be offered at present, in the Current Session, due to non availability of the faculty as indicated in the Course Outline below.**

### Course Outline

<u>Semester I</u>		Code	Title of paper	Credits
	<b>Paper I:</b>	HIS 111	The Punjab (mid-fifteenth to seventeenth centuries)	4 credits
	<b>Paper II</b>	HIS 231	Ancient India: An Overview	4 credits
	<b>Paper III</b>	HIS 221	Medieval India: Political Processes	4 credits
	<b>Paper IV</b>	HIS 211	Modern India: Political Processes	4 credits
<u>Semester II</u>		Code	Title of paper	Credits
	<b>Group-I Paper I:</b>	HIS 125	Punjab in the Eighteenth Century (Compulsory)	4 credits
	<b>Group-II Paper II: Any one of the following</b>	HIS 713	Opt. (i) Agrarian Economy of Ancient India	4 credits
		HIS 712	Opt. (ii) Agrarian Economy of Medieval India	4 credits
		HIS 711	Opt. (iii) Agrarian Economy of Modern India	4 credits
		HIS 721	Opt. (iv) Industry, Trade & Urbanization in Medieval India	4 credits
		HIS 730	Opt. (v) Industry and Trade in Modern India	4 credits
		HIS 733	Opt. (vi) Urbanization in Modern India ( <b>Not offered to students in this Session</b> )	4 credits
	<b>Group-III and IV Paper III and IV Any two of the following:</b>	HIS 831	Opt. (i) Modern World (Mid 15th - 19th Century)	4 credits
		HIS 844	Opt. (ii) China & Japan (1840-1950)	4 credits
		HIS 821	Opt. (iii) History of Canada ( <b>Not offered to students in this Session</b> )	4 credits
		HIS 811	Opt. (iv) American Imperialism in the Nineteenth and Twentieth Centuries ( <b>Not offered to students in this Session</b> )	4 credits
		HIS 812	Opt. (i) USA (1820-1973)	4 credits
		HIS 832	Opt. (ii) World in the Twentieth Century	4 credits
<u>Semester III</u>	<b>Group-I Paper I:</b>	HIS 123	Punjab in the Nineteenth Century (Compulsory)	4 credits
	<b>Group-II Paper II: Any one of the following</b>	HIS 431	Opt. (i) Evolution of Ancient Societies	4 credits
		HIS 421	Opt. (ii) Feudal Society in Western Europe	4 credits
		HIS 411	Opt. (iii) History of Capitalism	4 credits

		HIS 412	Opt. (iv)Rise and Growth of Colonialism in India	4 credits
		HIS 602	Opt. (v)History of Secularism in Modern India( <b>Not offered to students in this Session</b> )	4 credits
	<b>Groups-III&amp; IV Papers III&amp; IV: Any two of the following</b>	HIS 432	Opt. (i)Cultural History of Ancient India	4 credits
		HIS 604	Opt. (ii)Sacred Centres in Indian Civilization	4 credits
		HIS 424	Opt. (iii)Medieval Indian Art and Monuments.	4 credits
		HIS 601	Opt. (iv)Gender Relations in Modern India	4 credits
		HIS 455	Opt. (v)Diaspora in Colonial India ( <b>Not offered to students in this Session</b> )	4 credits
		HIS 603	Opt. (vi)Science, Technology & Medicine in Colonial India	4 credits
		HIS 213	Opt. (vii)Constitutional Development in Modern India, 1773-1947	4 credits
		HIS 212	Opt. (viii)National Movement in India 1858-1947	4 credits
		HIS 214	Opt. (ix)British Policy and Princely States( <b>Not offered to students in this Session</b> )	4 credits
		HIS 263	Opt. (x)Contemporary India 1947-1992	4 credits
<b>Semester IV</b>		<b>Group-IPaper I:</b>	HIS 126	Punjab in the Twentieth Century (compulsory)
	<b>Group-IPaper II: Any one of the following</b>	HIS 911	Opt.(i) History and Historiography	4 credits
		HIS 912	Opt.(ii) History and Historical Method	4 credits
	<b>Groups-III&amp; IV Papers III&amp; IV: Any two of the following</b>	HIS 720	Opt. (i) Religious and Social Processes in Ancient India	4 credits
		HIS 438	Opt. (ii) Buddhism in India	4 credits
		HIS 428	Opt. (iii) Religious Developments in Medieval India	4 credits
		HIS 426	Opt. (iv) Islamic Traditions of Medieval India	4 credits
		HIS 471	Opt. (v) Dalit Movements in Modern India	4 credits
		HIS 731	Opt. (vi) Working Class Movements in Modern India	4 credits
		HIS 467	Opt. (vii) Peasant Movements in Modern India	4 credits
		HIS 418	Opt. (viii) Socio-Religious Reform Movements in Modern India	4 credits
HIS 462	Opt. (ix) History of Caste and Caste Politics in Modern India	4 credits		

## SEMESTER I

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	<b>Paper I:</b>	HIS 111	The Punjab (mid-fifteenth to seventeenth centuries)	4 credits
	<b>Paper II</b>	HIS 231	Ancient India: An Overview	4 credits
	<b>Paper III</b>	HIS 221	Medieval India: Political Processes	4 credits
	<b>Paper IV</b>	HIS 211	Modern India: Political Processes	4 credits

### PAPER I: THE PUNJAB (MID-FIFTEENTH TO SEVENTEENTH CENTURIES)

COURSE CODE: HIS 111

**Objective:** This paper aims to examine the politico-administrative, social and religious milieu of Guru Nanak in order to understand his response to the contemporary environment and the foundation of Sikh movement. It also deals with growth of Sikh movement under his first four successors, the phase of confrontation with Mughal state and its culmination under Guru Gobind Singh. It also attempts to discuss the administrative structure, agrarian and urban economy of the Punjab under the Mughals.

**Pedagogy:** Class room lectures, discussions and tutorials.

**Note:** The candidate will be evaluated on the basis of a written examination (80 marks) and Internal Continuous Assessment (20 marks). In the written examination, the question paper will have the following format:

The maximum marks in this paper/option will be 80 and duration of written examination will be 3 hours..

- (i) There will be 9 questions in all. The candidate will be required to attempt 5 questions.
- (ii) Question No.1 will be compulsory and carry 20 marks. It will consist of 15 short questions from the list of concepts and terms given below. The candidate is required to attempt any 10 short questions in 25-30 words each.. Each short questions carries 2 marks.
- (iii) Remaining part of the question paper will be divided into four units, corresponding to the four units of the syllabus for each option. The paper setter will set 2 essay type questions from each unit. The candidate will attempt 4 essay type questions, selecting one from each unit. Each essay type question will carry 15 marks.
- (iv) The paper setter is expected to follow the Essential Readings and set questions on the sub-themes or parts of a theme, rather than the topic as a whole.

#### Concepts and Terms

Sultan; Muqaddam; Baburvani; Hadith; Nirguna Bhakti; Hukum; Raza; Maya; Sachkhand; Jogi and Nathas; Udasi(travels)of Guru Nanak DevJi; Udasi Sect; Manji System; Masand System; Guru; Gurudwara; Guru Janamsakhi writings; Concept of Sahadat in Sikhism; Akal Takht; Miri and Piri; Khalsa Panth; Zafarnama; Suba; Pargana; Faujdar; Commercialisation of agriculture;Function of Urban Centres; Land Transport, River Transport

#### Unit I

Political developments and socio cultural milieu under the Afghans; response of Guru Nanak to contemporary religious systems ; response of Guru Nanak to contemporary social order; response of Guru Nanak to contemporary politics.

#### Unit II

New Institutions established by Guru Nanak; development of Sikh Panth with special reference to Guruship and Gurdwara;Janam Sakhis as sources of history; making of the Sikh scripture and its structure; emergence of different sects within the Sikh movement

#### Unit III

Martyrdoms of Sikh Gurus; politicization of the Sikh Community under Guru Hargobind;; the new baptism and its implications; historical significance of the Zafarnama.

## Unit IV

Provincial administration under the Mughals; major crops and commercialization of agriculture; economic base of urban centres; means and routes of transport.

### Essential Readings

Ashraf, K.M., *Life and Conditions of the People of Hindustan*, New Delhi: Munshiram Manoharlal, 1979 (2<sup>nd</sup> ed.)

Banerjee, I.B., *Evolution of the Khalsa*, 2 vols., A. Mukherjee & Co., 1972 (2<sup>nd</sup> edn.).

Fenech Louis E., *Martyrdom in the Sikh tradition*, : Oxford University Press, 2000.

Harbans Singh, *Guru Tegh Bahadur*, New Delhi: Manohar, 1994.

Grewal, J.S., *The Sikhs of the Punjab, The New Cambridge History of India*, New Delhi: Cambridge University Press, 1999 (2<sup>nd</sup> ed.).

Grewal, J.S., *Guru Nanak in History*, Chandigarh: Panjab University, 1979.

McLeod, W.H., 'The Janam-Sakhis as Historical Sources', in *Sikhs and Sikhism*, Oxford: Oxford University Press, 1999, pp.248-67.

Singh, Chetan, *Region and Empire: Punjab in the Seventeenth Century*, New Delhi: Manohar, 1991.

Singh Sulakhan, *Hetrodoxy in the Sikh Tradition*, Jalandhar:ABS Publication, 1999

Teja Singh and Ganda Singh, *A Short History of the Sikhs: 1469-1765*, Vol.I, Patiala: Punjabi University, 1983 (rep.).

### Suggested Readings

Bhai Jodh Singh (tr.), *Varan Bhai Gurdas*, 3 vols., Patiala: Vision and Vantura, 1998.

Grewal, J.S., 'Cleavage in the Panth,' *Sikh Ideology, Polity and Social Order*, Manohar, 2007, pp: 78-85

Mann, Gurinder Singh, *The Making of the Sikh Scripture*, New York: 2001.

McLeod, W.H., *Guru Nanak and the Sikh Religion*, Oxford: Oxford University Press, 1968.

Talib, Gurbachan Singh (tr.), *Sri Guru Granth Sahib*, Patiala: Publication Bureau, Punjabi University, IV Vols., 1999.

## Paper II: Ancient India: An Overview

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COURSE CODE: HIS 231

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**Objective:** Building upon a prior basic knowledge of the history of ancient India, this course introduces the student to the major currents in the study of that history. It focusses on the the political processes that underlay the structures of the state and society but also takes the student into the details of social and cultural history.

**Pedagogy:** Lectures and tutorial discussions are the basic tools used in this course.

**Note:** The candidate will be evaluated on the basis of a written examination (80 marks) and Internal Continuous Assessment (20 marks). In the written examination, the question paper will have the following format:

The maximum marks in this paper/option will be 80 and duration of written examination will be 3 hours..

- (i) There will be 9 questions in all. The candidate will be required to attempt 5 questions.
- (ii) Question No.1 will be compulsory and carry 20 marks. It will consist of 15 short questions from the list of concepts and terms.given below. The candidate is required to attempt any 10 short questions in 25-30 words each.. Each short questions carries 2 marks.
- (iii) Remaining part of the question paper will be divided into four units, corresponding to the four units of the syllabus for each option. The paper setter will set 2 essay type questions from each unit. The candidate will attempt 4 essay type questions, selecting one from each unit. Each essay type question will carry 15 marks.
- (iv) The paper setter is expected to follow the Essential Readings and set questions on the sub-themes or parts of a theme, rather than the topic as a whole.

## Concepts and Terms:

Mehargarh; Gopati; Bhupati; Vidatha; Janapada; Mahajanapada; Gana-Sangha; Gahapati; Karshapana(Punch Marked Coins); Ashoka's Dhamma; Saptanga(Seven Limb's of The State /Rajya); Stri-Dhana; Silk-Route; Sreni; Bali/Bhaga/ Shulka; Vishti; Prasasti; Mahayana; Hinayana; Puranic Hinduism; Agraharas; Devadana; Vanigramma; Samanta; Varnasamkara(Inter-Mixing of Varnas); Tirthankara/Arhat; Uttarapatha;Dakshinapatha; Concept Of Urban Decay; Kali Age Crisis; Mandapika; Nagaram.

**Unit I:** From Stone Age to Vedic Age: Palaeolithic and Neolithic Ages; The Indus Valley Civilization (Urban Centres, Economy and Decline- various Debates); Vedic Age (Aryan Homeland debate, Polity, Society and Economy).

**Unit II:** Age of Mahajanapadas: Emergence of the State Systems (Sixteen Mahajanapadas); Society (Buddhism and Jainism) and Economy (Urbanization, Trade, Crafts and Agriculture).

**Unit III:** The Maurya and Post Mauryan Period: The Mauryan Empire (Rulers, Administration and Ashoka's Dhamma); Post Mauryan Polities (Kushanas, Satavahanas and Sangam Chiefdoms); Economy (Indo-Roman Trade).

**Unit IV:** The Gupta and Post-Gupta Period: Political Developments (Guptas, Pushyabhutis and Pallavas); Social Developments (Caste Proliferation and Untouchability); Indian Feudalism Debate.

## Essential Readings

Chakravarti, Ranabir, *Exploring Early India up to c. AD 1300*, New Delhi: Primus Books, 2016 third edition.

Habib, Irfan, *A People's History of India 6- Post Mauryan India, 200 BC- AD 300: A Political and Economic History*, New Delhi: Tulika Books, 2012.

Sharma, R. S., *Early Medieval Indian Society: A Study in Feudalization*, New Delhi: Orient Blackswan, 2014 reprint.

Sharma, Rimjhim and Kumar, Ashish, *Early India, up to c. 300 AD*, Delhi: Book Age Publications, 2019.

Singh, Upinder, *A History of Ancient and Early Medieval India: From Stone Age to the 12<sup>th</sup> Century*, Delhi: Pearson Longman, 2009.

## Suggested Readings

Chattopadhyaya, B. D., *Making of Early Medieval India*, New Delhi: Oxford University Press, 2012 second revised edition.

Chakrabarti, Kunal and Sinha, Kanad, *State, Power and Legitimacy: The Gupta Kingdom*, New Delhi: Primus Books, 2018.

Chauhan, G. C., *Early Indian Feudal Society and Its Culture*, Delhi: Munshiram Manoharlal, 2015.

Chakravarti, Ranabir, 'The Mauryas' and 'The Kushanas,' in *History of Ancient India, Vol. IV, Political History and Administration (c. 200 BC- 750 AD), (From the end of the Mauryan Rule to the Beginning of the Dominance of Regional Dynasties)*, (ed.) Dilip K. Chakrabarti and M. Lal, New Delhi: Aryan Books International, pp. 35-68, 231-275, 2014.

Habib, Irfan and Jha, Vivekanand, *A People's History of India: 5- Mauryan India*. New Delhi: Tulika Books, 2011 reprint.

Kulke, Hermann, *History of Precolonial India: Issues and Debates* (English edition revised and edited by B. P. Sahu), New Delhi: Oxford University Press, 2018.

Sahu, B. P. and Kulke, Hermann, *Interrogating Political Systems: Integrative Processes and States in Pre-Modern India*, Delhi: Manohar, 2015.

Sharma, R.S., *Aspects of Political Ideas & Institutions in Ancient India*, New Delhi: Motilal Banarsidass, 2015 reprint.

Shrimali, K. M., *A People's History of India 4-The Age of Iron and the Religious Revolution, c.700-c.350 BC*, New Delhi: Tulika Books, 2011 reprint.

**Objective:** This paper seeks to examine the major political developments in the Indian subcontinent during a span of nearly five centuries i.e. from the thirteenth to the seventeenth century. It aims at an in-depth analysis of the processes of state formation in the Delhi Sultanate and Mughal Empire. It lays emphasis on (1) the long-term strategies that enabled these two states to establish political control and (2) to explore the functioning of political institutions and the articulation of political ideologies. It pays equal attention to the changing composition of the ruling class as well as the response of the powerful local elements.

**Pedagogy:** In the teaching of this paper, effort is made to gradually build on the foundation of knowledge laid at the undergraduate level. Discussions on various sub-themes need to be interspersed with critical references to the contemporary sources as well as divergent historiographical approaches.

**Note:** The candidate will be evaluated on the basis of a written examination (80 marks) and Internal Continuous Assessment (20 marks). In the written examination, the question paper will have the following format:

The maximum marks in this paper/option will be 80 and duration of written examination will be 3 hours..

- (i) There will be 9 questions in all. The candidate will be required to attempt 5 questions.
- (ii) Question No.1 will be compulsory and carry 20 marks. It will consist of 15 short questions from the list of concepts and terms given below. The candidate is required to attempt any 10 short questions in 25-30 words each.. Each short question carries 2 marks.
- (iii) Remaining part of the question paper will be divided into four units, corresponding to the four units of the syllabus for each option. The paper setter will set 2 essay type questions from each unit. The candidate will attempt 4 essay type questions, selecting one from each unit. Each essay type question will carry 15 marks.
- (iv) The paper setter is expected to follow the Essential Readings and set questions on the sub-themes or parts of a theme, rather than the topic as a whole.

**Concepts and Terms:**

Nasir Amir ul Mominin; Dar al-Harb; Dar-al-Islam; Dar-al-Sulah; Zimmi; Shaik ul-Islam; Wasaya; Mawali ; Bandagan i Khass/ Amir-i-Chahalgani; Tazik; Balban's Theory of Kingship; Paibos; Sijdah; Akhlaq And Adab Literature; Hukm i Masahat Bafa i Biswa; Sera i Adl; Charai And Gharai ; Amir I Sada; Taccavi (Taqavi); Diwan I Khairat, Kharaj i Jizya; Patta And Qabuliyat; Farr i Izidi; Mahzar; Sulh i Kul; Tauhid i-Ilahi; Ibadat Khana, Mansab; Ain i-Dahsala; Watan Jagir; Satnamis; Jats' Revolt In Doab; Chauth; Sardeshmukhi..

**Unit I**

Ilbaris and Khalji: Consequences of the Ghorian invasions; political consolidation under Iltutmish; problems and policies of Balban; nobility during the thirteenth century; agrarian reforms of Alauddin Khalji; mechanism of his market regulations and their impact.

**Unit II**

Tughluqs and Afghan: Political and religious orientation of Muhammad bin Tughluq; rationale, implementation and consequences of his projects; administrative reforms of Firuz Shah Tughluq; nobility under the Tughluqs; the Afghan concept of monarchy.

**Unit III**

Mughal State: Abul Fazl's concept of monarchy; Experiment of Din-i-Ilahi and its critique; evolution of the mansab system; development of the land revenue system under Akbar; Mughal-Rajput Relations.

**Unit IV**

Crisis in Mughal Empire: Mughal expansion in the Deccan during the first half of the seventeenth century; popular uprisings in northern India during the reign of Aurangzeb; his breach with Mewar and Marwar; his military conflict with the Marathas; his conquest of Bijapur and Golconda.

**Essential Readings**

Chandra, Satish, *Medieval India: From Sultanat to the Mughals*, 2 vols., New Delhi: Har-Anand Publications, (Reprint), 2003.

- Habib, Mohammad & Khaliq Ahmad Nizami, (eds.), *A Comprehensive History of India, Vol.V: The Delhi Sultanate 1206-1526*, New Delhi: Peoples Publishing House, (Reprint), 1993.
- Jackson, Peter, *The Delhi Sultanate: A Political and Military History*, Cambridge: Cambridge University Press, 1999.
- Nigam, S.B.P., *Nobility under the Sultans of Delhi*, New Delhi: Munshiram Manoharlal, 1971.
- Nizami, Khaliq Ahmad, *Religion and Politics in India during the Thirteenth Century*, New Delhi: Oxford University Press, New Edition, 2002.
- Qureshi, Ishtiaq Husain, *The Administration of the Mughal Empire*, Patna: Janaki Prakashan, (reprint), 1979.
- Richards, John F., *The Mughal Empire*, New Delhi: Foundation Books/ Cambridge University Press, 1993.
- Singh, Surinder, *Madh Kalin Bharat Da Itihas*, Patiala: Punjabi University, 1997.
- Tripathi, R.P., *Some Aspects of Muslim Administration*, Allahabad: Central Book Depot. (reprint), 1976.

### **Suggested Readings:**

- Alam, Muzaffar and Sanjay Subrahmanyam, (eds.), *The Mughal State 1526-1750*, New Delhi: Oxford University Press, 1998.
- Ali, M. Athar, *Mughal India: Studies in Polity, Ideas, Society and Culture*, New Delhi: Oxford University Press, 2006.
- Chandra, Satish, *Mughal Religious Policies, the Rajputs and the Deccan*, New Delhi: Vikas Publishing House, 1993.
- Chandra, Satish, *Essays on Medieval Indian History*, New Delhi: Oxford University Press, 2003.
- Hasan, S. Nurul, *Religion, State and Society in Medieval India*, Edited and Introduced by Satish Chandra, New Delhi: Oxford University Press, 2005.
- Husain, Agha Mahdi, *The Rise and Fall of Muhammad bin Tughluq*, Delhi: Idarah-I-Adabiyat-I-Delli, (Reprint), 1972.
- Jauhri, R.C., *Firoz Tughluq (1351-1388 AD)*, Jalandhar: ABS Publications, (Reprint), 1990.
- Lal, Kishori Saran, *History of the Khaljis*, New Delhi: Munshiram Manoharlal, (Revised Edition), 1980.
- Siddiqui, Iqtidar Husain, *Some Aspects of Afghan Despotism in India*, Aligarh: Three Men Publications, 1969.
- Streusand, Douglas E., *The Formation of the Mughal Empire*, New Delhi: Oxford University Press, 1989.

## **PAPER IV: MODERN INDIA: POLITICAL PROCESSES**

### **COURSE CODE: HIS 211**

**Objective:** The paper is a study of British colonialism in which India can be studied as a classic case of British Imperialism. The historical context has been undertaken with a holistic interpretation of different approaches and interpretations such as Colonialist, Nationalist, Marxist, Subaltern, and Gandhian. The construction of the colonial state in north and south India followed constitutional changes which further enhanced to establish British control. Indian nationalism responded starting with peasant and tribal revolts, mutiny of 1857, emergence of Indian National Congress, militant movements, Subhas Bose, feminist movements.

**Pedagogy:** Methodology adopted would include lectures, discussions, review, seminars, and power point presentations.

**Note:** The candidate will be evaluated on the basis of a written examination (80 marks) and Internal Continuous Assessment (20 marks). In the written examination, the question paper will have the following format:

The maximum marks in this paper/option will be 80 and duration of written examination will be 3 hours..

- (i) There will be 9 questions in all. The candidate will be required to attempt 5 questions.
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- (iii) Remaining part of the question paper will be divided into four units, corresponding to the four units of the syllabus for each option. The paper setter will set 2 essay type questions from each unit. The candidate will attempt 4 essay type questions, selecting one from each unit. Each essay type question will carry 15 marks.
- (iv) The paper setter is expected to follow the Essential Readings and set questions on the sub-themes or parts of a theme, rather than the topic as a whole.

### Concepts and Terms:

Colonialist historiography; Nationalist historiography; Marxist historiography; Subalterns; Treaty of Salbai; Punjab Annexation-a breach of trust; Treaty of Seringapatam(1792); Mal-administration of Oudh; Treaty of Aix La-Chapelle(1748); Civilizing mission; Separate Electorates; Dyarchy; Provincial Autonomy; Board of Control;Montagu Declaration; Santhals; Mundas; Lathiyals; Revolt-First War of Indian Independence; Revolt-Military Uprising; Safety valve theory; Moderates; Rowlatt Act; Revolutionaries; Indian National Army; Swaraj; Non-Cooperation; Civil Disobedience; Quit India.

### Unit I

Historiography on the modern Indian state – approaches and interpretation: Colonialist, Nationalist, Marxist, Subaltern.

### Unit II

Construction of colonial state policy and programme of expansion in north and south India: Bengal;Oudh; Deccan;Mysore; Marathas; Punjab.

### Unit III

Constitutional developments: Regulating Act of 1773, Pitts India Act of 1784; The Indian Councils Act 1909; The Government of India Act 1919; The Government of India Act 1935.

### Unit IV

Colonial state and Indian response:Peasant and Tribal Movements;Emergence;Programme and Policies of Indian National Congress; Gandhian Mass Movements; Militant Movements; Subhas Chandra Bose and INA; Women Participation in National Movement.

### Essential Readings

- Alavi, Seema (ed.), *The Eighteenth Century in India*, New Delhi: Oxford University Press, Reprint 2007.
- Bayly, C.A., *Indian Society and the Making of the British Empire*, Cambridge, Cambridge University Press, Reprint, 2014.
- Bipan, Chandra, *Communalism in Modern India*, Har Anand Publications, Delhi, 2016.
- Brown, Judith, *Gandhi's Rise to Power: Indian politics 1915-1922*, Cambridge: Cambridge University, Press, 1972.
- Chandra, Bipan *et al.*, *India's Struggle for Independence, 1857-1947*, Delhi: Viking/Penguin Books, Reprint 2016.
- Chandra, Bipan, *The Rise and Growth of Economic Nationalism in India*. New Delhi: Har Anand Publications, 2016.
- Ishita Banerjee Dube, *A History of Modern India*, Cambridge University Press, New Delhi, 2015.
- Guha, Ranajit, 'On some aspects of Historiography of Colonial India', in Ranajit Guha ed. *Subaltern Studies I*, Delhi: Oxford University Press, 1986.
- Mishra, B.B., *Administrative History of India*, Oxford University Press, Delhi, 1983.
- Nanda, B.R., *Making of a nation: India's Road to Independence*, Delhi: Harper-Collins, 1998.
- Sarkar, Sumit, *Modern India, 1885-1947*, Delhi: Pearson Education India, 2014.
- Sen, S.P. ed., *Historians and Historiography in Modern India*, Institute of Historical Studies, Calcutta, 1973.
- Sreedharan E: *A Text Book of Historiography (500 B.C to A.D 2000*, New Delhi: Orient Longmen, 2004

### Suggested Readings:

- Alam, Muzaffar, *Crisis of Empire in Mughal North India: Awadh and the Punjab, 1707-1748*, Delhi: Oxford University Press, Paperback, 2013.
- Banerjee, A.C., *Constitutional History of India*, Vol. II & III.

Brown Judith, *Modern India, The Origins of an Asian Democracy* 2<sup>nd</sup> ed., Delhi: Oxford University Press, 1994.  
Guha, Ranajit, *Elementary Aspects of Peasant Insurgency in Colonial India*, Delhi: Oxford University Press, 1983.  
Hasan, Mushirul, *Nationalism and Communal Politics in India*, New Delhi: Manohar, Reprint 2000.  
Josh, Bhagwan, *Struggle for Hegemony in India, 1920-47*, New Delhi: Sage, 1992.  
Marshall, P.J., *The Eighteenth Century in Indian History*, New Delhi: Oxford University Press, 2003.  
Partha, Chatterjee, *The Nation and its Fragments, Colonial and Post Colonial Histories*, New Delhi: Oxford University Press, reprint, 1994.  
Sarkar, Sumit., *Swadeshi Movement in Bengal*, Delhi: Permanent Black, Second Edition, 2011.  
Talbot, Ian, *Punjab and the Raj, 1849-1947*, Delhi: Manohar, 1988.

<u>Semester II</u>		Code	Title of paper	Credits
	<b>Group-I Paper I:</b>	HIS 125	Punjab in the Eighteenth Century (Compulsory)	4 credits
	<b>Group-II Paper II: Any one of the following</b>	HIS 713	Opt. (i) Agrarian Economy of Ancient India	4 credits
		HIS 712	Opt. (ii) Agrarian Economy of Medieval India	4 credits
		HIS 711	Opt. (iii) Agrarian Economy of Modern India	4 credits
		HIS 721	Opt. (iv) Industry, Trade & Urbanization in Medieval India	4 credits
		HIS 730	Opt. (v) Industry and Trade in Modern India	4 credits
		HIS 733	Opt. (vi) Urbanization in Modern India ( <b>Not offered to students in this Session</b> )	4 credits
	<b>Group-III and IV Paper III and IV Any two of the following:</b>	HIS 831	Opt. (i) Modern World (Mid 15th - 19th Century)	4 credits
		HIS 844	Opt. (ii) China & Japan (1840-1950)	4 credits
		HIS 821	Opt. (iii) History of Canada ( <b>Not offered to students in this Session</b> )	4 credits
		HIS 811	Opt. (iv) American Imperialism in the Nineteenth and Twentieth Centuries ( <b>Not offered to students in this Session</b> )	4 credits
		HIS 812	Opt. (i) USA (1820-1973)	4 credits
		HIS 832	Opt. (ii) World in the Twentieth Century	4 credits

### **PAPER I : PUNJAB IN THE EIGHTEENTH CENTURY (COMPULSORY)**

COURSE CODE: HIS 125

**Objective:** This paper challenges the notion of the eighteenth century as a 'dark period' in the Indian history and brings out the political process by which over a hundred new centres of power and not only the 'twelve misaldars' came up in the Punjab after the decline of the Mughal Empire. It deals with all the new rulers, Sikh as well as non-Sikh, in terms of their political organization, administrative arrangements, patterns of state patronage and the main features of urban as well as agrarian economy.

**Pedagogy:** The classroom teaching is supplemented by familiarizing the students with the maps of the area besides distribution of outlines for greater effectiveness. The evaluation is based on continuous internal assessment which comprises of unit tests, presentation of seminars, classroom participation and attendance.

**Note:** The candidate will be evaluated on the basis of a written examination (80 marks) and Internal Continuous Assessment (20 marks). The duration of written examination will be 3 hours. In the written examination, the question paper will have the following format:

The maximum marks in this paper/option will be 80 and duration of written examination will be 3 hours..

- (i) There will be 9 questions in all. The candidate will be required to attempt 5 questions.
- (ii) Question No.1 will be compulsory and carry 20 marks. It will consist of 15 short questions from the list of concepts and terms given below. The candidate is required to attempt any 10 short questions in 25-30 words each.. Each short question carries 2 marks.
- (iii) Remaining part of the question paper will be divided into four units, corresponding to the four units of the syllabus for each option. The paper setter will set 2 essay type questions from each unit. The candidate will attempt 4 essay type questions, selecting one from each unit. Each essay question will carry 15 marks.
- (iv) The paper setter is expected to follow the Essential Readings and set questions on the sub-themes or parts of a theme, rather than the topic as a whole.

## Concepts and Terms:

Mukhlispur; Banjaras; Suzerainty; Vassal; Watan jagir; Intermediary zamindar; Paibaqi; Ijaradar; Absentee Jagirdar; Third Battle of Panipat; Khalisa Land; Kardar; Pargana; Dal Khalsa; Gurmatta; Rakhi; Misl; Batai; Kankut; Katra; Bunga; Trini; Haq- Buha; Ghiana; Inam jagir; Gobind Shahi coin; Nanak Shahi coin; Hundi; Madad-i-ma'ash.

### Unit I

Establishment of independent rule under Banda Singh Bahadur and basis of his support; measures of the Mughal State; Impact of the decline of the Mughal Empire on administrative functioning and finances of the Punjab; struggle for power among the Mughals, the Afghans and the Marathas; Ahmad Shah Abdali and the Sikhs.

### Unit II

Emergence of the new powers in the second half of the eighteenth century: the Rajput chieftains in the hills; the Muslim rulers in the plains; the Sikhs as rulers; role of Gurmatta, Dal Khalsa and Rakhi System in the political process; re-construction of 'eighteenth century as Misaldari period'.

### Unit III

Civil and military administration under the new rulers; conception of suzerainty and coinage; Agrarian conditions and land revenue System.

### Unit IV

Features of Jagirdari System; working and recipients of dharmarth grants; development of urban centres; trade and manufacture; eighteenth Century debate and the Punjab.

### Essential Readings

Alam Muzaffar, *Crisis of Empire in Mughal North India: Awadh and the Punjab, 1707-48*, New Delhi: Oxford University Press, 2013 (2<sup>nd</sup> ed.).

Alavi, Seema, *The Eighteenth Century in India: Debates in Indian History and Society*, Oxford India Paperback, New Delhi, 2007

Chetan Singh, *Region and Empire: Punjab in the Seventeenth Century*, Delhi: Oxford University Press, 1991.

Ganda Singh, *Life of Banda Singh Bahadur*, Publication Bureau, Punjabi University, Patiala, 2006.

Ganda Singh, *Ahmad Shah Durrani*, Bombay: Asia Publishing House, 1959.

Sachdeva, Veena, *Polity and Economy of the Punjab during the Late Eighteenth Century*, New Delhi: Manohar, 1993.

Sachdeva, Veena, *Atharvi Shtabdi ke Antim Charan Mein Punjab Ki Rajnaitik Tatha Arth Vyavastha*, Chandigarh: Unistar, 2014 (Hindi Medium); *Mughal Raj de Patan Uprant da Punjab* (Atharvi Sadi), Chandigarh: Unistar, 2015 (Punjabi Medium)

### Suggested Readings

Banga, Indu, ed., *Five Punjabi Centuries: Polity, Economy, Society and Culture, c.1500-1900*, New Delhi: Manohar, 1997.

Bhagat Singh, *Sikh Polity in the Eighteenth and Nineteenth Centuries*, New Delhi: Oriental Publishers & Distributors, 1978.

Grewal, J.S., *The Sikhs of the Punjab: The New Cambridge History of India*, New Delhi: Cambridge University Press, 2003.

Gupta, Hari Ram, *History of the Sikh Confederacies (1708-1769)*, New Delhi: Munshiram Manoharlal, 1978 (3<sup>rd</sup> edn.).

Sachdeva Veena, 'Social Base of Sikh Movement under Banda Singh Bahadur', *Research Journal Social Sciences*, Vol.22, No.3, 2014, Panjab University, Chandigarh, pp.14-24.

Sharma, T.R., *Maharaja Ranjit Singh: Ruler and Warrior*, Chandigarh: Panjab University, 2005.

Sinha, N.K., *Rise of the Sikh Power*, Calcutta: A. Mukherjee & Co., 1973.

Surinder Singh, *Sikh Coinage – Symbol of Sikh Sovereignty*, New Delhi: Manohar, 2004.

**Objective:** This course enlightens the students about the beginning of food production and agriculture system with special reference to bronze and iron ages. The role of agriculture and other allied trades to generate the state revenue. It also acquaints the students with the duties of the state administration to bestow all peasants and other vocational with various facilities and endowments to boost up the production and revenue of the state. It throws light on the origin and evolution of Levy system in ancient India, its determination and mode of collection.

**Pedagogy:** The students are taught with the help of slides, photographs, topographical maps, political maps etc. In addition to it lectures, workshops, seminars and field trips are arranged to enhance the articulating skill of the students and to understand the subject in a better way.

**Note:** The candidate will be evaluated on the basis of a written examination (80 marks) and Internal Continuous Assessment (20 marks). In the written examination, the question paper will have the following format:

The maximum marks in this paper/option will be 80 and duration of written examination will be 3 hours..

- (i) There will be 9 questions in all. The candidate will be required to attempt 5 questions.
- (ii) Question No.1 will be compulsory and carry 20 marks. It will consist of 15 short questions from the list of concepts and terms given below. The candidate is required to attempt any 10 short questions in 25-30 words each.. Each short question carries 2 marks.
- (iii) Remaining part of the question paper will be divided into four units, corresponding to the four units of the syllabus for each option. The paper setter will set 2 essay type questions from each unit. The candidate will attempt 4 essay type questions, selecting one from each unit. Each essay type question will carry 15 marks.
- (iv) The paper setter is expected to follow the Essential Readings and set questions on the sub-themes or parts of a theme, rather than the topic as a whole.

### Concepts and Terms:

Mehargarh; Gramani/gramika; kutumbika; gahapatis; Dasa-karmakars; Bali/Bhaga; Paranaya; Sali/Vrihi; Rajuka/Agronomoi; Sitadhyakasha; Sudarshana lake; Vishti; Agrahara; Brahamdeya; Deva-agrahara/devagrahara; devadana; vaishyagrahara; Kara-shasana; Samanta; Bhumicchidra-nyaya; urban decay; Kosambi's two stage theory of feudalism; Araghatta/ghatiyantra; Kupa/vapi; Damaras; Kali age crisis; tamra-patra/tamra-patta/tamra-sasana; hatta; mandapika; pentha; nagaram; Kaivartas; Kalabharas.

### Unit I:

Evolution of Agriculture: Neolithic Age (Beginning of Agriculture and Domestication of Animals); Bronze Age (Agricultural Techniques, and Irrigation); Iron Age (Cultivation Techniques, Processes, Crop Patterns and Irrigation).

### Unit II:

State and Land Systems: Land Rights (Communal Rights, Individual Rights, and Royal Rights); State and Private Property (Demarcation of Land, and Boundary Disputes); Land Revenue and Tax Relief Provisions.

### Unit III:

Peasantry: Peasant Hierarchy in Early India; Political and Social Relationships between Peasantry, Donors, and Donees; Peasant Unrests (Causes and Nature of Peasant Unrests; Kaivarta and Kalabhara Uprisings).

### Unit IV:

Land Grants and Expansion of Agriculture: Land Grants (*agrahara*, *devadana*, *vaishyagrahara* and *kara-shasana*); Study of the *Krishiparasara* (Agricultural processes and Techniques); Early Medieval Agrarian Changes.

### Essential Readings

- Chattopadhyaya, B. D. (ed.), *Essays in Ancient Indian Economic History*, New Delhi: Primus Books, 2015 reprint.
- Gopal, L., *Aspects of the History of Agriculture in Ancient India*, Allahabad: University of Allahabad, 1987.
- Gopal, L., 'Agriculture', in *History of Technology in India- Vol. I: From Antiquity to c. 1200 AD*, ed. A. K. Bag, New Delhi: Indian National Science Academy, pp. 391-436, 1997.

\_\_\_\_\_, *The Economic Life of Northern India, circa A.D. 700-1200*, Motilal Banarsidass Publishers, Varanasi, 1989.

Sahu, B. P., ed. *Land System and Rural Society in Early India*, New Delhi: Manohar, 2003 reprint.

Sharma, R. S., *Early Medieval Indian Society: A Study in Feudalization*, New Delhi: Orient Blackswan, 2014 reprint.

Singh, Upinder, *A History of Ancient and Early Medieval India: From Stone Age to the 12<sup>th</sup> Century*, Pearson Longman: Delhi, 2009.

### **Suggested Readings**

Chakravarti, Ranabir, 'Agricultural Technology in Early Medieval India (c. AD 500-1300)', in *The Medieval History Journal*, Vol. 11, No. 2, pp. 229-258, 2008.

Chakravarti, Ranabir, 'Interacting with Hydraulic Resources: Early Indian Experience', in *Science, Literature and Aesthetics- Vol. 15, Part-3*, ed. Amiya Dev, (HSPCIC) New Delhi: Munshiram Manoharlal, pp. 343-369, 2009.

Chattopadhyaya, B. D., *Aspects of Rural Settlements and Rural Society in Early Medieval India*, New Delhi: Primus Books, 2017.

Chauhan, G. C., *Economic History of Early Medieval Northern India*, Delhi: Atlantic Publishers, 2003.

Ghosh, Suchandra, 'Understanding Boundary Representations in the Copper-Plate Charters of Early Kamarupa', in *Indian Historical Review*, Vol. 41, No. 2, pp. 207-222, 2014.

Jha, D. N., *Revenue System in Post-Mauryan and Gupta Times*, Calcutta: Punthi Pustak, 1967.

Mandal, Krishna Kumar, 'Note: Forms of Peasant Protest in the "Jatakas",' in *Social Scientists*, Vol. 35, No. 5/6, pp. 39-46, 2007.

Mozumdar, G. P., and Banerji, S. C., ed. & tr., *Krisi-Parasara*, Kolkata: The Asiatic Society, reprint 2001 (or Any other suitable translation).

Thakur, V. K., and Aounshaman, Ashok, eds. *Peasant in Indian History- I*, Patna: Janaki Publishers, 1996.

## **PAPER II OPT. (II) AGRARIAN ECONOMY OF MEDIEVAL INDIA**

**COURSE CODE: HIS 712**

**Objective:** This paper aims at a multi-dimensional picture of the historical changes that occurred in the agrarian economy during the medieval period. For the sake of clarity and convenience, it is divided into two chronological phases, the Delhi Sultanate and Mughal Empire. It seeks to make an in-depth analysis of the social structure, with particular reference to the various classes of peasantry as well as the intermediaries. It pays adequate attention to the technological aspects of agriculture and irrigation, besides the land rights and agrarian revolts. It also examines the mechanism evolved by the state to extract the social surplus.

**Pedagogy:** Since it is assumed that the student is quite familiar with the political history of medieval India, it is possible to delve into advanced writings of historians like Irfan Habib and Satish Chandra. Changes in the agrarian economy are studied in relation to the social structure and state formation, with stress on interpreting evidence from contemporary documentation.

**Note:** The candidate will be evaluated on the basis of a written examination (80 marks) and Internal Continuous Assessment (20 marks). In the written examination, the question paper will have the following format:

The maximum marks in this paper/option will be 80 and duration of written examination will be 3 hours..

- (i) There will be 9 questions in all. The candidate will be required to attempt 5 questions.
- (ii) Question No.1 will be compulsory and carry 20 marks. It will consist of 15 short questions from the list of concepts and terms given below. The candidate is required to attempt any 10 short questions in 25-30 words each.. Each short question carries 2 marks.
- (iii) Remaining part of the question paper will be divided into four units, corresponding to the four units of the syllabus for each option. The paper setter will set 2 essay type questions from each unit. The candidate will attempt 4 essay type questions, selecting one from each unit. Each essay type question will carry 15 marks.
- (iv) The paper setter is expected to follow the Essential Readings and set questions on the sub-themes or parts of a theme, rather than the topic as a whole.

## Concepts and Terms:

Village Aristocracy; Khuts; Chaudhuri; Zayad Crop; Rabi And Kharif; Noria And Saqiya; Persian Wheel; Khwaja; Kharaja'; Hukm i Masahat Bafa i Biswa; Iqta; Madad-i-Ma'ash; Abwab; Zamindar ; Banth and Talpad; Jins i-Kamil; Sair Land; Malikana; Deh Kharj; Panch Mukadamman; Khudh Ka'sht; Karori Experiment (1574-75); Ain-i-Dahsala; Nasq; Kankut;Zabti System; Jama and Hasil;Gaz-i-Ilahi; Jagirdari Crisis; Zamindar Zortalab;

### Unit I

Structure of the rural society in the Delhi Sultanate; aristocracy, intermediaries and peasantry; methods of cultivation and types of crops; means of irrigation and water lifting devices; projects of agrarian expansion; prices of agricultural produce.

### Unit II

Agrarian taxation in the Delhi sultanate; from tribute to a uniform land tax; magnitude of state share and methods of collection; salient features of the iqta system; stages in the evolution of the iqta system.

### Unit III

Conditions of peasantry in Mughal India; stratification among the peasantry; the nature of agrarian property; structure of the village community; zamindars and nature of their income; genesis, composition and strength of the zamindars.

### Unit IV

Assessment of land tax under the Mughals; magnitude of state share and mechanism of its collection; salient features of the jagirdari system; jagirdari system: fiscal rights and management; crisis in the jagirdari system; nature of the agrarian revolts.

### Essential Readings

Farooqi, M.A., *The Economic Policy of the Sultans of Delhi*, New Delhi: Konark Publishers, 1991.

Habib, Irfan, *The Agrarian System of Mughal India*, New Delhi: Oxford University Press, 2<sup>nd</sup> Revised Edition, 1999.

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

Naqvi, H.K., *Agricultural, Industrial and Urban Dynamism under the Sultans of Delhi*, New Delhi: Munshiram Manoharlal, 1986.

Raychaudhuri, Tapan, & Irfan Habib, (Eds.), *The Cambridge Economic History of India, Vol.I*, Hyderabad: Orient Longman, (Reprint), 2004.

### Suggested Readings

Alam, Muzaffar & Sanjay Subrahmanyam (eds.), *The Mughal State 1526-1750*, New Delhi: Oxford University Press, 1998.

Chandra, Satish (Ed.), *Essays on Medieval Indian Economic History*, New Delhi: Munshiram Manoharlal, 1987.

Grover, B.R., "Nature of Land Rights in Mughal India", in *The Indian Economic and Social History Review*, Vol.I, 1963.

Habib, Irfan, "Technological Changes and Society: 13<sup>th</sup> and 14<sup>th</sup> Centuries", in *Proceedings of the Indian History Congress*, Varanasi, 1969.

Habib, Irfan, "Economic History of the Delhi Sultanate: An Essay in Interpretation", in *The Indian Historical Review*, Vol. IV, No.2, 1978.

Hasan, S. Nurul, *Thoughts on Agrarian Relations in Mughal India*, New Delhi: Peoples Publishing House, 1973.

Moreland, W.H., *The Agrarian System of Moslem India: A Historical Essay with Appendices*, Cambridge Library Collection-South Asian History, Cambridge University Press (paperback), 2011.

Moosvi, Shireen, *The Economy of the Mughal Empire c.1595: A Statistical Study*, New Delhi: Oxford University Press (2<sup>nd</sup> ed.), 2015

Singh, Surinder, "Dynamics of Statecraft in the Delhi Sultanate: A Reconstruction from the Letters of Ainul Mulk Mahru", in *Proceedings of the Indian History Congress*, 61<sup>st</sup> Session, Calcutta, 2001.

**Objective:** This course examines the impact of colonialism on India's agrarian economy in the nineteenth and early twentieth centuries.

**Pedagogy:** Class room lectures and tutorial discussions.

**Note:** The candidate will be evaluated on the basis of a written examination (80 marks) and Internal Continuous Assessment (20 marks). In the written examination, the question paper will have the following format:

The maximum marks in this paper/option will be 80 and duration of written examination will be 3 hours..

- (i) There will be 9 questions in all. The candidate will be required to attempt 5 questions.
- (ii) Question No.1 will be compulsory and carry 20 marks. It will consist of 15 short questions from the list of concepts and terms given below. The candidate is required to attempt any 10 short questions in 25-30 words each.. Each short question carries 2 marks.
- (iii) Remaining part of the question paper will be divided into four units, corresponding to the four units of the syllabus for each option. The paper setter will set 2 essay type questions from each unit. The candidate will attempt 4 essay type questions, selecting one from each unit. Each essay type question will carry 15 marks.
- (iv) The paper setter is expected to follow the Essential Readings and set questions on the sub-themes or parts of a theme, rather than the topic as a whole.

**Concepts and Terms:**

Agrarian Society; Ryotwari; Mahalwari; Permanent Settlement of Bengal; Classical Theory of Rent; Jajmani System; Rural Indebtedness; Commercialization of Agriculture; Canalization; ICAR; Central Banking Enquiry Committee; Royal Commission of Agriculture; Cooperative Movement; Self Sufficient Village Economy; Agrarian Relations; Famine Relief; Cash Crops; Agricultural Labour; Taccavi Loan; Agricultural Technology; Punjab Land Alienation Act; Famine Relief Fund; Pattidar; Miras Land; Agricultural Trade; War Financing; Debt Relief.

**Unit I**

Agrarian Context: Mid 18<sup>th</sup> century background and British Agrarian Policy; Agrarian settlements: Permanent; Ryotwari; Mahalwari; consequences of periodic settlements.

**Unit II**

Agrarian Production and Technology; Commercialization of agriculture; Famine and the Peasantry; rural indebtedness

**Unit III**

Agrarian Relations: Northern and Central India; Eastern India; Western India; South India.

**Unit IV**

Development of irrigation in colonial times; Canalization and colonization of Punjab; Trade in Agricultural Produce; Agricultural Labour.

**Essential Readings:**

Ali, Imran, *The Punjab under Imperialism (1885-1947)*, OUP, New Delhi, 1989.

Bagchi, Amiya Kumar, *Colonialism and Indian Economy*, OUP, New Delhi, 2010.

Banerjee, Himadri, *Agrarian Society of the Punjab (1849-1901)*, Manohar, New Delhi, 1982.

Bhatia, B.M., *Famines in India: A Study in Some Aspects of the Economic History of India with Special Reference to Food Problems, 1860-1990*, Sangam Books, Delhi, 1991.

Bhattacharya, Dhires, *A Concise History of the Indian Economy (1750-1950)*, Prentice Hall, New Delhi, 1979(Second Edition).



Bhattacharya, Neeladri, *The Great Agrarian Conquest: The Colonial Reshaping of a Rural World*, Permanent Black, Ranikhet, 2018.

Dalrymple, William, *The Anarchy: The East India Company, Corporate Violence and the Pillage of an Empire*, Bloomsbury, 2019

Kumar, Dharma(ed.), *The Cambridge Economic History of India, 1757-1970, Vol.II*, Orient Blackswan, Hyderabad, 2015(First Published 1984).

Dutt, R.C., *The Economic History of India in the Victorian Age*, Kegan Paul, London, 1903.

Dutt, R.P., *India Today*, Popular Parkashan, Bombay, 1949.

Gopal, S., *The Permanent Settlement in Bengal and its Result*, Allen and Unwin, London, 1949.

Roy, Tirthankar, *The Economic History of India(1858-1947)*, OUP, New Delhi, 2006.

\_\_\_\_\_, *An Economic History of Early Modern India*, Routledge, London, 2017 (First Published 2013).

Singh, V.B. (ed.), *Economic History of India, 1857-1955*, Allied Publications, Bombay, 1965.

### **Suggested Readings:**

Amin, Shahid, 'Agrarian Bases of Nationalist Agitations in India: An Historiographical Survey,' in D.A. Low, *The Indian National Congress*, Manohar, Delhi, 1988.

Bayly, C.A., *Rulers, Townsmen and Bazaars: North Indian Society in the Age of British Expansion(1770-1870)*, OUP, New Delhi, 2012(First Published 1983).

Choudhuri, B.B., 'Trends in the Recent Studies in the Agrarian History of Colonial India' in T. Banerjee (ed.) *Indian Historical Research since Independence*, Calcutta, 1986.

Desai, A.R., *Social Background of Indian Nationalism*, Popular Prakashan, Bombay, 2004(First Published 1948).

Dhanagare, *Peasant Movements in India 1920-1950*, OUP, New Delhi, 1983.

Hardiman, David, *Peasant Resistance in India 1858-1914*, OUP, New Delhi 1992.

Kulke, Harman and Rothermund, Dietmar, *A History of India*, Routledge, London, 2010(First Published 1986).

Mukherjee, Mridula, *Colonializing Agriculture: The Myth of Punjab Exceptionalism*, Sage Publications, New Delhi, 2005.

Rothermund, D., *Government Landlord and Peasant in India: Agrarian Relations under British Rule, 1865-1935*, Weisbaden, 1978.

Sen, Sunil, K., *Agrarian Relations in India, 1793-1947*, People's Publishing House, New Delhi, 1979.

Tomlinson, B.R., *The New Cambridge History of India: The Economy of Modern India (1860-1970)*, Cambridge University Press, New Delhi, 2005(First Published 1998).

## **PAPER-II OPT. (IV) INDUSTRY, TRADE & URBANIZATION IN MEDIEVAL INDIA**

**COURSE CODE: HIS 721**

**Objective:** This paper focuses on the Urban Economy of the Medieval period and looks with detail at the Urban pattern, Trade and Industry, Administration of towns and Social Classes in towns. It aims to introduce the urban dimension to students of Medieval India to add to their basic understanding of the period.

**Pedagogy:** Students will be introduced to new readings on the theme and a familiarization with debates on several issues.

**Note:** The candidate will be evaluated on the basis of a written examination (80 marks) and Internal Continuous Assessment (20 marks). In the written examination, the question paper will have the following format:

The maximum marks in this paper/option will be 80 and duration of written examination will be 3 hours..

- (i) There will be 9 questions in all. The candidate will be required to attempt 5 questions.
- (ii) Question No.1 will be compulsory and carry 20 marks. It will consist of 15 short questions from the list of concepts and terms given below. The candidate is required to attempt any 10 short questions in 25-30 words each.. Each short question carries 2 marks.
- (iii) Remaining part of the question paper will be divided into four units, corresponding to the four units of the syllabus for each option. The paper setter will set 2 essay type questions from each

unit. The candidate will attempt 4 essay type questions, selecting one from each unit. Each essay type question will carry 15 marks.

- (iv) The paper setter is expected to follow the Essential Readings and set questions on the sub-themes or parts of a theme, rather than the topic as a whole.

### **Concepts and Terms:**

Urban Centre; Qasbah; Temple Urbanism; Urbanization; Dynastic Towns; Mohalla; Katra; Tripolia; Qahwakhana; Kotwal; Mir-i-Mohalla; Pol; Rach Bharmar; Talimguru; Chikandoz; Naqqash; Baradari; Karkhana; Jital; Ganj; Ahl-i-Saif; Ahl-i-Qalam; Hakeem; Hunarmardan; Balda; Urban Revolution 13<sup>th</sup> Century; Hundi; Asharfi; Qadam Sharif; Nakhas; Manzil

### **Unit I**

Urban pattern in the early medieval period; urban revolution in the 13<sup>th</sup> century; urban development upto mid 18<sup>th</sup> century; types of urban centres; morphology of towns; administration of towns.

### **Unit II**

Major industries – textiles, metal work,; forms of organization; technology and labour; profile of medieval craftsmen; state policy; case studies – Shahjahanabad, Agra, Surat.

### **Unit III**

Major trade routes; organization of trade; items, volume and trade pattern; currency, credit and monetary system; markets; state control; case studies—Chief Trading Centres.

### **Unit IV**

Urban classes; nobility; commercial and trading classes; professional classes; artisans and craftsmen; labouring classes and slaves; courtly and popular culture.

### **Essential Readings**

Abul Khan Muhammad Farooque, *Roads and Communications in Mughal India*, Adab-I-Adabiyat-i-Delhi, Delhi, 1977.

Ashraf, K.M., *Life and Conditions of the People of Hindustan*, Delhi, 1978.

Blake, Stephen, *Shahjahanabad*, Cambridge University Press, 1993.

Chattopadhyaya, B.D., *The Making of Early Medieval India*, Delhi: Oxford University Press, 1994.

Grewal, Reeta, 'Urbanization in Medieval India' in *The State & Society in Medieval India* (ed, J.S. Grewal), Delhi: 2005, Oxford University Press, PHISPC, 396-429.

Gupta, I.P., *Urban glimpses of Mughal India: Agra the Imperial Capital*, Discovery, Delhi, 1986.

Habib, Irfan and Tapan Raychaudhari, eds., *The Cambridge Economic History of India*, Vol.I, Orient Longman, 1984.

Habib, Mohammad, 'Introduction' to *Elliot and Dawson's History of India*, Vol.II, Aligarh reprint, 1-102.

M.P. Singh, *Town, Market, Mint and Ports Towns in the Mughal Empire*, Delhi: Adam, 1985.

Naqvi, H.K., *Urban Centres & Industries in Upper India*, Bombay: Asia, 1968.

Naqvi, H.K., *Urbanization and Urban Centres under the Great Mughals*, Shimla: IAS, 1971.

T.Chitchern, A.I., *India: Changing Economic Studies in 16<sup>th</sup>-18<sup>th</sup> Centuries*, Delhi: Manohar, 1998.

Vanina, Eugenia, *Urban Crafts and Craftsmen in Medieval India*, Delhi: Munshiram Manoharlal, 2004.

### **Suggested Readings**

Bayly, C.A., *Rulers, Townsmen and Razaars: North India Society in the Age of British Expansion*, Oxford University Press.

Chenoy, Shama Mitra, *Shahjahanabad: City of Delhi 1638-1857*, Delhi: Munshiram Manoharlal, 1998.

Mallick, B.S., *Money Banking & Trade in Mughal India*, Jaipur: Rawat, 1991.

Moosvi, Shireen, *The Economy of the Mughal Empire c.1595*, Delhi: Oxford University Press, 1987.

Moreland, W.H., *India at the Death of Akbar: An Economic History*, Atma Ram & Sons, 1962.

Moreland, W.H., *From Akbar to Aurangzeb*, Delhi: Oriental Books, 1972 (reprint).

Naqvi, H.K., *Agriculture, Industry and Urban Dynamism under Sultans of Delhi*, Delhi: Munshiram Manoharlal, 1986.

Richards, J.F. ed., *The Imperial Monetary System of Mughal India*, Delhi: Oxford University Press, 1987.

Subramanyam S., ed., *Money and Markets in India*, Delhi: Oxford University Press, 1998.

## PAPER-II OPT. (V) INDUSTRY AND TRADE IN MODERN INDIA

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COURSE CODE: HIS 730

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**Objective:** To examine the manner of early trade and industry in India and the evolution of private enterprise.

**Pedagogy:** Class room lectures, discussions and tutorials.

**Note:** The candidate will be evaluated on the basis of a written examination (80 marks) and Internal Continuous Assessment (20 marks). In the written examination, the question paper will have the following format:

The maximum marks in this paper/option will be 80 and duration of written examination will be 3 hours..

- (i) There will be 9 questions in all. The candidate will be required to attempt 5 questions.
- (ii) Question No.1 will be compulsory and carry 20 marks. It will consist of 15 short questions from the list of concepts and terms.given below. The candidate is required to attempt any 10 short questions in 25-30 words each.. Each short question carries 2 marks.
- (iii) Remaining part of the question paper will be divided into four units, corresponding to the four units of the syllabus for each option. The paper setter will set 2 essay type questions from each unit. The candidate will attempt 4 essay type questions, selecting one from each unit. Each essay type question will carry 15 marks.
- (iv) The paper setter is expected to follow the Essential Readings and set questions on the sub-themes or parts of a theme, rather than the topic as a whole.

### Concepts and Terms:

Mercantilism; Imperialism; Nationalism; Balance of Trade;Exchange Banks;De-industrialization; East India Company; Subsidiary Alliance; Public Limited Company; Private Limited Company; Equality; Wootz; Free Trade; Chintz; Scientific temper; Swadeshi; Non –cooperation; Swarajya; Civil Disobedience; Dyarchy; Artisan; Trade Union; Factory Act; Labour Legislation; Industrial Entrepreneurship; Colonialism; Commercialization of Agriculture organized Sector.

### Unit I

Trade and East India Company: Growth; Composition; value of Trade; Balance of Trade; Impact of Presidency banks and Exchange banks on trade.

### Unit II

Foreign Trade 1857-1947: Reasons of Trade expansion, Composition; Export and Import; Balance of Trade; Direction; Impact of two world wars on Indian foreign trade.

### Unit III

The traditional artisanal industries: the de-industrialisation question; Nature of modern industry under the colonial rule- major industries- Cotton, textile, Jute, Iron and Steel; reasons of industrial expansion; Industrial entrepreneurship.

### Unit IV

Industrial Labour under the Colonial rule: Wages and Standard of living; Trade union movement; Labour Disputes, Labour Legislation.

### Essential Books

Asiya, Siddique, *Trade and Finance in Colonial India, 1750-1860*, Oxford: Oxford University Press, 1995

Bagchi, A.K., *Private Investment in India, 1900-1939*, Cambridge: Cambridge University Press, 1972.

Buchanan, D.H., *The Development of Capitalistic Enterprise in India*, New York: Macmillan, 1939.

Chandra, Bipan, *The Rise and Growth of Economic Nationalism in India*, New Delhi: PPH, 1982 (reprint).

Godgil, D.R., *The Industrial Evolution of India in Recent Times, 1860-1939*, Bombay: Oxford University Press, 1975 (reprint).

Mehta, S.D., *The Cotton Mills of India, 1854-1954*, Bombay: Textile Association, 1954.

Ray Chaudhary and Dharma Kumar (eds.), *The Cambridge Economic History of India, 1757-1970*, Vol.II, Hyderabad, 1984.

### **Suggested Readings**

Morris, M.D., *The Emergence of an Industrial Labour Force in India*, Berkeley: University Press, 1965.

Chaudhari, K.N., *The Economic Development of India under the East India Company, 1814-1858*, Cambridge: Cambridge University Press, 1971.

Sen, S.K., *Studies in Industrial Policy and Development of India, 1858-1914*, Calcutta: Progressive Publishers, 1964.

Singh, V.B.(ed.), *Economic History of India, 1857-1956*, Bombay: Asia, 1965

Thorner, D., 'De-industrialization in India' in his *Land and Labour in India*, Bombay: Asia, 1962.

Tirthankar, Roy, *Cloth and Commerce: textiles in colonial India*, New Delhi: Sage, 1996.

### **PAPER –II OPT. (VI) URBANIZATION IN MODERN INDIA(NOT OFFERED TO STUDENTS IN THIS SESSION)**

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#### **COURSE CODE: HIS 733**

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**Objective:** The course introduces a new perspective and analyses the process of urbanization in India from the mid 18<sup>th</sup> to the 20<sup>th</sup> century. The changing patterns of urban development in the regional context; new urban forms, new social and economic institutions, urban administration and urban problems are examined. Case studies allow for an indepth analysis of the urban dimensions adding to our understanding of history and the impact of urbanization on society.

**Pedagogy:** The key concepts and context are taken up in class discussion which incorporates urban studies from allied disciplines as well. Maps and diagrams form an integral part of study.

**Note:** The candidate will be evaluated on the basis of a written examination (80 marks) and Internal Continuous Assessment (20 marks). In the written examination, the question paper will have the following format:

The maximum marks in this paper/option will be 80 and duration of written examination will be 3 hours..

- (i) There will be 9 questions in all. The candidate will be required to attempt 5 questions.
- (ii) Question No.1 will be compulsory and carry 20 marks. It will consist of 15 short questions from the list of concepts and terms.given below. The candidate is required to attempt any 10 short questions in 25-30 words each.. Each short question carries 2 marks.
- (iii) Remaining part of the question paper will be divided into four units, corresponding to the four units of the syllabus for each option. The paper setter will set 2 essay type questions from each unit. The candidate will attempt 4 essay type questions, selecting one from each unit. Each essay type question will carry 15 marks.
- (iv) The paper setter is expected to follow the Essential Readings and set questions on the sub-themes or parts of a theme, rather than the topic as a whole.

#### **Concepts and Terms:**

Urban Centre; Urbanization; Metropolis; Megalopolis; Urban Pattern; Mofussil Town; Qasbah; New Urban Forms; Hill Station; Cantonement; Colony Town; Civil Lines; Brides of The Sea; Black Town; Municipal Committee; Octroi; Municipal Corporation; Notified Area; Civic Amenities; Pseudo Urbanization; Over Urbanization; Ribbon Development; Economic Institutions In Towns; Slums; Circulation Of Traffic; Leaf Plan Of Chandigarh; Superblock; Garden City; Million City; Maximum City.

#### **Unit I**

Urban patterns in the mid 18<sup>th</sup> century; urban development in the colonial period; factors influencing urbanization; types of urban centers; case study of New Delhi- phases of growth, town planning and society.

#### **Unit II**

New Urban Forms: the hill station; cantonement; civil lines; colony town; the port cities; case study- Bombay-growth, morphology and social structure.

### Unit III

Early administration in towns; introduction of municipal government; municipal functions and working; resources; nature of urban government in colonial times.

### Unit IV

Urbanization in post-independence India; regional patterns; classification of urban places; urban problems- slums, lack of civic amenities, haphazard growth; urbanization policy; case study- Chandigarh- plan, growth and social dimensions.

#### Essential Readings

- Avasthi, A. *Municipal Administration in India*, Agra: Lakshmi Narayan, 1972.
- Banga, Indu (ed.), *The City in Indian History*, Delhi: Manohar, 1994.
- Banga, Indu (ed.), *Ports and their Hinterlands in India 1700-1950*, Delhi: Manohar, 1991.
- Banga, Indu and J.S. Grewal (eds), *Studies in Urban History*, Amritsar: GNDU, 1983.
- Bayly, C.A., *Rulers Townsmen and Bazaars*, Delhi: Oxford University Press, 1992.
- Frykenberg, R.E. (ed), *Delhi Through the Ages*, Delhi: Oxford University Press, 1993.
- Gadgil, D.R., *The Industrial Evolution of India in Recent Times*, Delhi: Oxford University Press, 1994.
- Gupta, Narayani, *Delhi Between Two Empires*, Delhi: Oxford University Press, 1981.
- Kalia, Ravi; *Chandigarh: The Making of an Indian City*, Delhi: Oxford University Press, 1988.
- King, Anthony; *Colonial Urban Development*, London: Routledge & Kegan Paul, 1976.
- Ramachandran, R., *Urbanization and Urban Systems in India*, Delhi: Oxford University Press, 1999 (8<sup>th</sup> impression, 1<sup>st</sup> published 1989).
- Sharma, Kavita et al., *Chandigarh Lifescape: brief social history of a planned city*, Chandigarh: Chandigarh Administration, 1999.

#### Suggested Readings:

- Bose, Ashish, *India's Urbanization*, Delhi: Tata Mcgraw Hall, 1978.
- Broeze, Frank (ed), *Brides of the Sea: Port Cities of Asia from the 16<sup>th</sup> to the 20<sup>th</sup> centuries*, New South Wales University Press, 1983.
- D'Souza, Victor S., *Social Structure of a Planned City: Chandigarh*: Bombay: Orient Longman, 1968.
- Didee, Jayamala and Rangaswamy (eds), *Urbanization Trends, Perspectives and Challenges*, Jaipur: Rawat Publications, 1993.
- Heggade, Odeyar D., *Urban Development in India*, Delhi: Mohit, 1998
- Prakasa Rao, V.L.S., *Urbanization in India: Spatial Dimensions*, Delhi: Concept, 1983.
- Mitra, Asok, *Functional Classification of Indian Towns*, : Delhi: Institute of Economic Growth, 1973.
- Sunderam, K.V., *Urban and Regional Planning in India*, Delhi: Vikas, 1977.

### PAPERS III

#### PAPERS IV OPT. (I) MODERN WORLD (MID 15TH-19TH CENTURY)

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#### COURSE CODE: HIS 831

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**Objectives:** The paper focuses on the Modern phase of World history with particular reference to Modern ideas with emphasis on 'humanism', politics revolving around European State System and colonial and economic developments are highlighted. The social and economic change which took place in Europe from 17<sup>th</sup> to 19<sup>th</sup> century effecting the transition from Feudalism to Capitalism and the rise of Nationalism in the 19<sup>th</sup> century are focused in the course.

**Pedagogy:** The Course is taught on the basis of lectures, seminars, discussions & tutorials.

**Note:** The candidate will be evaluated on the basis of a written examination (80 marks) and Internal Continuous Assessment (20 marks). In the written examination, the question paper will have the following format:

The maximum marks in this paper/option will be 80 and duration of written examination will be 3 hours..

- (i) There will be 9 questions in all. The candidate will be required to attempt 5 questions.
- (ii) Question No.1 will be compulsory and carry 20 marks. It will consist of 15 short questions from the list of concepts and terms given below. The candidate is required to attempt any 10 short questions in 25-30 words each.. Each short question carries 2 marks.
- (iii) Remaining part of the question paper will be divided into four units, corresponding to the four units of the syllabus for each option. The paper setter will set 2 essay type questions from each unit. The candidate will attempt 4 essay type questions, selecting one from each unit. Each essay type question will carry 15 marks.
- (iv) The paper setter is expected to follow the Essential Readings and set questions on the sub-themes or parts of a theme, rather than the topic as a whole.

### **Concepts and Terms:**

Renaissance; Humanism; Reformation; Enlightenment; Socialism; Utopian; Socialists; Commercial Revolution; Price Revolution; Bloodless Revolution; Industrial Revolution; Scientific Revolution; Liberty; Equality; Constitutionalism; Nationalism; State Building; Feudalism; Capitalism; Parliamentary Monarchy; Liberalism; Democracy; Absolutism; Nation State; New World; Age of Exploration; Free Trade; Continental System;

### **Unit I**

Enlightenment and Modern Ideas: Renaissance, its social roots, humanism and its spread in Europe; Reformation, its origins, course and significance; Spread of Enlightenment, outside Europe; Rise of Socialist ideas (to Marx).

### **Unit II**

Origins of Modern Politics: European States System- Spain, France and England; Colonial expansion and economic developments; early colonial empires of Portugal and Spain; shift of economic balance from Mediterranean to the Atlantic, commercial revolution and price revolution.

### **Unit III**

Europe in the 17<sup>th</sup> and 18<sup>th</sup> Centuries: Economic, Social and Political dimensions-The English Revolution; Scientific Revolution; American Revolution and the constitution; French Revolution and its aftermath; European political patterns in the 18<sup>th</sup> century- parliamentary monarchy and patterns of Absolutism in Europe.

### **Unit IV**

Modern Nation State System: English Industrial Revolution, transition from feudalism to capitalism; Rise of Nationalism in the 19<sup>th</sup> century; state building in Germany and Italy; liberalism and democracy in Britain; Disintegration of Empires through emergence of nationalities; 19<sup>th</sup> century European revolutions.

### **Essential Readings**

Clark, G., *Early Modern Europe*, Oxford University Press, 1964.

Clough, Shepherd, *Economic Development of the Western World*, London: Macraw Hill Book Company.

Davis, H.A., *Outline History of the World. Ed.5* 1968.

Gay, P and J. Goratty(eds) *Columbia History of the World*, New York: Harper Row, 1972.

Hale, J.R., *Renaissance Europe*, London: Collins Sons & Co.Ltd., 1971.

Hinsley, F.H.(eds) *Material Progress and World Wide Problems, 1870-1898*, Cambridge University Press, 1976.

Hobsbawm, Eric., *Age of Empire 1875-1914*, Delhi: Viking, 1975.

Hobsbawm, Eric., *Age of Revolution 1789-1848*, Delhi: Viking, 1975.

Palmer, R.A., *A History of Modern World*, Macgraw, 1982.

Stavrianos, L.S., *The World Since 1500*, Delhi: Prentice Hall of India, 1965.

Stavrianos., L.S., *Readings in World History*, USA: Allen & Bacon, Inc., 1962.

### **Suggested Readings**

Lefebvre, G., *The French Revolution*

Rude, George, *Revolutionary Europe*, Collins, 1964.

Thompson, Davis, *Europe Since Napoleon*, Australia: Penguin, 1966.

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### PAPER III OPT. (II) CHINA AND JAPAN (1840-1950)

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COURSE CODE: HIS 844

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**Objective:** This course aims to trace the various phases of history of China and Japan in modern times in context of their struggle against invasion of west. Also the present course seeks to evaluate the internal struggle as well as various efforts made within these nations which were directed towards the quest of their identities as important powers of the world.

**Pedagogy:** The said course is taught on the basis of lectures, seminars, discussions and tutorials.

**Note:** The candidate will be evaluated on the basis of a written examination (80 marks) and Internal Continuous Assessment (20 marks). In the written examination, the question paper will have the following format:

The maximum marks in this paper/option will be 80 and duration of written examination will be 3 hours..

- (i) There will be 9 questions in all. The candidate will be required to attempt 5 questions.
- (ii) Question No.1 will be compulsory and carry 20 marks. It will consist of 15 short questions from the list of concepts and term given below. The candidate is required to attempt any 10 short questions in 25-30 words each.. Each short question carries 2 marks.
- (iii) Remaining part of the question paper will be divided into four units, corresponding to the four units of the syllabus for each option. The paper setter will set 2 essay type questions from each unit. The candidate will attempt 4 essay type questions, selecting one from each unit. Each essay type question will carry 15 marks.
- (iv) The paper setter is expected to follow the Essential Readings and set questions on the sub-themes or parts of a theme, rather than the topic as a whole.

### **Concepts and Terms:**

Opening of China; Cutting of the Chinese Melon; Open Door Policy; Co–hong; Taiping Rebellion; Battle of Concessions; Boxer Society; Li-Ito Convention; Campradores; Warlords; K.M.T.; League of Common Alliance; C.C.P.; Communism; Communes; Modernization of Japan; Meiji Restoration; Opening of Japan; Perry expedition; Tonghaks' rebellion; Most Favoured Nation Treatment; Right of Extra Territoriality; Treaty of Shimonoseki; Triple Intervention; Treaty of Portsmouth; 21 Demands; Aims of Washington Conference; Five Power Naval Treaty; Zaibatsu; Japanese militarism; Manchurian Crisis; Fall of Japan.

### **Unit I**

Opening of China w.s.r.t. the First Opium War and the Second Opium War; Taiping rebellion; Battle of Concessions (1895-98); Boxer movement (1900); the Impact of foreigners in China – disintegration of family centered society and the rise of new classes.

### **Unit II**

Sun Yat Sen and the revolution of 1911; Cultural awakening between 1917-1919; May 4<sup>th</sup> 1919 Movement; C.C.P.'s relations with K.M.T. till 1949 and triumph of communism; the inauguration of first Five Year Plan and land reforms; the role of communes.

### **Unit III**

Opening of Japan w.s.r.t. Perry expedition and its significance; Meiji restoration and reforms for modernisation-end of feudalism, reorganization of central administration, reforms in education, industrial and agricultural reforms, the new Japanese Constitution of 1889; the first Sino-Japanese War (1894-95); Anglo- Japanese Alliance (1902); Russo-Japanese War (1905).

## Unit IV

Japan's role in World War I and presentation of 21 demands; Washington Conference (1921); Causes and growth of Japanese militarism; Japan from Manchurian Crisis to the Second World War; monetary and banking systems in post-war Japan; the role of Zaibatsu in post-war economy.

### Essential Readings

Allen, G.C., *Japan's Economic Recovery, Opium Wars to 1911 Revolution Vol.I*, Delhi: Routledge, 2000.

Donnithorne Audrey, *China's Economic Systems*, London: Routledge, 1<sup>st</sup> Edition 2016.

Flath David, *The Japanese Economy*, New York: Oxford University Press, Reprint 2014.

Hsu Immanuel, C.Y., *The Rise of Modern China*, New York: Oxford University Press, Reprint 2000.

Hughes, T.J. & Luard D.E.T., *The Economic Development of Communist China (1949-60)*, Connecticut, US: Green Wood Press, 1975.

Vinacke, Harold M., *A History of the Far East in Modern Times*, New York: Appleton Century Crafts, 1961 (6<sup>th</sup> edn.)

Clyde, P. H. and Burton B.F., *The Far East: A History of the Impact of the West on Eastern Asia*, Englewood Cliffs, N.J. Prentice Hall, 1966.

Kennedy Paul, *The Rise and Fall of the Great Powers- Economic Change and Military Conflict from 1500 to 2000*, London: William Collins, Reprint 2017.

## PAPERS III OPT. (III) HISTORY OF CANADA (NOT OFFERED TO STUDENTS IN THIS SESSION)

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COURSE CODE: HIS 821

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**Objective:** An introductory course focusing on the main developments in politics, economy and society of Canada from its inception to recent times. The major changes and its impact on the people is highlighted to understand the kind of transformation taking place in time and the making of a multi-cultural society.

**Pedagogy:** As the course is being introduced for the first time, basic standard reading would be utilized along with maps and perspectives to help study the country in some detail.

**Note:** The candidate will be evaluated on the basis of a written examination (80 marks) and Internal Continuous Assessment (20 marks). In the written examination, the question paper will have the following format:

The maximum marks in this paper/option will be 80 and duration of written examination will be 3 hours..

- (i) There will be 9 questions in all. The candidate will be required to attempt 5 questions.
- (ii) Question No.1 will be compulsory and carry 20 marks. It will consist of 15 short questions from the list of concepts and terms given below. The candidate is required to attempt any 10 short questions in 25-30 words each.. Each short question carries 2 marks.
- (iii) Remaining part of the question paper will be divided into four units, corresponding to the four units of the syllabus for each option. The paper setter will set 2 essay type questions from each unit. The candidate will attempt 4 essay type questions, selecting one from each unit. Each essay type question will carry 15 marks.
- (iv) The paper setter is expected to follow the Essential Readings and set questions on the sub-themes or parts of a theme, rather than the topic as a whole.

### Concepts and Terms:

Inuit; First Nations; Runners Of The Woods; Skraelings; Seigneurs; New France; Quebec Act 1774; Canada Bill 1791; Reciprocity Treaty 1854; Dominion Day; Halifax Award 1877; Alien Question; Gold Rush; NEP; Bits And Pieces Programme; Conscription; "Rep By Pop"; Staples Theory; Baby Boom; Dirty Thirties; Parti Canadien; GATT; Parti Quebecois; Two Nationalisms; Cultural Genocide'; Referendum; October Crisis; Bilingualism; Hyde Park Agreement; "Ethnic Ghetto"; Multiculturalism; White Paper ; Meechlake Conference; Gang of Eight; Bill 22/101; CANDU Model;



## Unit I

First nations and their contact with early European settlers; French and English in Canada in 17<sup>th</sup> century; Anglo-French activity in 18<sup>th</sup> century; Canada c.1800.

## Unit II

Transformation 1815-40; The Dominion of Canada 1867; Expansion 1867-96; Economic boom 1896-1914; Impact of World War I, Relations with Britain

## Unit III

Politics and Economics of the 1920's; Developments in 1930's; Canada and World War II; Post War developments upto 1963, Relations with USA.

## Unit IV

Economic Developments 1960-80; Changing Canada; Problems for Government. in 1970s-80s; Multi culturalism.

## Essential Readings

Bothwell, Robert, *The Penguin History of Canada*, Penguin, Canada, 2006.

Morton, Desmond, *A Short History of Canada*, McChelland & Stewart, Toronto, 2006 (6<sup>th</sup> edn., 1<sup>st</sup> published 1987).

Bumstead, J.M., *A History of the Canadian Peoples*, Oxford University Press, Toronto, 2007 (3<sup>rd</sup> ed.)

Nelles, H.V., *A Little History of Canada*, Oxford University Press, Toronto, 2005.

## Suggested Readings

Douglas R. Francis, Richard Jones and Donald B. Smith, *Origins: Canadian History to Confederation*, 6<sup>th</sup> ed., Nelson, Toronto, 2008.

Douglas R.Francis, Richard Jones and Donald B. Smith, *Destinies: Canadian History since Confederation*, Nelson, Toronto, 2006.

Dickason, Olive Patrica, *A Concise History of Canada's First Nations*, Oxford University Press, Toronto, 2006.

PAPER–II OPT. (IV) (A) AMERICAN IMPERIALISM IN THE NINETEENTH AND TWENTIETH CENTURIES(NOT OFFERED TO STUDENTS IN THIS SESSION)

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## COURSE CODE; HIS 811

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**Objective:** From an Indian perspective, this course examines the nature of American imperialism and its spread in the nineteenth and twentieth centuries. It presumes a prior knowledge of the broad trends in the history of America, India and the world.

**Pedagogy:** The course is based on class room discussions.

**Note:** The candidate will be evaluated on the basis of a written examination (80 marks) and Internal Continuous Assessment (20 marks). In the written examination, the question paper will have the following format:

The maximum marks in this paper/option will be 80 and duration of written examination will be 3 hours..

- (i) There will be 9 questions in all. The candidate will be required to attempt 5 questions.
- (ii) Question No.1 will be compulsory and carry 20 marks. It will consist of 15 short questions from the list of concepts and terms.given below. The candidate is required to attempt any 10 short questions in 25-30 words each.. Each short question carries 2 marks.
- (iii) Remaining part of the question paper will be divided into four units, corresponding to the four units of the syllabus for each option. The paper setter will set 2 essay type questions from each unit. The candidate will attempt 4 essay type questions, selecting one from each unit. Each essay type question will carry 15 marks.
- (iv) The paper setter is expected to follow the Essential Readings and set questions on the sub-themes or parts of a theme, rather than the topic as a whole.

## Concepts and Terms:

Imperialism; Monroe Doctrine; industrialization; Mahan Doctrine;Americanization; Louisiana Purchase; great powers;League of Nations; 14 points; Cold War; NAM; McCarthy Era; Cultural imperialism;brain drain;American

Independence; French and Indian War 1754-1763; Colonial Grievances in America; Spanish Empire in the America; Spanish American Wars; State Power and Industrialization; US expansion in 19<sup>th</sup> Century; American Interventions outside the Western Sphere; US and Russia; US and Great Britain; First World War; Anticommunism in the US; US and the Muslim World; US and Israel; Indo-US relations before 1947

## Unit I

**Introduction to the Nature of Imperialism:** The economic bases of imperialism; the strategic bases of imperialism; the altruistic-moral bases of imperialism; The empires of the eighteenth and nineteenth century: the British Empire in India; the Partition of Africa; the various European imperial interests in the Americas; American independence: the French and Indian War 1754-1763; The British empire in America and colonial grievances; the economic and moral bases for claiming independence for America as expressed in its culture, polity and society during the eighteenth and nineteenth centuries.

## Unit II

**The Monroe Doctrine:** The United States replaces the Spanish Empire in the Americas and the Pacific; various Spanish American wars and their consequences; evolution of a moral basis for imperial expansion in the foreign policy; The American civil war: the link between state power and industrialisation; the use of moral positions for war like aggression. US expansion in the nineteenth and early twentieth century: Purchasing territories in America and the Pacific; the Mahan Doctrine and military strength; American interventions outside the western hemisphere in the nineteenth and early twentieth century.

## Unit III

**“Americanisation of the world” in the early twentieth century:** The relative industrial and economic strength of the great powers; President Wilson’s interventions before joining the First World War; American role in establishing peace after the First World War and the League of Nations. The growth of American power between the Two Wars: Economic interventions in Europe; the US and Russia; the US and Great Britain. The Cold War and American foreign policy: anti-communism in the US and the McCarthy Era; influence of internal concerns on US foreign policy; economic and human costs of American interventions within the US and outside.

## Unit IV

**US and the third world:** US hostility to NAM 1950s to 1990s; US and the Muslim World; US and Israel; US as a soft power: “Cultural imperialism”; the brain drain from across the world to the US; Indian opposition to US cultural imperialism, 1960s to 1990s; Impact of American imperialism on south Asia: Indo-US relations before independence; Indo-US relations from 1947 to 1971; Indo-US relations from 1971 to the 1990s.

### Essential Readings

Ferguson, Nial, *Colossus: The Rise and Fall of the American Empire*, Penguin books, London, 2005, multiple reprints in Indian edition.

Gilbert, Martin, *A History of the Twentieth Century, 3 volumes*, Harper Collins, London, 2000, multiple reprints in Indian edition.

Handlin, Oscar, *The History of the United States*, Holt, Reinhart and Winston, New York, 1968, multiple reprints.

Kennedy, Paul, *The Rise and Fall of the Great Powers: Economic Change and Military Conflict from 1500 to 2000*, Fontana Press, New York, 1988, multiple reprints in Indian edition.

### Suggested Readings

Brecher, Michael, *The Foreign Policy System of Israel*, Oxford University Press, Toronto, 1972.

Chandra, Bipan, *Essays on Colonialism*, Orient Longman, New Delhi, 2000.

Desai, A.R., *The Social Background of Indian Nationalism*, Popular Prakashan, Bombay, 1954, multiple reprints.

Dutt, R.P., *India Today*, PPH, Bombay, 1949, multiple reprints.

Gilbert, Felix, *End of the European Era, 1890 to the Present* Norton, London, 1981.

Huntington, Samuel P., “The Clash of Civilizations?” in *Foreign Affairs*, 1993 Also, <http://history.club.fatih.edu.tr/103%20Huntington%20Clash%20of%20Civilizations%20full%20text.htm> Lenin, V.I., *Imperialism, the Highest Stage of Capitalism: a popular outline*, various editions, 1916.

Moore, Barrington Jr., *The Social Origins of Dictatorships and Democracies: Lord and Peasant in the Making of the Modern World*, Beacon Press, New York, 1966, also in Indian edition.

Owen, Roger and Bob Sutcliffe, (eds.), *Studies in the Theory of Imperialism*, Longman, London, 1972.

COURSE CODE: HIS 812

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**Objective:** The emergence of America as a world leader was substantially based on the transformations taking place in that country as it tries to adjust itself to the post-Napoleonic world order of the nineteenth century. This course traces the main currents in American history to find an understanding of that transformation.

**Pedagogy:** Class room discussions and tutorials.

**Note:** The candidate will be evaluated on the basis of a written examination (80 marks) and Internal Continuous Assessment (20 marks). In the written examination, the question paper will have the following format:

The maximum marks in this paper/option will be 80 and duration of written examination will be 3 hours..

- (i) There will be 9 questions in all. The candidate will be required to attempt 5 questions.
- (ii) Question No.1 will be compulsory and carry 20 marks. It will consist of 15 short questions from the list of concepts and terms given below. The candidate is required to attempt any 10 short questions in 25-30 words each.. Each short question carries 2 marks.
- (iii) Remaining part of the question paper will be divided into four units, corresponding to the four units of the syllabus for each option. The paper setter will set 2 essay type questions from each unit. The candidate will attempt 4 essay type questions, selecting one from each unit. Each essay type question will carry 15 marks.
- (iv) The paper setter is expected to follow the Essential Readings and set questions on the sub-themes or parts of a theme, rather than the topic as a whole.

**Concepts and Terms:**

Nation State; Freedom; Big Business; Scientific Temper; Industrial Revolution; Imperialism; Communism; Foreign Policy Based on Neutrality; Carpet Baggers; Scallywags; Populism; Slavery; League of Nations; Free Trade; Peace Of Paris; Progressive Movement; Hooverville; New Deal; Economic Depression; Balance of Trade; Feminism; Social Justice; Civil Rights; Foreign Policy of Appeasement.

**Unit I**

The new territories in the west: Expansion in Texas, the war with Mexico; Moral and ideological tensions: Growth of sectionalism, causes and consequences of the Civil War, Reconstruction of the South; The new economy: growth of industrialisation and new technologies, Big Business, 1875-1900; Growth of cities.

**Unit II**

Emergence as a World Power: War with Spain; causes and results; decision for economic imperialism; Overseas Expansion: The Caribbean and the Pacific, 1896-1915; World Involvement: Unnatural neutrality; the U.S.A. at World War-I; The Treaty and the League.

**Unit III**

Populist and Progressive Movements: Leaders and achievements, 1890-1917; The onset of Great Depression: Causes and impact; the Hoover Program; The New Deal: New Deal Legislation; foreign policy during the New Deal period.

**Unit IV**

The Second World War: Issue of neutrality; the U.S.A. at war, planning a new World order; balance of terror: Colder war: Origins; diplomacy of Cold war; containment of communism; Détente; Social Movements: Movements for Social Justice: The Feminist Movement; Temperance; Suffrage; Civil Rights.

**Essential Readings**

Faragher, John Mack, Mari Jo Buhle, Daniel Czitrom, Susan H. Armitage, *Out of Many: A History of the American People*, Prentice Hall /Longman, New York, 2009.

Tindall, G B and D E Shi, *America: A narrative history*, WW Norton, New York 2009. Also available as ebook from [ <http://www.wwnorton.com/college/history/america7> ]

Zinn, Howard, *People's History of the United State, 1492-Present*. Revised edition 2005 (first published 1980).

## Suggested Readings

- Blum, John M., Bruce Cotton, *The National Experience: A History of the United States*, New York: 1970.
- Current, Richard, N.T. Williams et al., *American History: A Survey*, Vol.II, Calcutta:Scientific Book Agency, 1975 (4th edition).
- Faulkner, H.U., *American Economic History*, London: Harper and Row Publishers, 1954.
- Morrison, S.E., H.S. Commager and W.E. Leuchtenburg, *The Growth of the American Republic*, New York: Oxford University Press, 1969.
- Parke, Henry Bamford, *The United States of America*, Calcutta: Scientific Book Agency, 1967 (reprint).
- Pratt, Julius, W., *A History of United States Foreign Policy*, N.J.: Englewood Cliffs, 1957.
- Wittner, Lawrence S., *Cold War America, From Hiroshima to Watergate*, New York: Praeger Publishers, 1974.

## PAPER –IV OPT. (II) WORLD IN THE TWENTIETH CENTURY

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### COURSE CODE: HIS 832

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**Objectives:** Structures of international systems in the early twentieth century were drawn on the plank of imperialism, colonialism, nationalism leading to emergence of a bipolar world, organised into military blocks with non military organisations such as United Nations acting as arbiters of international peace. The impact of a bipolar world and its political dynamics were visible, especially in the middle east. New trends in human and civil rights marked contemporary foreign policies while feminism, working class and students movements, gained momentum in the international landscape.

**Pedagogy:** The methodology will include lectures, discussions, review, seminars and power point presentations.

**Note:** The candidate will be evaluated on the basis of a written examination (80 marks) and Internal Continuous Assessment (20 marks). In the written examination, the question paper will have the following format:

The maximum marks in this paper/option will be 80 and duration of written examination will be 3 hours..

- (i) There will be 9 questions in all. The candidate will be required to attempt 5 questions.
- (ii) Question No.1 will be compulsory and carry 20 marks. It will consist of 15 short questions from the list of concepts and terms.given below. The candidate is required to attempt any 10 short questions in 25-30 words each.. Each short question carries 2 marks.
- (iii) Remaining part of the question paper will be divided into four units, corresponding to the four units of the syllabus for each option. The paper setter will set 2 essay type questions from each unit. The candidate will attempt 4 essay type questions, selecting one from each unit. Each essay type question will carry 15 marks.
- (iv) The paper setter is expected to follow the Essential Readings and set questions on the sub-themes or parts of a theme, rather than the topic as a whole.

### Concepts and Terms:

Imperialism;Neo-Imperialism; Colonialism; Neo-Colonialism; Socialism; Nationalism;Communism;Capitalism; Revolution; Human Rights; Feminism; Working Class; Commonwealth; NAM; United Nations; Student Movement; Middle East; Military Blocs; Civil Rights;Foreign Policy; Third World; Non-Alignment; NATO; Warsaw Pact;Glasnost; Perestroika;Menshevik; Bolshevik;Arab Politics.

### Unit I

On the Eve and aftermath of the First World War: Imperialism and Colonialism with reference to the First World War; The Ideology of Nationalism with special reference to India and China; The Russian Revolution of 1905; Causes and impact of the Revolution of 1917, collapse of the Soviet Union.

### Unit II

Human and Civil Rights and New Trends: The idea of Civil and Human rights in the Third World; Role of Civil and Human rights in contemporary foreign policy Strategies; Trends within the growth of feminism, working class, and students movement.

### Unit III

Military Blocs and Non-Military Organizations: Non-military organizations; U.N. as an arbiter of international peace; Changing facets of Commonwealth and its irrelevance; growth of NAM as a critic of Imperialism and Neo-Colonialism.

### Unit IV

Political Dynamics in the Middle East: Regional Arab politics and the conflict with Israel; U.S.S.R. and the Middle East; U.S.A.'s policy towards the Middle East with special reference to Iraq, Israel and Iran.

### Essential Readings

Anderson, Eugene N., *Modern Europe in World Perspective: 1914 to the Present*, Holt, New York: Rinehart and Winston, 1961.

Brar, B.S., *Explaining Communist Crises*, New Delhi: Ajanta, 1994.

Gilbert, Felix, *End of the European Era, 1890 to the Present* London: Norton, 1981.

Hammond, Paul Y. (ed), *Political Dynamics in the Middle East*, New York: I.N.C., 1972.

Hobsbawm, E.J., *Age of Extremes*, Delhi: Viking, 1995.

Kennedy, Paul, *The Rise and Fall of the Great Powers: Economic Change and Military Conflict from 1500 to 2000*, London: Unwin and Hyman, 1988.

Spanier, John., *Games Nations Play*, Delhi: Macmillan India Ltd., 1990.

### Suggested Readings

Ashworth, W., *A Short History of the International Economy, 1850-1950*, London: Longmans, 1954.

Bergson, Abram & H.S., Levine, eds., *Soviet Economy Towards the Year 2000*, London: Unwin, 1983.

Brecher, Michael., *The Foreign Policy System of Israel*, Toronto: Oxford University Press, 1972.

Brezinski Zbignew., *The Soviet Bloc: Unity and Conflict*, Cambridge: The Harvard University Press, Mass, 1960.

Brezinski, Zbignew and S.P. Huntington., *Political Power: USA/USSR*, London: Chatto and Windus, 1964.

Chandra, Bipan, *Essays on Colonialism*, New Delhi: Orient Longman, 2000.

Chesneaux, Jean et. al. (eds.), *China*, Vols. 1 and 2 Delhi: Khosla, 1978.

Clyde, Paul and Burton Beers., *The Far East: A History of Western Impacts and Eastern Responses, 1830-1975*, New Delhi: Prentice Hall, 1976.

Forsythe, David P., *Human Rights in International Relations*, Cambridge: Cambridge University Press, 2000.

Freeman, Michael., *Human Rights*, Black well Publishers Malden, 2003.

Holland, R.F., *European Decolonization, 1918-1981: An Introductory Survey*, London: Macmillan, 1985.

Horowitz, David., *Imperialism and Revolution*, London: Penguin Press, 1969.

Karsh, Efraim and Rautsi, Irari., *Saddam Hussein: a Political Biography*, Wheaton: B.P.C.C., 1991.

Kennan, George F., *Democracy and the Student Left*, London: Hutchison, 1968.

Kennan, George F., *The Fateful Alliance: France, Russia and the Coming of the First World War*, New York: Pantheon, 1984.

Kochan, Lionel & Richard Abraham., *The Making of Modern Russia*, London: St. Martin, 1984.

Lichteim, George., *Short History of Socialism*, London: Fontana, 1975.

Owen, Roger & Bob Sutcliffe, (eds.), *Studies in the Theory of Imperialism*, London: Longmans, 1972.

Porter, Bernard., *The Lion's Share, A Short History of British Imperialism, 1850-1970*, London: Oxford University Press, 1976.

Porter, Brian, (ed.), *International Politics, 1919-69*, London: Oxford University Press, 1972.

Samir, Amin., *Maldevelopment :anatomy of global failure*, London: Zed books, 1990

Singer, Hans W. and Javed Ansari., *Rich and Poor Countries*, London: Unwin, 1982.

Stevens, Georgiana G., *The United States and the Middle East*, Prentice – Hall Inc N.J., 1964.

The Cambridge Modern History, Vol. 12., *The Shifting Balance of Power*, Cambridge: Cambridge University Press, 1958.

<b>Semester III</b>	<b>Group-I Paper I:</b>	HIS 123	Punjab in the Nineteenth Century (Compulsory)	4 credits
	<b>Group-II Paper II: Any one of the following</b>	HIS 431	Opt. (i) Evolution of Ancient Societies	4 credits
		HIS 421	Opt. (ii) Feudal Society in Western Europe	4 credits
		HIS 411	Opt. (iii) History of Capitalism	4 credits
		HIS 412	Opt. (iv) Rise and Growth of Colonialism in India	4 credits
		HIS 602	Opt. (v) History of Secularism in Modern India <b>Not offered to students in this Session)</b>	4 credits
	<b>Groups-III &amp; IV Papers III &amp; IV: Any two of the following</b>	HIS 432	Opt. (i) Cultural History of Ancient India	4 credits
		HIS 604	Opt. (ii) Sacred Centres in Indian Civilization	4 credits
		HIS 424	Opt. (iii) Medieval Indian Art and Monuments.	4 credits
		HIS 601	Opt. (iv) Gender Relations in Modern India	4 credits
		HIS 455	Opt. (v) Diaspora in Colonial India ( <b>Not offered to students in this Session)</b> )	4 credits
		HIS 603	Opt. (vi) Science, Technology & Medicine in Colonial India	4 credits
		HIS 213	Opt. (vi) Constitutional Development in Modern India, 1773-1947	4 credits
		HIS 212	Opt. (viii) National Movement in India 1858-1947	4 credits
		HIS 214	Opt. (ix) British Policy and Princely States ( <b>Not offered to students in this Session)</b> )	4 credits
HIS 263	Opt. (x) Contemporary India 1947-1992	4 credits		

### PAPER I PUNJAB IN THE NINETEENTH CENTURY (COMPULSORY)

COURSE CODE: HIS 123

**Objective:** The aim of the present course is to make an assessment of British policy and programme in Punjab and study the construction of State. It critically examines and evaluates administrative, social, cultural, economic developments as well as socio-religious resurgence in the province between 1849-1901.

**Pedagogy:** The present course is taught on the basis of lectures, seminars, discussions and tutorials.

**Note:** The candidate will be evaluated on the basis of a written examination (80 marks) and Internal Continuous Assessment (20 marks). In the written examination, the question paper will have the following format:

The maximum marks in this paper/option will be 80 and duration of written examination will be 3 hours..

- (i) There will be 9 questions in all. The candidate will be required to attempt 5 questions.
- (ii) Question No.1 will be compulsory and carry 20 marks. It will consist of 15 short questions from the list of concepts and terms given below. The candidate is required to attempt any 10 short questions in 25-30 words each.. Each short question carries 2 marks.
- (iii) Remaining part of the question paper will be divided into four units, corresponding to the four units of the syllabus for each option. The paper setter will set 2 essay type questions from each

unit. The candidate will attempt 4 essay type questions, selecting one from each unit. Each essay type question will carry 15 marks.

- (iv) The paper setter is expected to follow the Essential Readings and set questions on the sub-themes or parts of a theme, rather than the topic as a whole.

### **Concepts and Terms:**

Suba; Pargana; Kardar; Nazim; Batai; Kankut; Banwazaree; Suzerain; Vassalage; Dharmarth; Jagir; Ijara; Army Panches; Treaty of Amritsar 1809; Treaty Of Bhairawal 1846; Agricultural Loans; Commercialization of Agriculture; Canalization; Board of Administration; Punjab Frontier Force; Shuddhi; Nirankar; Kukas; Chief Khalsa Diwan; Mahdi; Socio-Religious Movement; Christian Missionaries; Aims of Anjumans; Agri-Horticultural Society; Modern Technology In Agriculture.

### **Unit I**

Formation of the Kingdom of Lahore; land revenue system, agricultural production and development; trade, industry and urbanization.

### **Unit II**

State and Polity: Nature of state, political developments 1839-1849; factors leading to the decline of the kingdom of Lahore; annexation of the Punjab.

### **Unit III**

The early British administration 1849-59; British agrarian policies; application of modern science and technology in agriculture; canal colonies.

### **Unit IV**

Socio Religious Reform Movements: Christian missionaries and their activities; Arya Samaj and Dev Samaj; Muslim Anjumans and Ahmediyas; Nirankaris, Namdharis and Singh Sabhas.

### **Essential Readings:**

Ali, Imran: *The Punjab under Imperialism, 1885-1947* Princeton: Princeton University Press, 2016.

Bal, S.S., *British Policy towards the Punjab (1844-49)*, Calcutta, 1971.

Banerjee, Himadri: *Agrarian Society of the Punjab 1849-1901*, Delhi: Manohar, 2005.

Banga, Indu (ed.), *Five Punjabi Centuries*, Delhi: Manohar, 2000.

Banga, Indu and J.S. Grewal, eds., *Maharaja Ranjit Singh: Society and Economy*, Amritsar: GNDU, 2001.

Banga, Indu, *Agrarian System of the Sikhs*, Manohar, Delhi: 1978.

Fauja Singh, *Some Aspects of State and Society under Ranjit Singh*, New Delhi: Master Publishers, 1982.

Grewal, J.S. and Indu Banga, eds., *Maharaja Ranjit Singh and His Times*, Amritsar: GNDU, 1980.

Grewal, J.S., *The Reign of Maharaja Ranjit Singh: Structure of Power, Economy and Society*, Patiala: Sita Ram Kohli Memorial Lectures, 1981.

Grewal, J.S., *The Sikhs of the Punjab*, New Cambridge History of India, 1994.

Grewal Reeta and Sheena Pall, eds., *Pre-Colonial and Colonial Punjab*, Delhi: Manohar, 2005.

Grewal, Reeta, 'Polity, Economy and Urbanization: Early 19<sup>th</sup> Century Punjab' *Journal of Regional History*, Vol. IV, 56-72.

Jones, Kenneth W.: *Socio-Religious Reform Movements in British India*, Cambridge: Cambridge University Press, 2006.

Khilnani, N.M: *British Power in the Punjab, 1839-1858*, Bombay: Asia Publishing House, 1972

Khushwant Singh, *History of the Sikhs*, Vol.II, Princeton: Princeton University Press, 2005.

Sukhwant, Singh: *Technological Breakthrough and Peasant Enterprise*, Delhi: Manpreet Prakashan, 2002.

## Suggested Readings

- Banga, Indu & J.S. Grewal, *Civil and Military Affairs of Ranjit Singh*, Amritsar: GNDU, 1987.
- Farquhar, J.N: *Modern Religious Movements in India*, Delhi: Munshiram Manoharlal, 2010.
- Goswamy, B.N., *Painters at the Sikh CourtI*, Delhi: Aryan Books, 1999.
- Goswamy, B.N., *Piety and Splendour: Sikh Heritage in Art*, Delhi: National Museum, 2000.
- Jones, Kenneth W.: *Arya Dharam: Hindu Concoiusness in the Nineteenth Century, Punjab*, Delhi: Manohar, 2006.
- Lafont, S., *Maharaja Ranjit Singh: Land of Five Rivers*, Delhi: Oxford University Press, 2002.
- Sharma, Radha, *Peasantry and the State Early 19<sup>th</sup> century Punjab*, Delhi: K.K. Publishers, 2000.
- Sukhdev Singh Sohal: *The Making of Middle Classes in Punjab*, Jalandhar: ABS Publishers, 2008
- Grewal J.S., *Early 19<sup>th</sup> Century Punjab*, Routledge, 2017.

## PAPER –II OPT. (I) EVOLUTION OF ANCIENT SOCIETIES

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### COURSE CODE: HIS 431

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**Objective:** This course provides an introduction to the form of existence of the earliest human societies and their relationship with the study of history.

**Pedagogy:** The course depends on class room discussions and visits to the various museums of history.

**Note:** The candidate will be evaluated on the basis of a written examination (80 marks) and Internal Continuous Assessment (20 marks). In the written examination, the question paper will have the following format:

The maximum marks in this paper/option will be 80 and duration of written examination will be 3 hours..

- (i) There will be 9 questions in all. The candidate will be required to attempt 5 questions.
- (ii) Question No.1 will be compulsory and carry 20 marks. It will consist of 15 short questions from the list of concepts and terms.given below. The candidate is required to attempt any 10 short questions in 25-30 words each.. Each short question carries 2 marks.
- (iii) Remaining part of the question paper will be divided into four units, corresponding to the four units of the syllabus for each option. The paper setter will set 2 essay type questions from each unit. The candidate will attempt 4 essay type questions, selecting one from each unit. Each essay type question will carry 15 marks.
- (iv) The paper setter is expected to follow the Essential Readings and set questions on the sub-themes or parts of a theme, rather than the topic as a whole.

### Concepts and Terms:

Hunters-Gatherers; Neolithic; Tribal Society; Chiefdom; Shamanism; Urban Revolution; Urbanization; Bronze Age; Democracy; Slavery; Reciprocity; Market Exchange; Gift Giving; Primitive Valuables; Domestic Mode Of Production;State; Process Of Urbanization;

### Unit –I

Hunting-gathering Societies in Asia;Characteristics of Neolithic societies in Western Asia; Stone culture of European societies with reference to Paleolithic and Mesolithic culture;shamanism in western Asia

### Unit-II

The urban revolution and the processes of urbanization in Mesopotamia; features of Persian culture and the Zoroastrian religion; Religion and art in Egypt;Socio-economic life in Egypt.

### Unit-III

The study of Shang period in Chinese civilization and its features; Neolilthic culture of China; Cultural and religious progress under the Chou; the political and ethical philosophy of Confucius;

### Unit –IV

The evolution of the city state with reference to Greek idea of democracy;slavery and religion in Greek;Roman society and Economy;Decline of Roman Civilization



## Essential Readings

- Adams, R.M., 'Patterns of Urbanization in early Southern Mesopotamia' in P J Ucko et al, eds., *Man, Settlement and Urbanism*, London: Duckworth, 1972.
- Adams, R.M., 'Water, Land and Life' in *Heartland of Cities*, Chicago: University of Chicago Press, 1981.
- Alfody, G., *The Social History of Rome*, London: Routledge, 1988.
- Andreev, Y.V., 'Urbanization as a Phenomenon of Social History', *Oxford Journal of Archaeology*, 8(2), 1989.
- Andrewes, A., *The Greek Society*, London: Penguin, 1971.
- Belshaw, C., *Traditional Exchange and Modern Markets*, Englewood Cliffs: Prentice-Hall, 1965.
- Binford, L., 'Post-Pleistocene Adaptation', in S and L Binford, *New Perspectives in Archaeology*, Chicago: Aldine, 1968.
- Bohannon, P. & G. Dalton(eds.), *Markets in Africa*, Evanston: Northwestern University Press, 1962.
- Childe, V.G., 'The Neolithic Revolution', in V.G. Childe, *Man Makes Himself*, London: Moonraker Press, 1956.
- Suggested Readings**
- Adams, R.M., *The Evolution of Urban Society*, London: Weidenfeld & Nicolson, 1966.
- Childe, V.G., 'The Urban Revolution in Mesopotamia' in *What Happened in History*, Harmondsworth: Penguin, 1954.
- Clark, G and S Piggott, *Prehistoric Societies*, London, Hutchinson, 1965.
- Earle, T. How., *Chiefs Come to Power*, Stanford: Stanford University Press, 1997.
- Ehrenberg, V., *The Greek State*, Oxford: Basil Blackwell, 1960.
- Ellen, R., 'Modes of Subsistence: Hunting and Gathering to Agriculture and Pastoralism', in T. Ingold ed., *Companion Encyclopedia of Anthropology*. London/New York: Routledge, 1994.
- Finley, M.I., *Ancient Slavery and Modern Ideology*, London: Penguin, 1980.
- Finley, M.I., *The Ancient Economy*, London: Chatto & Windus, 1973.
- Harris, D.R. (ed)., *The Origins and Spread of Agriculture in Eurasia*, Washington: Smithsonian Institution Press, 1996.
- Ingold, T et al, *Hunter and Gatherers*, Volume One, New York/Oxford: Berg, 1988.
- Jones, A.H.M., *The Roman Economy*, Oxford: Basil Blackwell, 1974.
- Service, E.R., *The Hunters*, Englewood Cliffs: Prentice Hall, 1966.
- Thomas, J., *Understanding the Neolithic*, London/New York: Routledge, 1999.
- Wason, P.K., *The Archaeology of Rank*, Cambridge: Cambridge University Press, 1994.

## PAPER –II OPT. (II) FEUDAL SOCIETY IN WESTERN EUROPE

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COURSE CODE: HIS 421

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**Objectives:** This paper is essentially devoted to the social history of medieval western Europe. It traces the transformation of the slave-owning society into the feudal society, besides exploring the institution of vassalage, with reference to the fief and manor. These structural changes are examined in the context of improvements in agricultural and industrial production, besides the expansion of trade and urbanization. This paper aims at understanding the methods of historical analysis that were developed by Marc Bloch, Henri Pirenne and Parry Anderson. It also enables us to sharpen our understanding of parallel developments in medieval India, as it opens the avenues of comparative analysis.

**Pedagogy:** The teacher is required to exercise considerable patience and diligence, so as to clarify key concepts like modes of production, kinship ties, vassalage, fief and manor. Equal attention is paid to material aspects of human life like agriculture, industry and trade. The study of historical maps, particularly relating to trade routes and urban centres, promises to benefit the young learners.

**Note:** The candidate will be evaluated on the basis of a written examination (80 marks) and Internal Continuous Assessment (20 marks). In the written examination, the question paper will have the following format:

The maximum marks in this paper/option will be 80 and duration of written examination will be 3 hours..

- (i) There will be 9 questions in all. The candidate will be required to attempt 5 questions.
- (ii) Question No.1 will be compulsory and carry 20 marks. It will consist of 15 short questions from the list of concepts and terms given below. The candidate is required to attempt any 10 short questions in 25-30 words each.. Each short question carries 2 marks.
- (iii) Remaining part of the question paper will be divided into four units, corresponding to the four units of the syllabus for each option. The paper setter will set 2 essay type questions from each unit. The candidate will attempt 4 essay type questions, selecting one from each unit. Each essay type question will carry 15 marks.

- (iv) The paper setter is expected to follow the Essential Readings and set questions on the sub-themes or parts of a theme, rather than the topic as a whole.

### Concepts and Terms:

Latifundium; Roman Proletarii; Clan Optimates; Vendetta; Solidarity Of Kindred Group; Vassal; Allod; Beneficium; Precaria, Fief De Reprise, Fiefs De Dignité; Liege Homage; Ceremony Of Investiture; Demesne; Manor; Banalities, Three Field Rotation in Agriculture; Heavy Plough; Weaving Loom, Gothic Architecture; Romanesque Architecture; Catalan Forge; Whipple Tree; Trebuchet; Guilds; Urban Centres; Champagne Fairs; Journeyman; Hanse; Corvée.

### Unit I

Decline of Roman Empire with special reference to its political and social structure; the slave mode of production; consequences of the Germanic invasions; the role of kinship ties; practice of vendetta and ownership of property; structure of the family.

### Unit II

Origin, development and symbolism of the feudal ties; mutual obligations of lords and vassals; plurality of homage; evolution and types of fiefs; inheritance and sale of fiefs; nature and working of the manorial system.

### Unit III

Methods of agricultural production; changes in the agricultural technology and cropping pattern; salient features of textile production; contribution of building industry; development of mining industry.

### Unit IV

Features of internal trade with special reference to champagne fairs; international trade and the role of Hanse; emergence of urban centres; the organisation of guilds; the hierarchy of artisans; peasant and artisan revolts.

### Essential Readings

Anderson, Perry, *Passages from Antiquity to Feudalism*, London: Verso (Rep.), 2013.

Bloch, Marc, *Feudal Society*, Vol.I, London: Routledge and Kegan Paul, (Rep.), 1975, New Delhi: Asha Jyoti Booksellers and Publishers (Indian ed.), 2006.

Bloch, Marc, *Samanti Samaj*, Vol.I, Hindi Translation, Krishnakant Sharma, New Delhi: Granth Shilpi, 2001.

Hodgett, Gerald A.J., *A Social and Economic History of Medieval Europe*, London: Routledge (Rep.), 2006.

Pirenne, Henri, *Economic and Social History of Medieval Europe*, Eastford (USA): Martino Fine Books (Rep.), 2014.

### Suggested Readings

Cipolla, Carlo, (Ed.), *The Fontana Economic History of Europe: The Middle Ages*, London: Collins/Fontana Books, 1976.

Ganshoff, F.L., *Feudalism*, London: Longmans Green and Co. Ltd, 3<sup>rd</sup> Edition, 1963.

Pounds, N.J.G., *An Economic History of Medieval Europe*, London: Longman, 1974.

## PAPER –II OPT. (III) HISTORY OF CAPITALISM

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COURSE CODE: HIS 411

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**Objective:** To trace the broad patterns in the history of capitalism since its rise in the sixteenth century through its emergence as the most powerful socio-economic system in the late nineteenth and early twentieth centuries.

**Pedagogy:** Class room lectures and discussions form the basis of instruction in this course.

**Note:** The candidate will be evaluated on the basis of a written examination (80 marks) and Internal Continuous Assessment (20 marks). In the written examination, the question paper will have the following format:

The maximum marks in this paper/option will be 80 and duration of written examination will be 3 hours..

- (i) There will be 9 questions in all. The candidate will be required to attempt 5 questions.
- (ii) Question No.1 will be compulsory and carry 20 marks. It will consist of 15 short questions from the list of concepts and terms given below. The candidate is required to attempt any 10 short questions in 25-30 words each.. Each short question carries 2 marks.
- (iii) Remaining part of the question paper will be divided into four units, corresponding to the four units of the syllabus for each option. The paper setter will set 2 essay type questions from each unit. The candidate will attempt 4 essay type questions, selecting one from each unit. Each essay type question will carry 15 marks.
- (iv) The paper setter is expected to follow the Essential Readings and set questions on the sub-themes or parts of a theme, rather than the topic as a whole.

### **Concepts and Terms:**

Feudalism; Capitalism; Socialism; Marxism; Liberalism; Dialectical Materialism; Scientific Temper; Protestantism; Reformation; Banking system; Equality; Brotherhood; Liberty; Imperialisms; Trade Unions; Spinning Jenny; Enclosures; agricultural revolution; industrial revolution; Feminism; Stalinism; Absolutist state; Totalitarianism; Welfare State.

### **Unit I**

Transition from feudalism to capitalism: The role of colonial pillage in the emergence of capitalism 1500-1850; Mercantilism and its various forms, various chartered companies and their political and economic activities, the rise of the bourgeoisie, colonial expansion and critics of mercantilism; the emerging link between the generation of wealth and science; the scientific revolution and its relationship with war and the growth of trade in the 16<sup>th</sup> and 17<sup>th</sup> centuries.

### **Unit II**

The rise of industrial capital, 1750-1914 with specific reference to Cotton Textile, Coal, Steam, Iron and Steel; the contribution of agriculture to capitalism: the various agricultural revolutions in the 17<sup>th</sup>, 18<sup>th</sup> and 19<sup>th</sup> centuries with special reference to enclosures, animal husbandry, food adequacy and population growth; creation of an infrastructure for economic growth; the factory system, the transport revolution, credit systems, banks, insurance, joint stock companies.

### **Unit III**

Working Class: The Chartist Movement, trade unions, their role and growth, controversies over living conditions; social unrest and the revolutions of the 1840s in England, France, Germany and Italy; the middle classes: spread of education, growth of socialist and liberal ideas; women and public affairs, organization of local government.

### **Unit IV**

Imperialism in the industrial era: great power rivalry in Europe, Asia and Africa; Debates on the nature and origins of 19<sup>th</sup> century imperialism; the various economic depresses of the 19<sup>th</sup> and early 20<sup>th</sup> centuries and their social and political impact; national responses to the crises: the growth of totalitarian and liberal politics in the form of Fascism, Nazism, Stalinism and the liberal welfare state.

### **Essential Readings**

Beaud, Michel, *A History of Capitalism 1500-2000*, New Delhi: Akar, 2004.

Kennedy, Paul, *The Rise and Fall of the Great Powers: Economic change and Military conflict from 1500 to 2000*, New York: Random House, 1988.

Landes, David S., *The Unbound Prometheus: Technological Change and Industrial Development in Western Europe from 1750 to the Present*, Cambridge: Cambridge University Press, 1969.

### **Suggested Readings**

Marx, Karl, *The Capital*, Vol. I, especially the following 6 chapters:

‘Bloody Legislation against the Expropriated, from the end of the 15<sup>th</sup> Century.

‘Forcing down of Wages by Act of Parliament’

‘Genesis of the Capitalist Farmer’

‘Reaction of the Agricultural Revolution on Industry. Creation of the Home-Market for Industrial Capital’

‘Genesis of the Industrial Capitalist’

‘Historical Tendency of Capitalist Accumulation’

‘The Modern Theory of Colonisation’

Mendelsohn, K, *Science and Western domination*, London: Thames and Hudson, 1976.

Rostow, W.W., *The Stages of Economic Growth: A Non-Communist Manifesto*, Cambridge: Cambridge University Press, 1960.

## PAPER –II OPT. (IV) RISE AND GROWTH OF COLONIALISM IN INDIA

COURSE CODE: HIS 412

**Objective:** This course aims to introduce the student to the broad trends in the rise and growth of colonialism and its specific form in India in modern times.

**Pedagogy:** The course is based on class room lectures and tutorial discussions.

**Note:** The candidate will be evaluated on the basis of a written examination (80 marks) and Internal Continuous Assessment (20 marks). In the written examination, the question paper will have the following format:

The maximum marks in this paper/option will be 80 and duration of written examination will be 3 hours..

- (i) There will be 9 questions in all. The candidate will be required to attempt 5 questions.
- (ii) Question No.1 will be compulsory and carry 20 marks. It will consist of 15 short questions from the list of concepts and terms given below. The candidate is required to attempt any 10 short questions in 25-30 words each.. Each short question carries 2 marks.
- (iii) Remaining part of the question paper will be divided into four units, corresponding to the four units of the syllabus for each option. The paper setter will set 2 essay type questions from each unit. The candidate will attempt 4 essay type questions, selecting one from each unit. Each essay type question will carry 15 marks.
- (iv) The paper setter is expected to follow the Essential Readings and set questions on the sub-themes or parts of a theme, rather than the topic as a whole.

### **Concepts and Terms:**

Colonialism; Colonial Structure; Imperialism; Colonial State; Imperial Historiography; Nationalist Historiography; Subaltern Historiography; Economics Of Colonialism; Mercantilist Economy; Commercialization Of Agriculture; De-Industrialization; Labour; Balance Of Trade; Charter Act Of 1813; Finance Imperialism; Economic Drain; Old Guarantee System; New Guarantee System; Rural Indebtedness; Ethnic Identities; Neo-Colonialism; Unequal Development; Capitalist Class; National Planning Committee; Political Economy;

### **Unit I**

Introduction to Colonialism: Colonial Structure & State; Stages of Colonialism; Economics of Colonialism; Historiography of Colonialism.

### **Unit II**

Colonialism in India: East-India Company and Mercantilist Colonialism 1751-1813; ‘Free Trade’ 1813-1858, Impact on Agriculture; Trade and Industry; Labour Colonialism.

### **Unit III**

Modern India and Imperialism: Theory of Imperialism; Finance Imperialism 1858-1947; The Indian Capitalist Class; The Nationalist Economic Agitation.

### **Unit IV**

Colonialism and Modernization in India; Debates on impact of Colonialism on India; Colonialism and Ethnic Identities in India; British and Indian Ideas on Indian Economic development, 1858-1905; Danger of Neo-Colonialism after 1947.

### **Essential Readings**

Bagchi, Amiya Kumar, *Colonialism and Indian Economy*, OUP, New Delhi, 2010.

\_\_\_\_\_, *Merchants and Colonialism*, OUP, New Delhi, 2019.

- Bhattacharya, Neeladri, *The Great Agrarian Conquest: The Colonial Reshaping of a Rural World*, Permanent Black, Ranikhet, 2018.
- Chandra Bipin, *The Rise and Growth of Economic Nationalism in India*, Peoples Publishing House, New Delhi, 1978.
- \_\_\_\_\_, *Essays on Colonialism*, Orient Longman, New Delhi, 2006 (First Published 1999).
- \_\_\_\_\_, *Nationalism and Colonialism in Modern India*, Orient Longman, Delhi, 2006 (First Published 1979).
- Cohen, Benjamin J., *The Question of Imperialism, The Political Economy of Dominance and Dependence*, Macmillan, 1973.
- Cohn, Bernard S., *Colonialism and its Forms of Knowledge: The British in India*, Princeton University, Princeton, 1996.
- Dalrymple, William, *The Anarchy: The East India Company, Corporate Violence and the Pillage of an Empire*, Bloomsbury, New Delhi, 2019.
- Dutt, R.P., *India Today*, Popular Parkashan, Bombay, 1949.
- Fieldhouse, D.K., *Colonialism: An Introduction*, Weidenfeld and Nicolson, London, 1981.
- Habib, Irfan, *Essays in Indian History*, Tulika, New Delhi, 2007 (First Published 1995).
- Loomba, Ania, *Colonialism/ Post Colonialism*, Routledge, London, 2007.
- Mohan, Kamlesh, "Colonialism & Ethnic Identities in India: 19<sup>th</sup> to Early 20<sup>th</sup> Century", in Kaisar, A.J. & Verma, S.P. (eds.), *Art and Culture: Endeavours in Interpretation*, New Delhi, 1996, pp.171-191.
- Subramaniam, Sanjay, *Europe's India: Words, People, Empires (1500-1800)*, Harvard University Press, London, 2017.
- Tharoor, Shashi, *An Era of Darkness: The British Empire in India*, Aleph, New Delhi, 2016.
- Tomlinson, B.R., *The New Cambridge History of India: The Economy of Modern India 1860-1970*, Cambridge University Press, New Delhi, 1993.

### **Suggested Readings**

- Barrat, Brown, M., *The Economics of Imperialism*, London, 1974.
- Bhattacharya, Dhires, *A Concise History of the Indian Economy (1750-1950)*, Prentice Hall of India Pvt. Limited, New Delhi, 1979 (Second Edition).
- Chandra, Bipin, "Colonialism, Stages of Colonialism and the Colonial State", *Journal of Contemporary Asia*, Vol. 10, No. 3, 1980.
- Fanon, Frantz, *The Wretched of the Earth*, Penguin, New Delhi, 2001 (First Published 1961).
- Fisher, Michael H., *Counterflows to Colonialism: Indian Travellers and Settlers in Britain (1600-1947)*, Permanent Black, Delhi, 2004.
- Habib, Irfan, *A People's History of India: Indian Economy (1858-1914)*, Tulika Books, New Delhi, 2006.
- \_\_\_\_\_, *A People's History of India: Indian Economy under Early British Rule (1757-1857)*, Tulika Books, New Delhi, 2013.
- Hobsbawm, Eric, *The Age of Revolution (1789-1848)*, Weidenfeld and Nicolson, London, 1962.
- \_\_\_\_\_, *The Age of Capital*, Weidenfeld and Nicolson, London, 1975.
- Marx, Karl and Engels, Frederick, *On Colonialism*, Aakar Books, New Delhi, 2016 (First Published 1848).
- Owen, Roger and Bob Sutcliffe (eds.), *Studies in the Theory of Imperialism*, Longman, London, 1972.
- Roy, Tirthankar, *The Economic History of India (1858-1947)*, OUP, New Delhi, 2006.
- \_\_\_\_\_, *An Economic History of Early Modern India*, Routledge, Oxon, 2017 (First Published 2013).
- Said, Edward, *Orientalism: Western Conception of the Orient*, Penguin, New Delhi, 2001 (First Published 1978).

## **PAPER –II OPT. (V): HISTORY OF SECULARISM IN MODERN INDIA (NOT OFFERED TO STUDENTS IN THIS SESSION)**

**COURSE CODE: HIS 602**

**Objective:** Here we examine the idea of secularism, its origins in the west and the dilemmas in implementing this idea in India.

**Pedagogy:** Class room lectures and discussions form the bases of instruction.

**Note:** The candidate will be evaluated on the basis of a written examination (80 marks) and Internal Continuous Assessment (20 marks). In the written examination, the question paper will have the following format:

The maximum marks in this paper/option will be 80 and duration of written examination will be 3 hours..

- (i) There will be 9 questions in all. The candidate will be required to attempt 5 questions.
- (ii) Question No.1 will be compulsory and carry 20 marks. It will consist of 15 short questions from the list of concepts and terms given below. The candidate is required to attempt any 10 short questions in 25-30 words each.. Each short question carries 2 marks.
- (iii) Remaining part of the question paper will be divided into four units, corresponding to the four units of the syllabus for each option. The paper setter will set 2 essay type questions from each unit. The candidate will attempt 4 essay type questions, selecting one from each unit. Each essay type question will carry 15 marks.
- (iv) The paper setter is expected to follow the Essential Readings and set questions on the sub-themes or parts of a theme, rather than the topic as a whole.

### **Concepts and Terms:**

Define Secularism, Fundamentalism, Pluralism, Social Science Perspective of Secularism, Nation State, Western Secularism, Influence of Enlightenment on Secularism, The Sikh Idea of Secularism, Islamic Traditions And Secularism, Muslim Nationalists, Nationalist Muslims, Maulana Mohammad Ali, Maulana Abul Kalam Azad, Hindu Nationalism, Revivalism, Glorious Past, RSS, Gandhian Perspective Of Secularism, Nehru's Idea of Secularism, Secularism According to Indian Constitution, Give Two Constitutional Provisions About Secularism, Communalism

### **Unit 1**

#### **Scope, concepts and method:**

Secularisation and secularism: Social Science perspectives;

The emergence of the nation state and its relationship with secularism and religion.;

Secularism in the Enlightenment tradition and thereafter in Europe.

### **Unit II**

#### **Efforts to engage diverse traditions and interests:**

The Sikh traditions and the idea of a secular state: Ranjit Singh;

Maulana Mohamed Ali, Maulana Abul Kalam Azad, the idea of a secular state and the conflict between pluralism and fundamentalism within the Islamic traditions;

Reform and revivalism in the nineteenth century Hindu tradition, Vivekananda, Arya Samaj and the RSS.

### **Unit III**

#### **Secularism in the formation of an Indian identity**

The Gandhian perspective;

The Nehruvian perspective;

The Constitution of India and legislating for secularism;

### **Unit IV**

#### **The struggle for ideological space in recent times**

The majority-minority conundrum.

Communalism and communal riots since independence.

The conflicting perspectives of Fundamentalism and Pluralism.

#### **Essential Readings:**

Madan, T N., *Modern myths, locked minds: secularism and fundamentalism in India*, Oxford University Press, New Delhi, 2003.

Chandra, Bipan, *Communalism in modern India*, Vikas, New Delhi, 1984.

Saberwal, Satish, *India: the crisis within*, Oxford University Press, 1996.

Smith, Donald Eugene, *India as a secular state*, Oxford University Press, Oxford, 1968.

**Suggested Readings:**

Ahmed, Akbar S., *Rediscovering Islam: making sense of Muslim history and society*, Routledge and Kegan Paul, London, 1988.

Azad, A. K., *India wins freedom*, Bombay, Orient Longman, 1959.

Babb, Lawrence A., *Redemptive encounters: three modern styles in the Hindu tradition*, University of California Press, Berkeley, 1986.

Baxi, Upendra and Bhiku Parekh eds., *Crisis and change in contemporary India*, Sage, New Delhi, 1995.

Bayly, Chris A., *Indian society and the making of the British empire*, Orient Longman, Hyderabad.

Berger, Peter L., *The social reality of religion*, Penguin, London, 1973.

Bhaduri, Amit et. al., "A statement on scientific temper", *Mainstream*, 25 July 1981.

CAD., *Constituent Assembly debates: 1948-49*, Lok Sabha Secretariat, New Delhi [also available for download on the website of the Parliament of India].

Chatterjee, Partha., "Secularism and toleration", *Economic and Political weekly*, 1994 pp. 1768-77.

Datta, V. N., *Masulana Azad*, Manohar, New Delhi, 1990.

Dube, S. C. and Basilov V. N. eds., *Secularization in multi-religious societies*, Concept, New Delhi, 1988.

Gandhi, Rajmohan., *Understanding the Muslim mind*, Penguin, New Delhi, 1987.

Glasner, Peter., *The sociology of secularization*, Routledge and Kegan Paul, London, 1977.

Goyal, D. R., *Rashtriya Swayamsewak Sangha*, Radhakrishna Prakashan, New Delhi, 1979.

Haq Mushirul., *Islam in secular India*, Indian Institute of Advanced Studies, Simla, 1972.

Hardy, Peter., *The muslims of British India*, Cambridge University Press, Cambridge, 1971, reissued in 1996.

Hasan, Mushirul, *Mohamed Ali*, Manohar, New Delhi, 1981.

Nehru, Jawaharlal, *The discovery of India*, The Signet Press, Calcutta, 1946 [many later reprints also available].

O'Connell, Joseph T. et al. eds., *Sikh history and religion in the twentieth century*, University of Toronto, Toronto, 1988.

Singh, Mohinder, *The Akali movement*, Macmillan, New Delhi, 1978.

PAPERS –III & IV OPT. (I) CULTURAL HISTORY OF ANCIENT INDIA

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COURSE CODE: HIS 432

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**Objective:** To examine the cultural history of Ancient India

**Pedagogy:** Class room lectures, discussions, visits to museums and places of cultural importance.

**Note:** The candidate will be evaluated on the basis of a written examination (80 marks) and Internal Continuous Assessment (20 marks). In the written examination, the question paper will have the following format:

The maximum marks in this paper/option will be 80 and duration of written examination will be 3 hours..

- (i) There will be 9 questions in all. The candidate will be required to attempt 5 questions.
- (ii) Question No.1 will be compulsory and carry 20 marks. It will consist of 15 short questions from the list of concepts and terms given below. The candidate is required to attempt any 10 short questions in 25-30 words each.. Each short question carries 2 marks.
- (iii) Remaining part of the question paper will be divided into four units, corresponding to the four units of the syllabus for each option. The paper setter will set 2 essay type questions from each unit. The candidate will attempt 4 essay type questions, selecting one from each unit. Each essay type question will carry 15 marks.
- (iv) The paper setter is expected to follow the Essential Readings and set questions on the sub-themes or parts of a theme, rather than the topic as a whole.

## Concepts and Terms:

Vedas; Aranyakas; Upanishads; Vedangas; Pitikas; Dharmasutras; Manusmriti; Arthashastra; Nayanar Saints; Alavara Saints; Puranas; Jatakas; Sangam Literature; Stupa; Nataraja-Shiva; Chaitya; Vihara; Mathura Sculptural Art; Gandhara Sculptural Art; Sanchi Stupa; Nagara Style Temple Architecture; Dravida style Temple architecture; Chola Bronze; Buddhist cave paintings; Temple paintings; Ajanta; Ellora; Natyashastra; Raga; Rasa; Bhava; Chitralakshana; Types of Abhinaya; Shakuntala.

### Unit I:

Sanskrit and Pali Literature: Vedic Corpus (*Vedas, Aranyakas, Brahmana, Upanishads* and *Vedangas*), Shastras (*Manusmriti, Arthashastra* and *Kamasutra*), Puranas and Epic (*Mahabharata* and *Ramayana*); Pali Literature (*Vinayapitaka, Suttapitaka, Abhidhammapitaka*, and the *Jatakas*); Sangam Literature.

### Unit II:

Art and Architecture: Mauryan Art; Buddhist Architecture (Stupa, Chaitya and Vihara); Temple Architecture (Nagara and Dravida Temples).

### Unit III:

Sculpture and Paintings: Sculptural Art (Mathura, Gandhara and Amravati School), the Pallava Art and the Chola Bronze Art; Ajanta and Ellora Paintings.

### Unit IV:

Interpretations and Perspectives: Indian Art- Various Theories; Study of the *Vishnudharmottara Purana*-Chitralakshana; Study of the *Natyashastra* (Natyā, Nritya, Rasa, Bhava, Types of Abhinaya, Regional Theatre).

## Essential Readings

Basham, A. L., *The Wonder That Was India (A survey of the history and culture of the Indian sub-continent before the coming of the Muslims)*, London: Picador an imprint of Pan Macmillan Ltd, 2004 reprint.

Dhar, Parul Pandya, ed. *Indian Art History: Changing Perspectives*, New Delhi: DK Printworld and National Museum Institute, 2011.

Gupta, S. P. and Asthana, S. Prabha, *Elements of Indian Art (Including Temple Architecture, Iconography and Iconometry)*, New Delhi: D. K. Printworld, 2007 reprint.

Rangacharya, Adya, *The Natyashastra*, (English translation with critical notes), New Delhi: Munshiram Manoharlal, 1999 (or Any other suitable translation).

Sahu, B. P., *A People's History of India 7- Society and Culture in Post-Mauryan India, c. 200 BC- AD 300*, (with a chapter on language and literature by Kesavan Veluthat), New Delhi: Tulika Books, 2015.

Shah, Priyabala, tr. *Vishnudharmottara Purana*, Delhi: Parimal Publications, 2002 (or Any other suitable translation).

Singh, Upinder, *A History of Ancient and Early Medieval India: From Stone Age to the 12<sup>th</sup> Century*, Delhi: Pearson Longman, 2009.

## Suggested Readings

Agrawala, V. S., *Indian Art [A History of Indian Art from the Earliest Times up to the Third Century AD]*, Varanasi: Prithivi Prakashan, 1965.

Dehejia, Vidya, ed. *Representing the Body: Gender Issues in Indian Art*, New Delhi: Kali for Women and The Book Review Literary Trust, 1997.

Deva, Krishna, *Temples of North India*, New Delhi: National Book Trust, 2010 reprint.

Kaul, Shonaleeka, ed. *Cultural History of Early South Asia*, New Delhi: Orient Blackswan, 2014.

Sivaramamurti, C., *Indian Painting*, New Delhi: National Book Trust, 2013 reprint.

Srinivasan, K. R., *Temples of South India*, New Delhi: National Book Trust, 2010 reprint.

Winternitz, M., *A History of Indian Literature- Vol. 1, 2, 7 3*, Delhi: Motilal Banarsidass, 1991 third edition.

Zvelebil, Kamil V., *A History of Indian Literature Vol. X: Tamil Literature*, Wiesbaden: Otto Harrassowitz, 1974.

## PAPERS –III & IV OPT. (II) SACRED CENTRES IN INDIAN CIVILIZATION

COURSE CODE: HIS 604

**Objective:** The aim of this paper is to acquaint the students with the evolutionary, functional and financial aspects of the sacred places of major systems of religious beliefs which served as important centres of pilgrimage. One national level centre of each major religious systems like Vaishnavism, Shaivism, Shaktism, Sufism and Sikhism has been taken as a case study to reflect the multi-cultural character of Indian subcontinent.



**Pedagogy:** The classroom teaching is supplemented by showing the slides of each sacred centre and power point presentation for greater effectiveness. The continuous evaluation is based on internal assessment which comprises of unit tests, presentation of seminar and classroom participation of the students.

**Note:** The candidate will be evaluated on the basis of a written examination (80 marks) and Internal Continuous Assessment (20 marks). In the written examination, the question paper will have the following format:

The maximum marks in this paper/option will be 80 and duration of written examination will be 3 hours..

- (i) There will be 9 questions in all. The candidate will be required to attempt 5 questions.
- (ii) Question No.1 will be compulsory and carry 20 marks. It will consist of 15 short questions from the list of concepts and terms given below. The candidate is required to attempt any 10 short questions in 25-30 words each.. Each short questions carries 2 marks.
- (iii) Remaining part of the question paper will be divided into four units, corresponding to the four units of the syllabus for each option. The paper setter will set 2 essay type questions from each unit. The candidate will attempt 4 essay type questions, selecting one from each unit. Each essay type question will carry 15 marks.
- (iv) The paper setter is expected to follow the Essential Readings and set questions on the sub-themes or parts of a theme, rather than the topic as a whole.

### **Concepts and Terms:**

Devadasi; Kannata Pandit; Trishuli; Arjitha Seva; Nabakalebra; Muktimandapa; Chhatis Nijoga; Pandas; Tilkayat; Birat System; Baris; Jajmani System; Panchkosi Parikarma; Nilkantha Syndrome; Kumbha Fair; Tabarruk; Degh; Chishti Silsila; Sama; Khuddam; Sajjada-i-Nashin; Mutwalli; Ghusal; Granthi; Dastur-ul-Amal.

### **Unit I**

Notion of Sacred and spread of centres; social, cultural and economic functions; resources and patronage; temple functionaries: Priestly class, non-priestly and managerial class; Devadasis.

### **Unit II**

The temple at Tirumala-Tirupati: its resources and patronage; the temple of Jagannath at Puri and its administration; emergence of temple towns in Gokul and Nathdwara; its mode of worship.

### **Unit III**

Emergence of Varanasi as a Shaiva Centre: continuity of its traditions; Shakta centres in Himachal; rituals and practice of religious suicide in Prayag; the Kumbha fair at Prayag.

### **Unit IV**

Emergence of Dargahs in India; Ajmer Sharif - the functionaries and the Urs festival; history and control of the Golden Temple; its mode of worship.

### **Essential Readings**

Currie, P.M., *The Shrine and Cult of Mu 'in-al-Din Chishti of Ajmer*, Delhi: Oxford University Press, 2006 (reprint).

Dubey, D.P., *Prayaga- The Site of Kumbha Mela*. New Delhi: Aryan Books International, 2001.

Jindal, Rajendra, *Culture of a Sacred Town*, Bombay: Popular Prakashan, 1976.

Kaur, Madanjit, *The Golden Temple: Past and Present*, Amritsar: Guru Nanak Dev University, 1983.

Mishra, K.C., *The Cult of Jagannatha*, Calcutta: K.L. Mukhopadhyay, 1971.

Sachdeva, Veena, 'Emergence of Temple Towns in North India: Gokul and Nathdwara', *Research Journal Social Sciences*, Vol.13, Number 1, 2005, pp.121-31.

Saraswati, Baidyanath, *Kashi: Myth and Reality of a Classical Cultural Tradition*, Shimla: Indian Institute of Advanced Study, 1975.

Sitapati, P. Srivenkateswara, *The Lord of the Seven Hills*, Bombay: Tirupati, Bhartiya Vidya Bhavan, 2001.

Troll, Christian W., *Muslim Shrines in India: Their Character, History and Significance*, Delhi: Oxford University Press, 2003 (reprint).

### Suggested Readings

- E. Hein, "Temple Town & Hinterland: The Present Network of 'Religious Economy in Puri'" in Eschmann, Annsharlot, Hermann Kulke and Gaya Charan Tripathi, *The Cult of Jagannath and the Regional Tradition of Orissa*, Delhi: Manohar, 1978, pp. 439-448.
- Jordan, Kay K., *From Sacred Servant to Profane Prostitute: A History of Changing Legal Status of the Devadasis in India, 1857-1947*, Delhi: Manohar, 2003, pp. 493-504.
- Nandi, R.N., *Religious Institutions and Cults in the Deccan*, Delhi: Motilal Banarsidass, 2008 (reprint).
- Pande, Rekha, "The Devadasis", in J.S. Grewal, *Religious Movements and Institutions in Medieval India*, Vol. VII, Part II, New Delhi: Oxford University Press, 2006, pp. 493-504.
- Patnaik, N., *Cultural Tradition in Puri*, Shimla: Indian Institute of Advanced Study, 1977.
- Reddy V. Narayana & A. Munirathnam Reddy, "History and Patronage of Tirumala- Tirupati Devasthanam," *Social Anthropology of Pilgrimage*, (ed Makhana Jha), Inter-India Publications, New Delhi, 2009, pp. 140-73.
- Ramanaiah, J., *Temples of South India*, New Delhi: Concept Publishing Company, 1989.
- Sachdeva, Veena, "Sikh Regurgance and Control: The Golden Temple, *Social Transformation in North-Western India during the 20<sup>th</sup> Century* (ed. Chetan Singh)", New Delhi: Manohar, 2010, pp 53-82.
- Saraswati Baidyanath, *The Spectrum of the Sacred*, New Delhi: Concept Publishing Co., 1986.
- Sharma, Mahesh, *The Realm of Faith, Subversion, Appropriation and Dominance in Western Himalaya*, Shimla, Indian Institute of Advanced Study, 2001.

### PAPERS –III & IV OPT . (III) MEDIEVAL INDIAN ART AND MONUMENTS

COURSE CODE: HIS 424

**Objective:** The aim of this paper is to acquaint the students with architectural monuments constructed during the medieval period. In fact, each of the Muslim dynasties which established itself in the Indian subcontinent created its own architectural style and bequeathed a wealth of outstanding secular and religious buildings, this paper studies the main features of these buildings. It also discusses the developments in painting, dance & music.

**Pedagogy:** Lectures, visits to museums and monuments, discussions.

**Note:** The candidate will be evaluated on the basis of a written examination (80 marks) and Internal Continuous Assessment (20 marks). In the written examination, the question paper will have the following format:

The maximum marks in this paper/option will be 80 and duration of written examination will be 3 hours..

- (i) There will be 9 questions in all. The candidate will be required to attempt 5 questions.
- (ii) Question No.1 will be compulsory and carry 20 marks. It will consist of 15 short questions from the list of concepts and terms given below. The candidate is required to attempt any 10 short questions in 25-30 words each.. Each short questions carries 2 marks.
- (iii) Remaining part of the question paper will be divided into four units, corresponding to the four units of the syllabus for each option. The paper setter will set 2 essay type questions from each unit. The candidate will attempt 4 essay type questions, selecting one from each unit. Each essay type question will carry 15 marks.
- (iv) The paper setter is expected to follow the Essential Readings and set questions on the sub-themes or parts of a theme, rather than the topic as a whole.

### Concepts and Terms:

Quwat-ul-Islam; Mamber; Mehrab; Alai Minar; Iron Pillar in Qutb Complex; Hauz Khas; Sher Shah Suri's Tomb; Madrasa Mahmud Gawan; Gagan Mahal; Ibrahim Rauza; Char Minar; Mecca Masjid; Lotus Mahal; Elephants Stable; Gol Gumbad; Humayun's Tomb; Din Panah; Sher Mandal; Ibadat Khana; Buland Darwaza; Anoop Talab; Panch Mahal; Chini Khana; Shahjahanabad; Moti Masjid; Bibi ka Makbara; Pietra Dura; Hamza Namah; Kitab Khana; Shahi Qalam; Razmnamah; Hamzanamah.

### Unit I

Forms of Architecture of the Sultanate period; detailed study of Qutb Complex; the Tughlaq Monuments; Sayyid, Lodhi and Sur Architecture.

## Unit II

Deccan Style of Architecture: Bidar; Golconda; Bijapur; Vijaynagar.

## Unit III

Early phases of Mughal Architecture; Akbar's buildings at Fatehpur Sikri; elements of change under Jahangir; crystallisation of Mughal style under Shah Jahan; Islamization of architecture under Aurangzeb.

## Unit IV

Establishment of Shahi Qalam; emergence of new traditions under Jahangir; response to European techniques and themes; paintings at the courts of Rajput rulers of the Punjab hills.

### Essential Readings

Asher, Catherine B., *Architecture of Mughal India*, The Cambridge History of India, Part I, Vol. 4, New Delhi: Cambridge University Press, 1995.

Beach, Milo Cleveland, *Mughal and Rajput Painting*, Cambridge: The New Cambridge History of India, 2014 (reprint).

Brown, Percy, *History of Indian Architecture (Islamic Period)*, D.B. Taraporevala Sons & Co. Pvt. Ltd., Mumbai, 2010.

Juneja Monika (ed.), *Architecture in Medieval India*, Delhi: Permanent Black, 2001.

Koch, Ebba, *Mughal Architecture: An Outline of its History and Development (1526-1858)*, New Delhi: Oxford University Press, 2002.

Merklinger, Elizabeth Schotten, *Sultanate Architecture of Pre-Mughal India*, New Delhi: Munshiram Manoharlal Publishers Pvt. Ltd., 2005.

### Suggested Readings

Ahmed, Aziz, *Studies in Islamic Culture in the Indian Environment*, New Delhi: Oxford University Press, 2000.

Chandra, Satish, *Medieval India From Sultanate to the Mughals, Delhi Sultanate (1206-1526), Part One*, New Delhi: Har Anand Publications Pvt. Ltd., 2010 (reprint).

Goswamy, B.N. & B. Fisher, *Wonders of a Golden Age*, Zurich, Museum Rietberg, 1987.

Hussain Yusuf, *Glimpses of Medieval Indian Culture*, Bombay: Asia Publishing House, 1973 (reprint).

Koch, Ebba, *Mughal Art and Imperial Ideology Collected Essays*, New Delhi: Oxford University Press, 2001.

Majumdar, R.C.(ed.), *The History and Culture of the Indian People, Vol.VII*, Bombay: Bhartiya Vidya Bhavan, 2015 (reprint).

Qaisar, Ahsan Jan and Verma, Som Parkash, (eds.), *Art and Culture: Endeavours in Interpretation*, New Delhi: Abinav Publications, 1996.

Sharma, Sunil, *Painting the Mughal Experience*, New Delhi: Oxford University Press, 2005.

Verma, Som Parkash, *Mughal Painters and Their Work: A Biographical Survey and Comprehensive Catalogue*, New Delhi: Oxford University Press/Centre of Advanced Study in History, Aligarh Muslim University, 1994.

Rizvi, S.A.A., *The Wonder That was India, Vol.II*, Picador India, 2005.

## PAPERS –III & IV OPT(IV). GENDER RELATIONS IN MODERN INDIA

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COURSE CODE: HIS 601

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**Objective:** The subject of Gender in our era has become a focus of thought and study. There is concern for and discussion of women's roles, rights, economics and women's studies.

Gender relations in Indian history is a critical understanding of Social reality from the Gender perspective. The crucial insight that while sex is biologically given, gender is socially constructed is the basic premise on which the paper is based. In virtually every area of social change, gender has become a category of analysis, which is to say that political, economic and development issues are thought of in terms of women's participation and their consequences for society.

The aim of the paper is to give an overview of Gender Relations in 19<sup>th</sup> & 20<sup>th</sup> Century India. To understand the subject and its structure, the first unit deal with the different perspectives on writings of the subject. A background is given of the position of women in ancient and Medieval India. A unit is devoted to the Colonial period. Two units demarcate the Initiatives and strategies employed post-independence to better the condition of women in every sphere.

**Pedagogy:** The course is based on class room lectures and tutorial discussions.

**Note:** The candidate will be evaluated on the basis of a written examination (80 marks) and Internal Continuous Assessment (20 marks). In the written examination, the question paper will have the following format:

The maximum marks in this paper/option will be 80 and duration of written examination will be 3 hours..

- (i) There will be 9 questions in all. The candidate will be required to attempt 5 questions.
- (ii) Question No.1 will be compulsory and carry 20 marks. It will consist of 15 short questions from the list of concepts and terms.given below. The candidate is required to attempt any 10 short questions in 25-30 words each.. Each short question carries 2 marks.
- (iii) Remaining part of the question paper will be divided into four units, corresponding to the four units of the syllabus for each option. The paper setter will set 2 essay type questions from each unit. The candidate will attempt 4 essay type questions, selecting one from each unit. Each essay type question will carry 15 marks.
- (iv) The paper setter is expected to follow the Essential Readings and set questions on the sub-themes or parts of a theme, rather than the topic as a whole.

### **Concepts and Terms:**

Feminism; Liberal Feminism; Radical Feminism; Socialist Feminism; Patriarchy; Polygamy; Stridhan; Wood's Despatch; Pratiloma/Anuloma; Sati; Jauhar; Infanticide; Concubinage; Age of Consent;Re-Socialization; Patrilinear; Matrilinear; Joint Family; Nuclear Family; Infant Mortality; Sexual Harassment; Dowry Death; Devadasi; Naribahini; Zenana; Andarmahal; Custodial Rape; Domestic Violence; Female Foeticide; Gender

### **Unit I**

Historiography of Gender Relations, Different Perspective of women in Ancient India; Socio-cultural practices in Medieval India; Women in major religious traditions; structures of Patriarchy.

### **Unit II**

Colonial Period: Impact of Social Reforms, personal and customary law; Impact of education on women; Formation of women's organisation; Women's struggle and participation in the national Movement.

### **Unit III**

Post-Independence Initiative: Role of the state in Empowering Women; Political Participation; Legal Provisions; Development of Women's Movement; Women's struggle for rights; Peasant and Dalit Women's Movement.

### **Unit IV**

Locating women in post independence India:Education and change; Role of women in economy; Social Position; Violence against Women; Images of Women in the Media; Continuity and Change.

### **Essential Readings**

Agarwal, Bina, *Structures of Patriarchy: State Community and Household in Modernising Asia*, New Delhi: Kali for Women, 1988.

Altekar A.S., *The Position of Women in Hindu Civilization: Retrospect & Prospect*, Delhi 1979

Calman,Leslie J., *Towards Empowerment, Women and Movement Politics in India*, Oxford: Westview Press, 1992.

Desai, Neera & Maithreyi Krishnaraj, *Women and Society in India*, New Delhi: Ajanta Publications, 1987.

Gandhi, Nandita & Nandita Shah, *The Issues at Stake Theory and Practice in the Contemporary Womens Movement in India*, New Delhi: Kali for Women, 1992.

Kumar, Radha, *The History of Doing: An illustrated Account of Movements for Women's Rights and Feminism in India 1800-1990*, New Delhi: Kali for Women, Lied, 1997.

- Leela Kasturi, G. & Vina Majumdar (ed.), *Women and Indian Nationalism*, New Delhi: Vikas, 1994
- Nair, Janaki, *Women and Law in Colonial India: A Social History*, New Delhi: Kali for Women, 1996.
- Nanda, B.R. (ed.), *Purdah to Modernity*, Delhi: Vikas Publishing, 1976.
- Pawar, Kiran (ed.), *Women in Indian History*, Patiala: Vision and Venture, 1996.
- Ray, Bharati & Aparna Basu (ed.), *From Independence Towards Freedom: Indian Women since 1947*, New Delhi: Oxford University Press, 2000.
- Sangari, Kumkum and Sudesh Vaid (eds.), *Recasting Women*, New Delhi: Kali for Woman, Reprint, 1993.
- Siddiqui, M. Mazheruddin, *Women in Islam*, Delhi: 1991.

### Suggested Readings

- Chanana, Karuna, *Socialisation, Education & Women, Exploration in Gender Identity*, Orient Longman, New Delhi, 1988.
- Dietrich, Gabriel, *Women's Movement in India: Conceptual and Religious Reflections*, Bangalore, 1988.
- Haksar, Nandita, *Demystification of Law for Women*, New Delhi, 1986.
- Jacobson and Wadlkey S., *Women in India: Two Perspectives*, New Delhi, Manohar, 1986
- Mathur, Kanchan, *Countering Gender Violence*, Sage, New Delhi, 2004.
- Mazumdar, Vina (ed.), *Symbols of Power: Studies on the Political Status of Women in India*, Bombay: 1979.

### PAPERS –III & IVOPT. (V) DIASPORA IN COLONIAL INDIA (NOT OFFERED TO STUDENTS IN THIS SESSION)

COURSE CODE: HIS 455

**Objectives:** The course aims to familiarize the students to the concept of 'Diaspora' and trace the different categories of Indian Diaspora. The different stages of colonial migrations to British plantation colonies are discussed with reference to the nineteenth and twentieth centuries. The course highlights the social and economic position vis-à-vis other ethnic communities and India's policy towards her diaspora.

**Pedagogy:** The course is taught on the basis of lectures, seminars, discussions and tutorials.

**Note:** The candidate will be evaluated on the basis of a written examination (80 marks) and Internal Continuous Assessment (20 marks). In the written examination, the question paper will have the following format:

The maximum marks in this paper/option will be 80 and duration of written examination will be 3 hours..

- (i) There will be 9 questions in all. The candidate will be required to attempt 5 questions.
- (ii) Question No.1 will be compulsory and carry 20 marks. It will consist of 15 short questions from the list of concepts and terms given below. The candidate is required to attempt any 10 short questions in 25-30 words each.. Each short question carries 2 marks.
- (iii) Remaining part of the question paper will be divided into four units, corresponding to the four units of the syllabus for each option. The paper setter will set 2 essay type questions from each unit. The candidate will attempt 4 essay type questions, selecting one from each unit. Each essay type question will carry 15 marks.
- (iv) The paper setter is expected to follow the Essential Readings and set questions on the sub-themes or parts of a theme, rather than the topic as a whole.

### Concepts and Terms:

Diaspora, Origin Of Indian Diaspora, NRI, People Of Indian Origin, Diasporic Identities, Caste Divisions Of Indian Diaspora, Regional Divisions Of Diaspora, Linguistic Differences Of Indian Diaspora, Categories Of Indian Diaspora, Emigrations, British Plantation Colonies, Migrations, Colonial Migrations, Social Status Of Migrants, Kangani System, Economic Conditions Of Migrants, Ethnic Communities, Cultural Activities, India's Policy Towards Its Diaspora, Race, Ethnicity, Migrations, Guest Countries, Professional Classes in USA And Canada, Migrations To United Kingdom, Migrations Towards Australia, Economic Positions Of Indian's In South Africa.

### Unit I

**Diaspora:** the concept; origin; evolution and contemporary usage; Diasporic identities and their nature; categories of Indian Diaspora; People of Indian Origin and NRIs; Regional, linguistic, religious and caste divisions.

## Unit II

**Different Stages of Colonial Migrations:** Emigration to British Plantation colonies Fiji; Surinam; Guyana; Mauritius; Malaysia; Trinidad & South Africa; their economic position and social status.

## Unit III

**Migrations in the 20<sup>th</sup> century:** Indian Diaspora in Western Countries (USA, UK and Canada); Migration to Canada & the USA in late 19<sup>th</sup> and 20<sup>th</sup> centuries; Migration between 1920s to 1947; Migrations of professionals to USA, Canada, Australia and other developed nations; Migrations to Gulf Countries.

## Unit IV

**Indian Diaspora, Social and Economic Position:** Indian Diaspora with reference to their social status (Race and Ethnicity); Economic position vis-à-vis other ethnic communities; participation and cultural activities; India's policy towards her Diaspora.

### Essential Readings:

Arasaratnam, Sinnappah; *Indians in Malaysia and Singapore*, 1970, Reprint, Bombay: Oxford University Press, 1979.

Aurora, Gurdip Singh, *The New Frontiersmen: A Sociological Study of Indian Immigrants in the United Kingdom*, Bombay: Popular, 1967.

Barrier, N. Gerald, and Verne A. Dusenbery, ed; *The Sikh Diaspora: Migration and Experience Beyond Punjab*, Columbia: Modern South Asian Books, 1989.

Bachu, P.K., *Twice Emigrants: East African Sikh Settlers in Britain*, New York: Tavistock Publications, 1985.

Buchignani, Norman., *Immigration and Adaptation and the Management of Ethnic Identity: An Examination of Fijian East Indians in British Columbia*, Ph.D. thesis, Simon Fraser University, 1977.

Buchinani, Norman and Doreen M. Indra; *Continuous Journey: A Social History of South Asian in Canada*: Toronto, McClelland and Stewart, 1985.

Desai, Rashmi, *Indian Immigrants in Britain*, London: Oxford University Press, 1963.

Gillion, K.L., *Fiji Indian Migrants: A History of the End of Indenture in 1920*, Melbourne: Oxford University Press, 1962.

Hardwick, Francis C; (ed), *From Beyond the Western Horizon: Canadians from the Sub-Continent of India*, Vancouver: Tantalus Research, 1974.

Helweg, A.W, *The Sikhs in England: The Development of a Migrant Community, 1979* (ed), Delhi: Oxford University Press, 1986.

Hirabyashi, Gordon and K. Victor Ujimoto, *Visible Minorities and Multiculturalism: Asians in Canada*, Toronto: Bullerworth, 1980.

Jain, Sushil K, *East Indians in Canada*, Windsor Canadian Bibliographic Centre, 1970.

Jain, Sushil K, *Indian Diaspora In The Era of Globalisation*, Kalpaz Publications, 2012

Jane Singh, et al. eds., *South Asians in North America*, Berkeley: Centre for South and Southeast Asia Studies, University of California, 1988.

Jensen, Joan M, *Passage from India: Asian Indian Immigrants in North America*, Yale University Press, 1988.

Johnston, Hugh, *The Voyage of Kama Gata Maru: The Sikh Challenge to Canada's Colour Bar*, Delhi: Oxford University Press, 1979.

Lepervanche, Marie, M.De; *Indians in White Australia*, London: George Allen and Unwin, 1984.

Mangat, J.S., *A History of the Asians in East Africa*, Oxford: Clarendon Press, 1970.

McLeod, W.H., *Punjabis in New Zealand*, Amritsar: GNDU Press, 1986.

Robinson, Vaughn, *Transients, Settlers and Refugees*, Oxford: Clarendon Press, 1986.

Sandhu, K.S., *Indians in Malaya*, Cambridge University Press, 1969.

Watson, J.L. ed., *Between Two Cultures*, Oxford: Basil Blackwell, 1977.

## Suggested Readings

- Agnihotri, *For Migratory Patterns with Punjab to Canal Colonies*, 1987.
- Bains, Tara Singh and Hugh Johnston, *The Four Quarters of the Night: The Life-Journey of an Emigrant Sikh*, Mc Gill-Queen's Studies in Ethnic History, 1995
- Ballantyne, Tony, *B/W Colonialism and Diaspora Sikh Cultural Formation in an imperial world*, Duke University Press, USA, 2006.
- Bali, Judith & Manohar S. Bal (ed), *Sikh in Ontario*, Toronto: Ontario Council of Sikhs, 1993.
- Basran, Gurcharan S. and B. Singh Bolaria, *The Sikhs in Canada – Migration, race, class and gender*, New Delhi: Oxford University Press, 2003.
- Basch, Glick Schiller & Szanton Blanc, *Nations Unbound: Transnational Projects Post-colonial predicaments & detentoulization nations states*, Amsterdam: Gordon and Breech, 1993.
- Dogra, Ravi, *Indo-Canadian*, Tantalion: N.S. Yeast Publications, 1987.
- Ghosh, Ratna & Rabindra Kanungo, *South-Asian Canadians: Current issues in politics of culture*, Calgary: Shastri Indo-Canadian Institute, 1992.
- Gundara, Jaswinder, *Splinkered Dreams: Sikhs in Southern Albata*, Calgary: Awsha International Development Resources Centre, 1985.
- Hall, Patricia Wong & Victor M. Hwang (eds), *Anti Asian Violence in North America: Asian American & Asian Canadian rejection on Hate, Healing & Resistance*, Walnut Creek: Altanica Press, 2001.
- Heather, C. Hudak, *Sikhs in Canada*, Weigh Educational Publishers (distributed by Saunders books, 2005).
- Jagpal Sarjeet Singh, *Decomong Canadian: Pioneer Sikhs in their own words*, Columbia: Harbour Publishing Vancouver, 1994.
- McLeod W.H., *Who is a Sikh? The Problem of Sikh Identity*, Oxford University Press, 1989.
- Mukherjee, Miridula, *Colonializing Agriculture: The Myth of Punjab Exceptionalism*, SAGE Publication, New Delhi, 2005
- Minhas, Manmohan Singh (Moni), *The Sikh Canadians*, Edmonton Alberta: Reidmore Books Inc., 1994.
- Ralston, Helen, *The Lived Experiences of South Aian Immigrant Women on Atlantic Canada: The Interconnections of Race, Class and Gender*, Lewiston, N.Y.: Edwin Mellon Press, 1996.
- Sandeep S. Brar, *Century of Struggle and Success: The Sikhs Canadians experience*.
- Singh, Kesar, *Canadian Sikh (Part I) & Kamaghata Maru massacre*, British Columbia: Kesar Singh, Suney, 1989.

## PAPERS –III & IVOPT. (VI): SCIENCE, TECHNOLOGY AND MEDICINE IN COLONIAL INDIA (NOT OFFERED TO STUDENTS IN THIS SESSION)

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COURSE CODE: HIS 603

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**Objective:** The course examines a new theme in Indian history and looks at the introduction of science, technology and medicine by the colonial power. The objectives of colonial authorities, the organizational structure and the responses of the people are studied to understand the social impact of these new elements in Indian society.

**Pedagogy:** The course builds on the basic information of the colonial time and introduces the student to recent works on the theme to understand the larger context of colonial rule.

**Note:** The candidate will be evaluated on the basis of a written examination (80 marks) and Internal Continuous Assessment (20 marks). In the written examination, the question paper will have the following format:

The maximum marks in this paper/option will be 80 and duration of written examination will be 3 hours..

- (i) There will be 9 questions in all. The candidate will be required to attempt 5 questions.

- (ii) Question No.1 will be compulsory and carry 20 marks. It will consist of 15 short questions from the list of concepts and terms given below. The candidate is required to attempt any 10 short questions in 25-30 words each.. Each short question carries 2 marks.
- (iii) Remaining part of the question paper will be divided into four units, corresponding to the four units of the syllabus for each option. The paper setter will set 2 essay type questions from each unit. The candidate will attempt 4 essay type questions, selecting one from each unit. Each essay type question will carry 15 marks.
- (iv) The paper setter is expected to follow the Essential Readings and set questions on the sub-themes or parts of a theme, rather than the topic as a whole.

### Concepts and Terms:

Science And Technology; Transfer Of Technology; Colonial Science; Technical Education; Diffusionist Model Of Basalla; Wootz; Arogyavihara; Jurzail Burdar; Gate Keepers; Scientific Soldiers; 'Nationalist' scientists; Pinjarapole; Persian Wheel; Blue Terror; GTSI; Tata Scheme; BSA; Variolation; Cordone Sanitaire; Experimental Farms; Unani System Of Medicine; Samrat Yantra; Colonizing The Body; Basant Rog; Shitla Mata; Variolation; Ola Candi; Bombay Plan; Pilgrim Theory; Apartheid In Science.

### Unit I

Science in pre-colonial times; development of colonial scientific policy; exploration and surveys- Rennel, Mackenzie, Lambton, Buchanan; administration of science; science in education and research.

### Unit II

Technology and the Raj: Transfer of technology and British perspective; technology and agriculture; technology and railways; introduction of the telegraph; technology and shipping; technical education.

### Unit III

Indigenous medicine and folk practices; early initiatives for health and medicine; colonial state and epidemics- smallpox, cholera, plague; nature of British medical policy; health and hegemony.

### Unit IV

Response and Resistance to colonial science, technology and medicine; nationalist views; emergence of Indian scientific community; role of scientific leaders; science, state and nation.

### Essential Readings

- Arnold, David, *Colonizing the Body*, Delhi: Oxford University Press, 1993.
- Arnold, David, *Science, Technology and Medicine in Colonial India*, Cambridge University Press, 2000.
- Baber, Zaheer, *Science of Empire*, Delhi: Oxford University Press, 1998.
- Deepak Kumar, *Science and the Raj*, Delhi: Oxford University Press, 1995.
- Roy Macleod and Deepak Kumar, *Technology and the Raj*, Delhi, Sage.

### Suggested Reading

- Kerr, Ian J., *Building the Railways of the Raj 1850-1900*, Delhi: Oxford University Press, 1995.
- Sangwan, S., *Science, Technology and Colonization*, Delhi: Anamika, 1990.
- Sen, S.N., *Science and Technological Education in India*, Delhi: INSA, 1991.
- Stone, Ian, *Canal Irrigation in British India*, Delhi: Oxford University Press, 1986.

PAPERS –III & IV OPT. (VII) CONSTITUTIONAL DEVELOPMENT IN MODERN INDIA, 1773-1947

COURSE CODE: HIS 213

**Objective:** To examine the various aspects of constitutional development in India.

**Pedagogy:** Lectures, tutorials and discussions.

**Note:** The candidate will be evaluated on the basis of a written examination (80 marks) and Internal Continuous Assessment (20 marks). In the written examination, the question paper will have the following format:



The maximum marks in this paper/option will be 80 and duration of written examination will be 3 hours..

- (i) There will be 9 questions in all. The candidate will be required to attempt 5 questions.
- (ii) Question No.1 will be compulsory and carry 20 marks. It will consist of 15 short questions from the list of concepts and terms given below. The candidate is required to attempt any 10 short questions in 25-30 words each.. Each short question carries 2 marks.
- (iii) Remaining part of the question paper will be divided into four units, corresponding to the four units of the syllabus for each option. The paper setter will set 2 essay type questions from each unit. The candidate will attempt 4 essay type questions, selecting one from each unit. Each essay type question will carry 15 marks.
- (iv) The paper setter is expected to follow the Essential Readings and set questions on the sub-themes or parts of a theme, rather than the topic as a whole.

### **Concepts and Terms:**

Charter Act; Queen's Declaration 1858; significance of Council's Act 1867; Dyarchy; Separate Electorate; Simon Commission; Nehru Committee; Provincial Autonomy; Cripps Proposals; Wavell Plan; Cabinet Mission; Mountbatten Plan; Nationalism; Constitutionalism; Constituent Assembly; Shimla Conference; Muddiman Committee; Swaraj; Poona Pact; Reserved Subjects; Transferred subjects; Emergency Powers; Communal Award; August Offer; Dominion Status; Commonwealth, Lucknow Pact; Constituent Assembly; Draft Committee.

### **Unit I**

Constitutional Development during East India Company's rule; Government of India Act 1858, Significance of Queen Victoria's Declaration; Indian Councils Act.

### **Unit II**

A new constitutional experiment: Act of 1909 (Morley-Minto Act); Significance of Montague- Chelmsford Report; The Act of 1919 and Dyarchy System in provinces.

### **Unit III**

Nehru Committee Report; Simon Commission Proposals; the Act of 1935; Provincial Autonomy in operation.

### **Unit IV**

Political Movements and Reform Proposals- Cripps Proposals and Indian reaction; the Wavell Plan; the Cabinet Mission; the Constituent Assembly; the Indian Independence Act; The Constitution of 1949.

### **Essential Readings:**

Austin, Granville, *The Indian Constitution: Cornerstone of a Nation*, OUP, New Delhi, 1999.

Banerjee, A.C., *The Constitutional History of India*, Vol.II. 1858-1919, Macmillan, Delhi, 1978.

Chakrabarty, Bidyut, *Indian Constitution: Text, Context and Interpretation*, Sage, New Delhi, 2017.

Chaturvedi, Archana, *A Constitutional History of India*, Commonwealth Publishers, New Delhi, 2006.

Coupland, R. *The Constitutional Problem in India*, Part I, London, 1944.

Dube, Ishita Banerjee, *A History of Modern India*, Cambridge University Press, New Delhi, 2015.

Kashyap, Subhash G., *Constitutional History of India: Polity, Governance and the Constitution*, Centre for Studies in Civilizations, New Delhi, 2015.

Keith, A.B., *Constitutional History of India*, Central Book Depot, Allahabad, 1961(First Published 1936).

Khosla, Madhav, *The Indian Constitution*, OUP, New Delhi, 2012.

Mehrotra, S.R., *India and Commonwealth*, London, 1965.

Mukherjee, Mithi, *India in the Shadow of Empire: A Legal and Political History (1774-1950)*, Oxford India Paperbacks, New Delhi, 2011.

Menon, V.P., *The Transfer of Power in India*, Orient Blackswan, New Delhi, 2017(First Published 1957).

Pylee, M.V., *Constitutional Government in India*, Asia Publishing House, Bombay, 1965(First Published 1960).

Sharma, Sri Ram, *A Constitutional History of India*, Macmillan, Bombay, 1955.

### **Suggested Readings**

- Bhatia, Udit, *The Indian Constituent Assembly*, Francis and Taylor, London, 2017.
- Chakrabarty, Bidyut and Pandey, Rajendra Kumar, *Modern Indian Political Thought*, Sage, New Delhi, 2009.
- Chand, Tara, *History of the Freedom Movement in India, 2 Vols.*, New Delhi, 1967.
- Guha, Ramchandra, *Makers of Modern India*, Penguin, New Delhi, 2012.
- \_\_\_\_\_, *Gandhi: The Years that Changed the World(1914-48)*, Penguin Allen Lane, New Delhi, 2018.
- Prasad, B. *The Origins of Provincial Autonomy*, Central Book Depot, Allahabad, 1941.
- Roy, S.N., *Indian Politics and Constitutional Development*, New Delhi, 1976.
- Seal, Anil, *The Emergence of Indian Nationalism*, Cambridge University Press, Cambridge, 1968.

## **PAPERS –III & IVOPT. (VIII) NATIONAL MOVEMENT IN INDIA 1858-1947**

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### **COURSE CODE: HIS 212**

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**Objective:** The course aims to trace the Indian National Movement from 1858 to 1947 focusing on how different historiographic schools view Indian Nationalism. Emphasis of the course is on the role played by INC from 1885 to 1947 and Gandhi in leading the country to freedom in 1947. The other strands of the National Movement particularly the Revolutionary and Left wing and youth organizations along with the communal strands are highlighted.

**Pedagogy:** The course is taught on the basis of lectures, seminars, discussions and tutorials.

**Note:** The candidate will be evaluated on the basis of a written examination (80 marks) and Internal Continuous Assessment (20 marks). In the written examination, the question paper will have the following format:

The maximum marks in this paper/option will be 80 and duration of written examination will be 3 hours..

- (i) There will be 9 questions in all. The candidate will be required to attempt 5 questions.
- (ii) Question No.1 will be compulsory and carry 20 marks. It will consist of 15 short questions from the list of concepts and terms.given below. The candidate is required to attempt any 10 short questions in 25-30 words each.. Each short question carries 2 marks.
- (iii) Remaining part of the question paper will be divided into four units, corresponding to the four units of the syllabus for each option. The paper setter will set 2 essay type questions from each unit. The candidate will attempt 4 essay type questions, selecting one from each unit. Each essay type question will carry 15 marks.
- (iv) The paper setter is expected to follow the Essential Readings and set questions on the sub-themes or parts of a theme, rather than the topic as a whole.

### **Concepts and Terms:**

Imperialism; Nationalism; Colonialism; Secularism; Nation- in-the making; militant nationalism; communalism; non –cooperation; civil disobedience; satyagraha; Home-Rule; Subaltern; Swadeshi; Praja Mandal; Gadhar; Khudai Khidmatgars; Trade Unionism; Indian National Army; Partition; Independence; Drain of Wealth; Swarajists; Moppila;Eka Movement; Khilafat Movement; Non-violence; Secretary of State;Minto Morley Reforms; Montague Chelmsford Reforms.

### **Unit I**

Indian Nationalism 1859 – 1885;-Different historiographic schools of Indian Nationalism: early associations and peasant uprisings 1859-1880s; theories of origin and foundation of the Indian National Congress; social basis of the Indian National Congress.

### **Unit II**

National awakening in India in its early phase: National Awakening and Socio-Religious Social Reforms; the Moderate phase of the Indian National Congress; Partition of Bengal and Swadeshi; Growth of Extremism; Home-Rule Movement.

### Unit III

Nationalism under Gandhi's leadership: emergence of Gandhi and his ideology of mass participation; critical assessment of Non-cooperation and Khilafat Movement, civil disobedience movement; 1940 Satyagraha and Quit India Movement; Freedom Struggle in the princely states.

### Unit IV

Other strands of the National Movement: Revolutionary Movement since 1905; Left wing Politics and Youth Organizations; the Indian National Army; Communal strands; Muslim League and Hindu Mahasabha; last phase of the struggle; freedom and partition why Congress and Gandhi accept partition.

### Essential Readings

- Abel M, *Glimpses of Indian National Movement*, The ICFAI University Press, India, 2005
- Bandyopadhyay Sekhar, *Nationalist Movement of India: A Reader*, Oxford University Press, 2009
- Chandra, Bipan, Mridula Mukerjee, Aditya Mukerjee, K.N. Pannikar, Sucheta Mahajan, *India's Struggle for Independence 1857-1947*, New Delhi: Penguin Books, 1989.
- Chandra Bipan, *Nationalism and Colonialism in Modern India*, Delhi: Orient Longman, 1979.
- Chandra, Bipan, *Communalism in Modern India*, Vikas, New Delhi, 1984.
- Chandra Bipan, *Indian National Movement: Long Term Dynamics*, Har Anand Publication, New Delhi, 2010.
- D.N. Dhanagare, *Agrarian Movements and Gandhian Politics*, Oxford University Press, 1970.
- Desai, A.R., *Social Background of Indian Nationalism*, Bombay: Popular Parkashan, 1966.
- Guha, Ranjit, *Subaltern Studies, I – IX*, Delhi: Oxford University Press, 1982-86.
- Jaffrelot Christophe, *Hindu Nationalist Movement and Indian Politics 1925 to the 1990s*, Penguin Books, India, 1999
- Low, D.A. *Britain and Indian Nationalism: The imprint of Antiquity*, 1997
- Mahajan, Sucheta, *Independence and Partition*, New Delhi: Sage, 2000.
- Mehrotra, S.R., *Emergence of Indian National Congress*, Delhi: Manohar, 1971.
- Mehrotra, S.R., *Towards India's Freedom and Partition*, New Delhi, 1979.
- Nanda, B.R., *The Making of Indian Nation*, Collins: Harper, 1998.
- Pathak, B.N. (ed.), *History of Indian National Congress*, 3 vols., New Delhi, 1985.
- Singh, Anita Inder, *The Origins of Partition of India*, New Delhi: Oxford University Press, 1987.

### Suggested Readings

- AICC, *A Century History of the Indian National Congress*, Vols. II & III.
- Aloysius, G., *Nationalism without a Nation in India*, Oxford University Press, 1998.
- B.R. Nanda, *Mahatma Gandhi: A Biography*, Bombay: Allied Publishers, 1978.
- Chandra, Bipan, *The Rise and Growth of Economic Nationalism in India*, New Delhi: People's Publishing House, 1982 (reprint).
- Farquhar, J.H., *Modern Religious Movements in India*, Delhi: Munshi Ram, Manohar Lal, 1976.
- Gopal, S., *British Policy in India*, Cambridge: Cambridge University Press, 1965.
- Joshi, Shashi, and Josh, B., *Struggle or Hegemony in India 1920-47*, Vol.I to III, New Delhi: Sage.
- Low, D.A. (ed.), *Congress and the Raj*, New Delhi: Arnold Heinemann, 1977.
- Massellos, Jim, *Nationalism on the Indian Subcontinent*, Melbourne: Thomas Nelson, 1972.
- Rai Lala Lajpat, *Young India: An Interpretation and a History of Nationalist Movement*, Ocean Books Pvt Ltd., 2008
- Salil Misra, *A Narrative of Communal Politics, UP 1937 -39*. New Delhi: Sage, 2001.
- Sumit Sarkar, *The Swadeshi Movement in Bengal, 1903-1908*, New Delhi: Macmillan, 1977.

Tara Chand; *History of the Freedom Movement in India, 2 Vols.*, Delhi: Publication Division, 1963.

Vishalakshi Menon, *From Movement to Government*, Delhi: Sage India, 2005.

**PAPERS –III & IV OPT. (IX) BRITISH POLICIES AND PRINCELY STATES (NOT OFFERED TO STUDENTS IN THIS SESSION)**

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**COURSE CODE: HIS 214**

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**Objective:** This paper aims to understand and study the multiple patterns of British policy towards the Princely States of India. It seeks to examine the various facets of British paramountcy in different matters of the Native States and point out the variations and peculiarities thus found. Also the objective of the paper is to evaluate the Princely Chiefs' responses, their sensitiveness and changes in their attitude towards the British policy during the colonial period.

**Pedagogy:** The course is taught on the basis of lectures, seminars, discussions and tutorials.

**Note:** The candidate will be evaluated on the basis of a written examination (80 marks) and Internal Continuous Assessment (20 marks). In the written examination, the question paper will have the following format:

The maximum marks in this paper/option will be 80 and duration of written examination will be 3 hours..

- (i) There will be 9 questions in all. The candidate will be required to attempt 5 questions.
- (ii) Question No.1 will be compulsory and carry 20 marks. It will consist of 15 short questions from the list of concepts and terms given below. The candidate is required to attempt any 10 short questions in 25-30 words each.. Each short question carries 2 marks.
- (iii) Remaining part of the question paper will be divided into four units, corresponding to the four units of the syllabus for each option. The paper setter will set 2 essay type questions from each unit. The candidate will attempt 4 essay type questions, selecting one from each unit. Each essay type question will carry 15 marks.
- (iv) The paper setter is expected to follow the Essential Readings and set questions on the sub-themes or parts of a theme, rather than the topic as a whole.

**Concepts and Terms:**

Ring Fence Policy; Policy of Subordinate Isolation; Policy of Subordinate Union; Subsidiary Alliance System; Doctrine of Lapse; Queen's Proclamation; Adoption Sanads; Canning's Dispatch; Minority Administration; British Paramountcy; Theory of One Charge; Universal British Policy of Coinage; Native Coinage Act; Imperial Service Troops; British Policy towards Railways; New Salt Policy; New Opium Policy; International Postal Union; Aims of Chamber of Princes; Indian States Committee; Instrument of Accession; Integration of States; Change In British Policy in 1905; Annexation Of Oudh; Annexation Of Punjab; Reason for Rendition of Mysore; Justification of Deposition of Gaekwar (Baroda); Assertion of Paramountcy by Curzon; Dereliction of Duty of Native Chief; Constitution of Chamber of Princes.

**Unit I**

Policy of 'Ring Fence' under Clive, Warren Hastings and Cornwallis; Departure from the policy and Wellesley's Subsidiary Alliance System; Extension of Wellesley's policy under Marquis of Hastings; Dalhousie's policy of annexation of States by the application of 'doctrine of lapse' and other means.

**Unit II**

Adoption of new policy under the Crown after the revolt of 1857-58 – Queen's Proclamation, Canning's Despatch of April 1860 and Adoption Sanads; Succession matters w.s.r.t. minority administration; Deposition of Gaekwar of Baroda (1875), Rendition of Mysore (1881), the Manipur Case; Growth of Paramountcy under Curzon (1898-1905).

**Unit III**

The theory of 'one charge' – economic matters w.s.r.t. coinage and currency, salt and opium; means of communications- railways, post and telegraph; military establishment in the States and Organisation of Imperial Service Troops.

**Unit IV**

Change in the British policy after 1905 under Minto and Hardinge; Organisation of Chamber of Princes (1921) – its constitution and role; Indian States Committee (1927); Independence and integration of States.

## Essential Readings

- Arora, A.C., *British Policy towards the Punjab States 1858-1905*, Jalandhar: Export India Publications, 1982
- Copland, Ian, *The Princes of India in the endgame of empire 1917-1947*, Cambridge: Cambridge University Press, revised edition 2010.
- Fraser, Lovat, *India under Curzon and After*, Nabu Press, 2010.
- Jeffrey, Robin (ed.), *People, Princes and Paramount Power: Society and Politics in the Indian Princely States*, New Delhi: Oxford University Press, 1978.
- Lee-Warner, Sir William, *The Protected Princes of India*, Chizine Publications, Toronto, 2017.
- Lee-Warner, Sir William, *The Native States of India*, London: Macmillan, 1910.
- Majumdar, R.C. et al., *The History and Culture of the Indian People*, Vol.IX: *British Paramountcy and Indian Renaissance*, Part I, Bombay: Bhartiya Vidya Bhavan, 1963.
- Menon, V.P., *The Story of the Integration of the Indian States*, New Delhi: Orient Blackswan, 2014.
- Pannikar, K.M., *Indian States and the Government of India*, Delhi: Kaushal, 1985
- Phadnis, Urmila, *Towards the Integration of Indian States 1919-1947*, Bombay: Asia, 1968
- Ramasuck, Barbara N., *The Indian Princes and their States*, Cambridge: Cambridge University Press, revised edition 2008.
- Verma, S.M., *Chamber of Princes*, New Delhi: National Book Organization, 1990.

## PAPERS –III & IVOPT. (X) CONTEMPORARY INDIA 1947-1992

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COURSE CODE: HIS 263

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**Objective:** This course provides an introduction to the major strands in the history of contemporary India.

**Pedagogy:** The course involves the student in class lectures, discussions and term papers.

**Note:** The candidate will be evaluated on the basis of a written examination (80 marks) and Internal Continuous Assessment (20 marks). In the written examination, the question paper will have the following format:

The maximum marks in this paper/option will be 80 and duration of written examination will be 3 hours..

- (i) There will be 9 questions in all. The candidate will be required to attempt 5 questions.
- (ii) Question No.1 will be compulsory and carry 20 marks. It will consist of 15 short questions from the list of concepts and terms given below. The candidate is required to attempt any 10 short questions in 25-30 words each.. Each short question carries 2 marks.
- (iii) Remaining part of the question paper will be divided into four units, corresponding to the four units of the syllabus for each option. The paper setter will set 2 essay type questions from each unit. The candidate will attempt 4 essay type questions, selecting one from each unit. Each essay type question will carry 15 marks.
- (iv) The paper setter is expected to follow the Essential Readings and set questions on the sub-themes or parts of a theme, rather than the topic as a whole.

### Concepts and Terms:

Contemporary History; Modern History; Nationalism; Freedom; Nation State; socialism; Spiritualism; Five Year Plans; Running Plan; Demographic Dividend; Private Public Partnership; Public Sector; Green Revolution; Land Consolidation; Equitable distribution of land; Khalistan; Nagalim; Naxalism; Casteism; Civil Rights; Duties of Citizen; Secularism; Communalism; NAM; SAARC.

### Unit I

Historiographic survey for Contemporary India including the emergence of the sub-discipline of Contemporary Indian History; Various ideological streams with special reference to Ambedkar, Gandhi, Nehru and Vivekananda.

Setting up an institutional structure for a new country: the making of the constitution, debates on its nature and changes made to it. The structure of the bureaucracy and the police and changes over time in their relationship with the legislative arm of the state and with civil society.

Rehabilitation after partition: settling the people, creating new towns and agricultural settlements, creating new opportunities for the displaced.

## **Unit II**

Economic growth: Demographic trends; the Planning Process and Five Year Plans.

Industrial growth: Debates on the nature and value of the public and the private sector; Labour relations.

Land Reforms and agrarian changes: Green Revolution with special reference to the Punjab Peasant unrest and its changing forms, especially in Punjab, Bihar, Andhra Pradesh and Maharashtra.

## **Unit III**

The States: The continuous reorganization of States since the 1950s. Changing nature of Centre-State relations.

The Emergency of 1975: its causes and consequences. Various political responses to the emergency. Emergence of a civil democratic rights movement and the varied responses of the state.

Political and economic relations with the World. Changing Patterns of friendship and enmity with neighbouring countries. Relations, political, social and economic with the so-called Great Powers.

## **Unit IV**

Depressed classes, tribals, and women.

Political and social assertions by different regions: the Northeast, Tamilnadu and Punjab.

The emergence and articulation of an Indian identity: The problem of national integration versus adjusting conflicting claims in a democratic space.

Social change: changing patterns of assertion by marginalized groups:

### **Essential Readings**

Consisting of books which give a broad, but essential, overview of various themes in the course and/or set the paradigm for understanding the history of Contemporary India. It is highly recommended that candidates browse through the collection of the AC Joshi Library, Panjab University for more detailed information about various topics.

Chandra Bipan, Mridula Mukherjee and Aditya Mukherjee, *India after independence, 1947-2000*, Delhi: Penguin, 2002.

Kohli, Atul, *The State and Poverty in India: The Politics of Reform*, Cambridge: Cambridge University Press, 1987

Kohli, Atul ed., *India's Democracy: An Analysis of Changing State Society Relations*, Princeton, Princeton University Press, 1988

Moore, Barrington M., James C. Scott, Edward Friedman, *Social Origins of Dictatorship and Democracy: Lord and Peasant in the Making of the Modern World*, New York: Beacon Press, 1993.

North, Douglass C. et al. *Violence and Social Orders: A Conceptual Framework For Interpreting Recorded Human History*, Cambridge, Cambridge University Press, 2009.

Spear, Percival, *The Oxford History of Modern India 1740-1975*, New York: Oxford University Press, 1979.

### **Suggested Readings**

Austin, Granville, *Working a Democratic Constitution: The Indian Experience*, New York and Delhi: Oxford University Press, 1999.

Bardhan, Pranab, *The Political Economy of Development in India*, Delhi: Oxford University Press, 1998.

Dreze, Jean and Amartya Sen, *India: Economic Development And Social Opportunity*, Delhi: Oxford University Press, 1996.

Karlekar, Hiranmay, ed., *Independent India: the first fifty years*, Delhi: ICCR and Oxford University Press, 1998.

Morris Jones, W.H., *The Government and Politics of India*, Delhi: Oxford University Press 1987.

Omvedt, Gail, *Dalits and the democratic Revolution: Dr. Ambedkar and the Dalit Movement in Colonial India*, Thousand Oaks, CA: Sage, 1994.

Raghuramaraju, A., *Debates in Indian Philosophy Classical, Colonial, and Contemporary*, New Delhi: Oxford University Press, 2006.

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SEMESTER IV

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<u>Semester IV</u>	<b>Group-I Paper I:</b>	HIS 126	Punjab in the Twentieth Century (compulsory)	4 credits
	<b>Group-II Paper II: Any one of the following</b>	HIS 911	Opt.(i) History and Historiography	4 credits
		HIS 912	Opt.(ii) History and Historical Method	4 credits
	<b>Groups-III&amp; IV Papers III&amp; IV: Any two of the following</b>	HIS 720	Opt. (i) Religious And Social Processes In Ancient India	4 credits
		HIS 438	Opt. (ii) Buddhism in India	4 credits
		HIS 428	Opt. (iii) Religious Developments in Medieval India	4 credits
		HIS 426	Opt. (iv) Islamic Traditions of Medieval India	4 credits
		HIS 471	Opt. (v) Dalit Movements in Modern India	4 credits
		HIS 731	Opt. (vi) Working Class Movements in Modern India	4 credits
		HIS 467	Opt. (vii) Peasant Movements in Modern India	4 credits
		HIS 418	Opt. (viii) Socio-Religious Reform Movements in Modern India	4 credits
		HIS 462	Opt. (ix) History of Caste and Caste Politics in Modern India	4 credits

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PAPER I, PUNJAB IN THE TWENTIETH CENTURY (COMPULSORY)

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COURSE CODE: HIS 126

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**Objective:** The course traces the history of Punjab from 1901 to 1966 focusing on how the agrarian policies and legislations passed by the British Raj in these years affected the Punjab Peasantry. How the discontentment led the Peasantry to join the National Movement which Gandhi spearheaded. Punjab's participation in the various phases is discussed particularly the phase of partition and how the province was further bifurcated in 1966.

**Pedagogy:** The course is to be taught through class room lectures and discussions.

**Note:** The candidate will be evaluated on the basis of a written examination (80 marks) and Internal Continuous Assessment (20 marks). In the written examination, the question paper will have the following format:

The maximum marks in this paper/option will be 80 and duration of written examination will be 3 hours..

- (i) There will be 9 questions in all. The candidate will be required to attempt 5 questions.
- (ii) Question No.1 will be compulsory and carry 20 marks. It will consist of 15 short questions from the list of concepts and terms given below. The candidate is required to attempt any 10 short questions in 25-30 words each.. Each short question carries 2 marks.
- (iii) Remaining part of the question paper will be divided into four units, corresponding to the four units of the syllabus for each option. The paper setter will set 2 essay type questions from each unit. The candidate will attempt 4 essay type questions, selecting one from each unit. Each essay type question will carry 15 marks.
- (iv) The paper setter is expected to follow the Essential Readings and set questions on the sub-themes or parts of a theme, rather than the topic as a whole.

## Concepts and Terms:

Jallianwala Bagh; Ghadar; Unionist Party; Rowlatt Satyagraha; Martial Law; Mahants; Babbar Akalis; Kirti Kisan Party; provincial autonomy; demand for Pakistan; Demand for Khalistan; Azad Punjab; Punjabi Suba; Shromani Prabandhak Committee; Akali Dal; Akali Party; Reorganization Act of 1966; Sarbarah; Muslim League; Central Sikh League; Keys Affair; Jaito ka morcha; Land Alienation Act; Colonization;

### Unit I

**Punjab from 1901 to 1920's:** Land Alienation Act of 1901- The Agrarian Agitation of 1907, The Ghadar Movement; Rowlatt Satyagraha, Jallianwala Bagh and the martial law; formation of Punjab National Unionist Party, 1923.

### Unit II

**Punjab in 1920's:**The Akali Agitation or Gurdwara Reform Movement; The Babbar Akalis 1921-22; The politics of Contestation in 1920: Congress and Arya Samaj; Left wing groups of parties-1920's; Peasants Protests -1924-29.

### Unit III

**Punjab in 1930's-1940's** The Civil Disobedience and Punjab; agitations around Land revenue; Unionists under Provincial Autonomy; responses to the demand of Pakistan; Congress and Sikh Politics 1940-1947, Communalism and partition of the Punjab.

### Unit IV

**Punjab after partition:** Resettlement and Rehabilitation; Towards the Punjabi Province 1947-1966; Reorganization of Punjab 1966; Green Revolution

### Essential Readings

Ali, Imran, *The Punjab under Imperialism 1890-1947*, Delhi: Oxford University Press, 1989.

Bal, S.S., *A Brief History of Modern Punjab*, Ludhiana: Lyall Book Depot, 1974

Bal, S.S. *British Administration in the Punjab and its Aftermath*; Amritsar, Guru Nanak Dev University, 1986.

Banerjee, Himadri, *Agrarian Society in the Punjab, 1849-1901*, New Delhi: Manohar, 1982.

Banga, Indu, (ed.), *Five Punjabi Centuries: Polity, Economy, Society and Culture c.1500*, Delhi: Manohar 1997.

Banga, Indu, *Agrarian System of the Sikhs*, New Delhi, Manohar, 1978.

Barrier, N.G., *The Sikhs and their Literature*, New Delhi: Manohar, 1970.

Dayal, Ravi (ed.) *We fought together for freedom*; Indian Council of Historical Research, Oxford University Press, Delhi, 1995

Dutta, V.N. Jallianwala Bagh, Lyall B Vook Depot, 1969,

Mohan, Kamlesh, *Militant Nationalism in the Punjab*, New Delhi: Manohar, 1985.

Mukherjee, Mridula, *Colonializing Agriculture*, Modern Indian History Series, New Delhi: Sage India, 2005.

Mukherjee, Mridula, *Peasants in India's Non-violent Revolution*, Modern Indian History Series, New Delhi: Sage India, 2004.

Ram, Raja, *The Jallianwala Bagh Massacre*, Panjab University, Chandigarh, 1978.

Riar, Sukhmani Bal, *The History and Politics of the Central Sikh League*, Chandigarh : Unistar, 2006.

Riar, Sukhmani Bal, *The Politics of the Sikhs 1940-1947*, Chandigarh: Unistar, 2006.

Singh, Mohinder, *The Akali Movement*, New Delhi: Macmillan, 1985.

Singh Parambakshish and Verma Devinder Kumar, *Punjab and the Freedom Struggle*, Patiala, Punjabi University, 1998.

Talbot, Ian, *Punjab and the Raj, 1849-1947*, Delhi: Manohar, 1988.



Tai Yong Tan and Gyanesh Kudaisya, *The Aftermath of Partition in South Asia*, Routledge Studies in the Modern History of Asia, London: 2000.

Tuteja, K.L., *Sikh Politics, 1920-1940*, Kurukshetra, 1984.

Van den Dungen, P.H.M., *The Punjab Tradition: Influence and Authority in the Nineteenth Century India*, London, 1972.

### **Suggested Readings**

Grewal, J.S., *The Sikhs of the Punjab*, *New Cambridge History of India*, New Delhi: Orient Longman, 1990.

Grewal, J.S., *The Akalis: A Short History*, Chandigarh: Punjab Studies Publications, 1966.

Islam, M.M., *Irrigation, Agriculture and the Raj, Punjab 1887-1947*, New Delhi: Manohar, 1997.

Kirpal Singh, *The Partition of the Punjab*, Patiala: Punjabi University, 1972.

Mahajan Sucheta, *Anti British Agitation in 1907 Punjab*, Punjab History Conference Proceedings fifteenth session, 1981.

Pritam Singh and Shinder S.Thandi (eds.), *Punjabi Identity in a Global Content*, Delhi: Oxford, 1999.

Rai, Satya.M., *Legislative Politics and Freedom Struggle in Punjab 1897-1947*, New Delhi: Peoples Publishing House, 1984.

Singh, Parduman and Joginder Singh Dhanki, eds., *Buried Alive: Autobiography, Speeches and Writings of an Indian Revolutionary*, New Delhi: Sardar Ajit Singh, 1984.

Sukhwant Singh, *Agricultural Growth under Colonial Constraints in the Punjab: 1849-1947*, Delhi: Manmeet Prakashan, 2000.

Talbot Ian, *The Growth of the Muslim League in the Punjab*, *Journal of Commonwealth and Comparative Politics*, 20, 1, 1982.

Tanwar, R, *Politics of Sharing Power: The Punjab Unionist Party 1923-1947*: New Delhi: Manohar, 1999.

### **Paper II: Any one from the following:**

#### **Opt. (i) History and Historiography**

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COURSE CODE: HIS 911

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**Objective:** This paper provides an understanding of the meaning and nature of history and emphasizes on the value and interpretation in history. In a critical and comprehensive manner, it analyses the various trends in Indian historiography and underlines the changes in the stance of historians through times as well as their impact on history writing.

**Pedagogy:** The said paper is pursued on the basis of lectures, seminars, discussions and tutorials.

**Note:** The candidate will be evaluated on the basis of a written examination (80 marks) and Internal Continuous Assessment (20 marks). In the written examination, the question paper will have the following format:

The maximum marks in this paper/option will be 80 and duration of written examination will be 3 hours..

- (i) There will be 9 questions in all. The candidate will be required to attempt 5 questions.
- (ii) Question No.1 will be compulsory and carry 20 marks. It will consist of 15 short questions from the list of concepts and terms given below. The candidate is required to attempt any 10 short questions in 25-30 words each.. Each short question carries 2 marks.
- (iii) Remaining part of the question paper will be divided into four units, corresponding to the four units of the syllabus for each option. The paper setter will set 2 essay type questions from each unit. The candidate will attempt 4 essay type questions, selecting one from each unit. Each essay type question will carry 15 marks.
- (iv) The paper setter is expected to follow the Essential Readings and set questions on the sub-themes or parts of a theme, rather than the topic as a whole.

## Concepts and Terms:

Historical Fact; Reliability of Evidence; Genuineness of Evidence; Primary Sources; Secondary Sources; Accidental Causes; Rational Causes; Determinism in History; Chance in History; Objectivity in history; Group Bias; Aerial Photography; Quantitative history; Psycho history; Role Theory; Cliometrics; Annales School; Concept of Total History; Orientalists; Administrator historians; Nationalist historians; Marxist historians; Subaltern history; Feminism; Post Modernism; Social Dynamics in History; Historical interpretation; Elitist Historiography; Non-elite historiography; Imaginative understanding; Cleopatra's nose; All History as Contemporary History; Colonialism and Indian Nationalism.

### Unit I

Definition, historical facts; purpose and scope; value of studying history; categories of historical evidence; questions of genuineness and reliability of evidence; question of bias and objectivity; meaning of causation and handling of causes.

### Unit II

History as Literature and as Science; History and Allied Disciplines of Archaeology, Geography; Sociology and Social Anthropology; Psychology and Economics; contribution of "The Annales School".

### Unit III

Orientalists with special reference to William Jones; concerns of the Administrator-Historians; Nationalist historiography- its emergence, concerns, assumptions, strength and limitations.

### Unit IV

Marxist historiography- its new perspectives and strength and limitations; treatment of Colonialism and Indian Nationalism; Subaltern historiography – their critique of existing historiography; themes, sources, techniques and strength and limitations; emerging new trends with special reference to feminist history and postmodernism.

## Essential Readings

Aymard, Maurice and Harbans Mukhia eds., 'Introduction', *French Studies in History*, New Delhi: Orient Longman, 1989, 2 vols.

Carr, E.H., *What is History*, Melbourne: Penguin Books, 2018 (also available in Hindi and Punjabi translation).

Chandra, Bipan, 'Nationalist Historians' Interpretations of the Indian National Movement', *Situating Indian History for Sarvapalli Gopal*, eds. Sabyasachi Bhattacharya and Romila Thapar, Delhi: Oxford University Press, 1986.

Chandra, Bipan and others, 'Introduction', *India's Struggle for Independence, 1857-1947*, Delhi: Viking/Penguin Books.

Elton, G.R., *The Practice of History*, Oxford: Blackwell, 2002

Guha, Ranjit, 'On Some Aspects of Historiography of Colonial India', *Subaltern Studies I*, Delhi: Oxford University Press, 1986.

Jenkins, Keith, *On What is History*, London: Routledge, 2014.

Marwick, Arthur, *The New Nature of History*, Palgrave Macmillan, New York, 2001.

Mathur, L.P., *Historiography and Historians of Modern India*, New Delhi: Inter-India Publications, 1987.

Mukhopadhyay Subodh Kumar, *Evolution of Historiography in Modern India, 1900-1960*, Calcutta, K.P. Bagchi, 2002.

Sen, S.P. (ed.), *Historians and Historiography in Modern India*, Calcutta: Institute of Historical Studies, 2013.

Sheik Ali, B., *History: Its Theory and Method*, Chennai, Laxmi Pub., 2014.

Sreedharan, E., *A Textbook of Historiography: 500 B.C. to A.D. 2000*, New Delhi: Orient Longman, 2004.

Stone, Lawrence, *History and Social Sciences in the Twentieth Century: The Future of History* ed. Charles F. Delzell, Nashville: Vanderbilt Univ. Press, 1997.

Webster, C.B. John., *Studying History*, New Delhi, 2001.

## Suggested Readings

Banga, Indu, *Causation in History*, Shimla: Indian Institute of Advanced Study, 1992.

Bhattacharya, Sabyasachi, 'Reflections on Concept of Regional History', *Perspectives on Indian Society and History*, ed. Hetukar Jha, New Delhi: Manohar, 2002, 81-90.

Bloch, Mark, *The Historian's Craft*, Manchester: Manchester University Press, 2004 (translated by Peter Putnam).

Chandra, Satish, "Decentring of History", *Essays on Medieval Indian History*, New Delhi: Oxford University Press, 2003.

Thapar, Romila, 'Ideology and Interpretation on Early Indian History', *Interpreting Early India*, Delhi: Abe Book Sellers, 2010.

## OPT (II) HISTORY AND HISTORICAL METHOD

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### COURSE CODE: HIS 912

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**Objective:** This paper provides an understanding of the meaning and nature of history and emphasizes on the value of interpretation in history. In a critical and comprehensive manner, it analyses the various trends in Indian historiography and underlines the changes in the stance of historians through times as well as their impact on history writing.

**Pedagogy:** The said paper is pursued on the basis of lectures, seminars, discussions and tutorials.

**Note:** The candidate will be evaluated on the basis of a written examination (80 marks) and Internal Continuous Assessment (20 marks). In the written examination, the question paper will have the following format:

The maximum marks in this paper/option will be 80 and duration of written examination will be 3 hours..

- (i) There will be 9 questions in all. The candidate will be required to attempt 5 questions.
- (ii) Question No.1 will be compulsory and carry 20 marks. It will consist of 15 short questions from the list of concepts and terms given below. The candidate is required to attempt any 10 short questions in 25-30 words each.. Each short question carries 2 marks.
- (iii) Remaining part of the question paper will be divided into four units, corresponding to the four units of the syllabus for each option. The paper setter will set 2 essay type questions from each unit. The candidate will attempt 4 essay type questions, selecting one from each unit. Each essay type question will carry 15 marks.
- (iv) The paper setter is expected to follow the Essential Readings and set questions on the sub-themes or parts of a theme, rather than the topic as a whole.

### Concepts and Terms:

Historical Fact; Social Forces; Scientific Method; Imaginative Understanding; Cleopatra's Nose; Determinism; Objectivity; Bias in History; Cyclic View of History; Teleological View of History; Value Judgement; Oral History; Demography; Archaeology; Social Anthropology; Geography; Economics; Causation; Rational Causes; Accidental Causes; Great Man; Rebel In History; Primary/Secondary Sources.

### Unit I

The historical fact; relationship between the historian and the facts; society and historian; importance of social forces; history as science; history as literature.

### Unit II

History as a study of causes; problem of determinism; problem of chance; value judgments in history; objectivity in history.

### Unit III

Categories of primary sources; problems of genuineness and reliability of literary sources; oral evidence; evaluation of secondary sources; questions historians ask.

## Unit IV

Widening scope of history; history and archeology; history and geography, demography and economics; history and sociology and anthropology; history and literature; the value of history.

### Essential Readings:

1. Carr, E.H., *What is History*, Melbourne: Penguin Books, 2018 (also available in Hindi and Punjabi translation).
2. Webster, John C.B., *Studying History*, Delhi: Macmillan, 2001.

### Suggested Readings:

- Appleby, Joyce, Lynn Hunt and Margaret Jacob, *Telling the Truth about History*, New York: W.W. Norton, 1995.
- Banga, Indu, *Causation in History*, Shimla: Indian Institute of Advanced Study, 1992.
- Barzun, Jaques and Henry F. Graff, *The Modern Researcher*, California: Wadsworth Publishing, 2003
- Bloch, Mark, *The Historian's Craft*, Manchester: Manchester University Press, 2004 (translated by Peter Putnam).
- Elton, G.R., *The Practice of History*, Oxford: Blackwell, 2002.
- Gottschalk, Louis, *Understanding History, A Primer of Historical Method*, New Delhi: Alfred A. Knopf, 1968.
- Hexter, J.H. *The History Primer*, New York: Basic Books, 1971.
- Jenkins, Keith, *On What is History*, London: Routledge, 2014.
- Landes, David S. and Charles Tilly (eds.), *History as Social Science*, Englewood Cliffs: Prentice-Hall, 1971.
- Marwick, Arthur, *The New Nature of History*, New York: Palgrave Macmillan, 2001.
- Rosenau, Pauline Marie, *Post-Modernism and the Social Science: Insights, Inroads and Intrusions*, Princeton: Princeton University Press, 1992.
- Singh, Surinder and Ishwar Dayal Gaur (eds.), *Popular Literature and Pre- Modern Society in South Asia*, New Delhi: Pearson-Longman, 2007.
- Stone, Lawrence, 'History and Social Sciences in the Twentieth Century', *The Future of History*, ed. Charles F Delzell, Nashville: Vanderbilt University Press, 1997.
- Vansina, Jan, *Oral Tradition: A Study in Historical Methodology*, London: Eurospan, 2006 (trs. H. M. Wright).

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## PAPERS III & IV OPT(D)RELIGIOUS AND SOCIAL PROCESSES IN ANCIENT INDIA

### COURSE CODE: HIS 720

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**Objective:** The aim of the paper is to highlight the role of social processes in the shaping of the religious discourse and philosophical speculations in relation to Brahmanism-Hinduism, Buddhism and Jainism.

**Pedagogy:** The said paper is pursued on the basis of lectures, seminars, discussions and tutorials.

**Note:** The candidate will be evaluated on the basis of a written examination (80 marks) and Internal Continuous Assessment (20 marks). In the written examination, the question paper will have the following format:

The maximum marks in this paper/option will be 80 and duration of written examination will be 3 hours..

- (i) There will be 9 questions in all. The candidate will be required to attempt 5 questions.
- (ii) Question No.1 will be compulsory and carry 20 marks. It will consist of 15 short questions from the list of concepts and terms.given below. The candidate is required to attempt any 10 short questions in 25-30 words each.. Each short question carries 2 marks.

- (iii) Remaining part of the question paper will be divided into four units, corresponding to the four units of the syllabus for each option. The paper setter will set 2 essay type questions from each unit. The candidate will attempt 4 essay type questions, selecting one from each unit. Each essay type question will carry 15 marks.
- (iv) The paper setter is expected to follow the Essential Readings and set questions on the sub-themes or parts of a theme, rather than the topic as a whole.

### Concepts and Terms:

Rigveda; Upanishada; Aranyaka; Vedanga; Dana-Dakshina; Caturaryasatya; Ashatangika-marga; Tirthankara; Lokayata; Ajivika; Buddhist Triratnas; Jain Triratna; Anekantavada; Mahayana; Hinayana; Vajrayana; Bodhisattva; Svetambara; Digambara; Shankhya; Yoga; Nyaya; Vaisheshika; Mimamsa; Vedanta; Nayanar Saints; Alavar Saints; Tantrism; Bhakti; Puranas; Gahapati; Setthi.

### Unit I

Vedic Religion: Vedic Gods and Goddesses; Prayers, Sacrifices, and the Role of Brahmanas; Concept of Dana-Dakshina.

### Unit II

Upanishads and Heterodox Sects: Philosophy of Upanishads, Buddhism, Jainism, Ajivaka and Lokayata; Material Background of Jainism and Buddhism; Women in Buddhism and Jainism.

### Unit III

Schisms and Philosophical Differences: Buddhism (Hinayana and Mahayana) and Jainism (Svetambara and Digambara); Hindu Philosophical Schools (Shankhya, Yoga, Nyaya, Vaisheshika, Mimamsa and Vedanta).

### Unit IV

Puranic Hinduism: Theistic Cults (Vishnavism, Shaivism) and Bhakti Movement (Nayanar-Alavar Saints); Tantrism and Its Impact on Hinduism and Buddhism.

### Essential Readings

Basham, A. L., *The Wonder That Was India (A survey of the history and culture of the Indian sub-continent before the coming of the Muslims)*, London: Picador an imprint of Macmillan, 2004 reprint.

Jaini, S. Padmanabh, *Gender and Salvation: Jaina Debates on the Spiritual Liberation of Women*, (with a forward by Robert P. Goldman), New Delhi: Munshiram Manoharlal, 1992.

Radhakrishnan, S., *Indian Philosophy, Vol. 1 & 2*, (with an introduction by J. N. Mohanty), New Delhi: Oxford University Press, 2008.

Singh, Upinder, *A History of Ancient and Early Medieval India: From Stone Age to the 12<sup>th</sup> Century*, Delhi: Pearson Longman, 2009.

Thapar, Romila, *Ancient Indian Social History: Some Interpretations* (particularly, 'Dana and Dakshina as Forms of Exchange', pp. 94-108), New Delhi: Orient Blackswan, 2016 reprint.

### Suggested Readings

Chakrabarti, Kunal, *Religious Process: The Puranas and the Making of a Regional Tradition*, Delhi: Oxford University Press, 2018 second edition.

Chattopadhyaya, D. P., *Indian Philosophy: A Popular Introduction*, New Delhi: People's Publishing House, 2015 reprint.

Doniger, Wendy, *The Hindus: An Alternate History*, New Delhi: Speaking Tiger, 2015.

Dundas, Paul., *The Jains*, London: Routledge, 2002 reprint.

Habib, Irfan and Thakur, Vijay Kumar, *A People's History of India: 3- The Vedic Age*. New Delhi: Tulika Books, 2011 reprint.

Sahu, B. P., *A People's History of India 7- Society and Culture in Post-Mauryan India, c. 200 BC- AD 300*, (with a chapter on language and literature by Kesavan Veluthat), New Delhi: Tulika Books, 2015.

Shrimali, K. M., *A People's History of India 4-The Age of Iron and the Religious Revolution, c.700-c.350 BC*, New Delhi: Tulika Books, 2011 reprint.

Singh, Anand, ed. *Dana: Reciprocity and Patronage in Buddhism*, New Delhi: Primus Books, 2017.

## **PAPERS III & IV OPT. (II) BUDDHISM IN INDIA**

**COURSE CODE: HIS 438**

**Objective:** To trace the origins of Buddhism in India since ancient times.

**Pedagogy:** Class room lectures, discussions.

**Note:** The candidate will be evaluated on the basis of a written examination (80 marks) and Internal Continuous Assessment (20 marks). In the written examination, the question paper will have the following format:

The maximum marks in this paper/option will be 80 and duration of written examination will be 3 hours..

- (i) There will be 9 questions in all. The candidate will be required to attempt 5 questions.
- (ii) Question No.1 will be compulsory and carry 20 marks. It will consist of 15 short questions from the list of concepts and terms.given below. The candidate is required to attempt any 10 short questions in 25-30 words each.. Each short question carries 2 marks.
- (iii) Remaining part of the question paper will be divided into four units, corresponding to the four units of the syllabus for each option. The paper setter will set 2 essay type questions from each unit. The candidate will attempt 4 essay type questions, selecting one from each unit. Each essay type question will carry 15 marks.
- (iv) The paper setter is expected to follow the Essential Readings and set questions on the sub-themes or parts of a theme, rather than the topic as a whole.

### **Concepts and Terms:**

Ajivikas; lokayatas;Gahapatis/ Setthis;Karshapana(puch marked coins); Pitakas/ Pali Canonical Literature; Jatakas; Ajanta Paintings; Stupa; Chaitya; Vihara; Mathura Sculptural Art; Gandhara Sculptural Art; Janapada/Mahajanapada; Gana-Sangha; Mahayana; Hinayana; Caturaryasatya; Ashtangikamarg; Vajrayana; Bodhisattva; Concept of Tara; Buddhist Tri-Ratnas; Therigatha; Four Buddhist Councils; Chinese Travelers(Fa Hsien And Xuan Zang).

### **Unit-I**

Theravada its major schools; Origin and growth; Organization and Doctrine;Buddhist notion of Ahimsa; The Agendas and significance of Buddhist Councils

### **Unit-II**

Hinayana and Mahayana- their major schools; Growth and Organization;Doctrines of Hinayana and Mahayana;Socio-economic foundations of early Buddhism;Women in early Buddhism

### **Unit-III**

Emergence of Vajrayana and Tantrayana; Different aspects of Tantrayana; Doctrines of Vajrayana;Prominent Siddhacarya such as Nagarjuna,Vajraghanta,Padamasambhava,Indrabhuti and Sarahapa; SocialRole of Tantrayana

### **Unit IV**

Origin and growth of Buddhist arts; architectural features of Stupas and the Chatayas;development of Sculpture arts of Gandhara. Ajanta Paintings- its stylistic features; The Buddhist Religion with reference to Dhayani Buddhas.

### **Essential Readings**

Bapat, P.V. (ed.),*2500 years of Buddhism*, Mahabodhi Int. Meditation Centre, Leh-Ladakh, 1996.

Chakravarti, Uma, *The Social Dimensions of Early Buddhism*, Delhi, Oxford University Press, 1987.

Dutt, R.C, *Buddhism & Buddhist Civilization in India*, Seema Publication, Delhi, 1983

- Goyal, S.R., *A History of Indian Buddhism*, Kusumanjali Prakashan, Meerut, 1987.
- Horner, I.B., *Women under Primitive Buddhism*, Delhi: Motilal Banarsidas, 1995.
- Joshi, L.M, *Studies in the Buddhist Culutre of India*, Motilal Banarsidas, Second Revised Edition, Delhi, 1977
- Moharana, S.K, *Tantric Buddhism*, Aryan Book International , Delhi, 2001
- Narain, A.K, *Studies in History of Buddhism*, B.R Publisher, Delhi, 1980
- Sarao, K.T.S., *Origin and Nature of Ancient Indian Buddhism*, Taiwan, Buddha Educational Foundation (4<sup>th</sup> ed.), 2004.
- Suzuki, B.L, *Mahayana Buddhism*, George Allen & Unwin Ltd., London, 1967

### Suggested Readings

- Conze, E., *Buddhist Thought in India*, George Allen & Unwin Ltd., London, 1967
- Dube, S.N., *Cross Current in Early Buddhism*, Manohar Pub., 1980.
- Duerlinger, *Indian Buddhist Theories of Persons*, Routledge Curzon, London, 2005.
- Dutt, N., *The Spread of Buddhism and Buddhist Schools*, Rajesh Publication, Delhi, 1980.
- Lee-Kwangsue, *Buddhist Ideas and Rituals in Early India and Korea*, Manohar, Delhi, 1998.
- Murti, T.R.V., *Buddhism*, Harper Coelins, Noida, 1998.
- Nakamura, H., *Indian Buddhism: A Survey*, Motilal Banarsidas, Delhi, 1980.
- Oldenberg, H., *Buddha: His Life and Doctrines*, Aravati Book, Delhi, 1997.
- Pande, G.C., *Studies in the Origin of Buddhism*, Univ. of Allahabad, 1957.
- Pande, G.C , *Buddhist Studies in India*, Motilal Banarsidas, Delhi, 1975.
- Paul, Gronen, *A History of Indian Buddhism*, Motilal Banarsidas, Delhi, 1993.
- Pathak, R.K., *Historical Survey of Indian Buddhism*, Ramanand Vidhya Bhawan, Delhi, 1989.
- Sengupta, Sudha, *Buddhism in the Classical Age (400-750 AD)*, Sandeep Prakashan, Delhi, 1985.

## PAPERS III & IV OPT. (III) RELIGIOUS DEVELOPMENTS IN MEDIEVAL INDIA

### COURSE CODE; HIS 428

**Objective:** The aim of this paper is to examine the developments in different religious systems during the medieval period of Indian history. It focuses on the continuity and change within Shaiva, Shakta and Vaishnava systems. It also deals with Krishna bhakti and its regional manifestations in Maharashtra, Bengla, Assam, Rajasthan and Gujarat. The objective of this paper is also to discuss Islam in its various forms and monotheistic movement started by kabir, Ravidas, Dadu and Guru Nanak.

**Pedagogy:** Class room teaching, evaluation based on continuous internal assessment comprising of unit tests, presentation of seminars, classroom participation and attendance.

**Note:** The candidate will be evaluated on the basis of a written examination (80 marks) and Internal Continuous Assessment (20 marks). In the written examination, the question paper will have the following format:

The maximum marks in this paper/option will be 80 and duration of written examination will be 3 hours..

- (i) There will be 9 questions in all. The candidate will be required to attempt 5 questions.
- (ii) Question No.1 will be compulsory and carry 20 marks. It will consist of 15 short questions from the list of concepts and terms given below. The candidate is required to attempt any 10 short questions in 25-30 words each.. Each short question carries 2 marks.
- (iii) Remaining part of the question paper will be divided into four units, corresponding to the four units of the syllabus for each option. The paper setter will set 2 essay type questions from each unit. The candidate will attempt 4 essay type questions, selecting one from each unit. Each essay question will carry 15 marks.

- (iv) The paper setter is expected to follow the Essential Readings and set questions on the sub-themes or parts of a theme, rather than the topic as a whole.

### Concepts and Terms:

Alvars; Nayanars; Shaiv Siddhanta; Kadambaguhadhivasi ; Shakti Peeth; Matrikas; Panchratra Agamas; Advaita; Visishtadvaita of Ramanuj; Tirtavali; Varkari ; Gaudiyas; Harinam Kirtan; Nama Parsanga ; Pushtimarg; Ramanandis; Ramlila; Raslila; Silsila; Shaikh; Waliyat, Raushanayas, Khanqah; Sama; Futuh; Fiqh; Chilla-e-Makus; Wahadat al Wujud, Wahadat al Shuhud; Mahdi, Imam; Saguna Bhakti; Nirguna Bhakti; Guru; Adi Granth; Khalsa; Khande Ke Pahul, Dasam Granth.

### Unit I

Early Movements: Shaivism and its features: Principles and Development of Shaiv Sidhanta; Origin and evolutions of Shaktism; Main features of Sri Vaishnavism; Evolution of Rama Bhakti.

### Unit II

The Cults of Krishna: The Varkaris in Maharashtra; Emergence of Gaudhiya Vaishnavism in Bengal; The Vallabhacharya in Rajasthan and Gujrat; Mirabai- A voice of female protest in bhakti tradition.

### Unit III

Islam in Medieval India: The religious beliefs and practices of Sunnis; Beliefs and Practices of the Shias; Sufis orders: Chishtis, Suhrawardis, Qadaris, Naqashbandis.

### Unit IV

The Saints and the Sikhs: Kabir, his social outlook, formation and development of Kabir-Panth; Philosophy of Sant Ravidas; Dadu and Dadu-Panth; The Sikh Movement- Guru Nanak to Guru Gobind Singh.

### Essential Readings

1. Bhandarkar, R.G., *Vaishnavism, Shaivism and minor Religious Systems*, New York; Routledge, 2016.
2. Burz Richard, *The Bhakti Sect of Vallabhacharya*, Faridabad: Thomson Press (India), 1976.
3. Deberry, William Theodore et.al. (ed), *Sources of Indian Tradition*, Delhi: Munshiram Manoharlal, 1963.
4. Grewal, J.S., *Religious Movements and Institutions in Medieval India*, PHISPC, New Delhi: Oxford University Press, 2006.
5. Mishra, Neeru, *Sufis and Sufism: Some Reflections*, New Delhi: Manohar, 2004.
6. Rizvi, S.A.A., *Muslim Revivalist Movements in Northern India in the Sixteenth and Seventeenth Centuries*, New Delhi: Munshiram Manoharlal, (rep.), 1993.
7. Vandenille Charlotte, *Myths, Saints legends in Medieval India*, Delhi: Oxford University Press, 1999.
8. Vandenille Charlotte, *A Weaver named Kabir*, Oxford: India Paperbacks, 1997.

### Suggested Readings

1. Ahmad Tarique, *Religio-Political Forment in the North-West Frontier during the Mughal Period (The Raushanya Movement)*, Delhi: Idarah-I-Adabiyat-Dilli, 1982.
2. Grewal, J.S., *The Sikhs of the Punjab*, Cambridge: Cambridge University Press, 1993.
3. Nandi, R.N., *Religious Institutions and Cults in the Deccan*, Delhi: Motilal Banarsidas, 1973.
4. O'Cannel, Joseph T., *Organisational and Indian Aspects of Indian Religious Movements*, Shimla: Indian Institute of Advanced Study, 1999.
5. Schomer Karine and W.H. Mcleod, eds., *The Saints: Studies in a Devotional Tradition of India*, Delhi: Motilal Banarsidas, 1987.

## PAPERS III & IV: OPT. (IV) ISLAMIC TRADITIONS OF MEDIEVAL INDIA

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COURSE CODE: HIS 426

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**Objectives:** This paper places the Islamic traditions of medieval India in the larger context of the rise of Islam



in West Asia. Apart from the theological and mystical dimensions of Islam in medieval India, it highlights the emergence of the popular syncretic culture that grew around the major sufi shrines. It also seeks to study the process of Islamization in two regions viz. Punjab and Bengal. This paper assumes significance in the light of the crisis that seems to afflict the Islamic societies in different parts of the world, besides serving as an intellectual response to the growing misunderstanding regarding Islam and its historical role.

**Pedagogy:** The teaching of this paper is based on the pioneer works of stalwarts like Khaliq Ahmad Nizami and Saiyid Athar Abbas Rizvi. In a large measure, it relies on the contributions of Richard M. Eaton that have fundamentally changed our understanding of the subject. While discarding monolithic explanations and unscientific stereotypes, this paper opens the mind to a complex and multi-layered past.

**Note:** The candidate will be evaluated on the basis of a written examination (80 marks) and Internal Continuous Assessment (20 marks). In the written examination, the question paper will have the following format:

The maximum marks in this paper/option will be 80 and duration of written examination will be 3 hours..

- (i) There will be 9 questions in all. The candidate will be required to attempt 5 questions.
- (ii) Question No.1 will be compulsory and carry 20 marks. It will consist of 15 short questions from the list of concepts and terms given below. The candidate is required to attempt any 10 short questions in 25-30 words each.. Each short question carries 2 marks.
- (iii) Remaining part of the question paper will be divided into four units, corresponding to the four units of the syllabus for each option. The paper setter will set 2 essay type questions from each unit. The candidate will attempt 4 essay type questions, selecting one from each unit. Each essay type question will carry 15 marks.
- (iv) The paper setter is expected to follow the Essential Readings and set questions on the sub-themes or parts of a theme, rather than the topic as a whole.

### **Concepts and Terms:**

Isra; Rightly guided Caliphs; Hijri; Shariah; Zakat; Classical Schools of Fiqh; Hadis; Sheikh-al-Islam; Mufti; Battle of Karbala; Wilayat; Khilafat Namah; Deg; Sama; Urs; Roshni; Khanqah; Jama'at Khanah; Khuddam; Karka; Sajjada-Nishin; Ghusl; Barakat; Bihishati Darwaza; Imam; Tawiz; Ghazi Miyan; Dargah; Chakki Namah.

### **Unit I (Theology and Mysticism)**

Rise and expansion of Islam in West Asia; political, legal and theological structure of Islam; Muslim religious life and Ulama in India during the thirteenth century; features of mystic ideology.

### **Unit II (Cult of Shrines)**

The role of saints in Islam; rituals and management of the Ajmer shrine; the legend of Salar Masud Ghazi, structure, festivities and practices at the Bahraich shrine.

### **Unit III ( Liberal and Revivalist Trends)**

The socio-religious outlook of Abul Fazl; The mission of Shaikh Ahmad Sirhindi and its impact; the works of Dara Shukoh on mysticism.

### **Unit IV ( Process of Islamization)**

Conventional theories of religious conversion; rooting of Islam in Bengal; Islamization in south-west Punjab and the Pakpattan shrine; the role of sufi folk literature in the diffusion of Islam.

### **Essential Readings**

Ahmad, Aziz, *Studies in Islamic Culture in the Indian Environment*, New Delhi: Oxford University Press (reprint), 2003.

Alavi, Azra, *Socio-Religious Outlook of Abul Fazl*, Delhi: Idarah-I-Adabiyat-I-Delli (reprint), 1983.

Currie, P.M., *The Shrine and Cult of Muinuddin Chishti of Ajmer*, New Delhi: Oxford University Press (reprint),

2006.

Eaton, Richard M., *The Rise of Islam and the Bengal Frontier 1204-1760*, New Delhi; Oxford University Press (reprint), 1997.

Eaton, Richard M., *Essays on Islam and Indian History*, New Delhi: Oxford University Press, 2000.

Friedmann, Yohanan., *Shaykh Ahmad Sirhindi: An Outline of His Thought and a Study of His Image in the Eyes of Posterity*, New Delhi: Oxford University Press (reprint), 2000.

Nizami, Khaliq Ahmad, *Religion and Politics in India During the Thirteenth Century*, New Delhi: Oxford University Press (new edition), 2002.

Rizvi, Saiyid Athar Abbas, *Muslim Revivalist Movements in Northern India in the Sixteenth and Seventeenth Centuries*, New Delhi: Munshiram Manoharlal (reprint), 1990.

Singh, Surinder and Ishwar Dayal Gaur (ed.) *Sufism in Punjab: Mystic Literature and shrines*, Delhi: Akar, 2009.

Troll, Christian W., (ed.), *Muslim Shrines in India: Their Character, History and Significance*, New Delhi: Oxford University Press, 2003.

Vanina, Euginia, *Ideas and Society in India from 16<sup>th</sup> to 18<sup>th</sup> Century*, New Delhi: Oxford University Press, 1996.

Yasin, Mohammad, *A Social History of Islamic India*, New Delhi: Munshiram Manoharlal (reprint), 1974.

### **Suggested Readings**

Amin, Shahid, "On Retelling the Muslim Conquest of North India", in *History and the Present*, Ed., Partha Chatterjee & Anjan Ghosh, New Delhi: Permanent Black, 2002.

Eaton, Richard M., (ed.), *India's Islamic Traditions 711-1750*, New Delhi: Oxford University Press, 2003.

Ernest, Carl W., *Eternal Garden: Mysticism, History and Politics at a South Asian Sufi Centre*, New Delhi: Oxford University Press (second edition), 2004.

Hasrat Bikramjit, *Dara Shukoh: Life and Works*, New Delhi: Munshiram Manoharlal (reprint), 1982.

Islam, Riazul, *Sufism in South Asia: Impact on Fourteenth Century Muslim Society*, Karachi: Oxford University Press, 2003.

Jafri, S.Z.H. & Helmut Reifeld (eds.), *The Islamic Path: Sufism, Society and Politics in India*, New Delhi: Conrad Adenauer Stiftung & Rainbow Publishers, 2006.

Nizami, Khaliq Ahmad, *The Life and Times of Shaikh Nizamuddin Auliya*, New Delhi: Idarah-i-Adabiyat-i-Delli, 1991.

Schimmel, Annemarie, *Islam in the Indian Subcontinent*, Leiden: E.J. Brill, 1980; Lahore: Sang-e-Meel Publications (reprint), 2003.

## **PAPERS III & IV OPT. (V) DALIT MOVEMENTS IN MODERN INDIA**

COURSE CODE: HIS 471

**Objective:** The paper accounts for and interprets the phenomena of caste in India as a stratified social hierarchy prevalent from ancient times. Academic debates on the evolvement of caste, and the concept of jati and varna, reaction to Brahmanical strategies as arbiters of moral order and the rise of Bhakti saints, give an understanding on the emergence of the Dalit identity in the Indian context. The paper also discusses caste and gender and the movement for social justice, political participation and autonomy for dalits. Recent political parties have generated a new consciousness of equality in society among the dalits.

**Pedagogy:** Method would include lectures, discussions, review, seminars, powerpoint presentations.

**Note:** The candidate will be evaluated on the basis of a written examination (80 marks) and Internal Continuous Assessment (20 marks). In the written examination, the question paper will have the following format:

The maximum marks in this paper/option will be 80 and duration of written examination will be 3 hours..

- (i) There will be 9 questions in all. The candidate will be required to attempt 5 questions.

- (ii) Question No.1 will be compulsory and carry 20 marks. It will consist of 15 short questions from the list of concepts and terms given below. The candidate is required to attempt any 10 short questions in 25-30 words each.. Each short question carries 2 marks.
- (iii) Remaining part of the question paper will be divided into four units, corresponding to the four units of the syllabus for each option. The paper setter will set 2 essay type questions from each unit. The candidate will attempt 4 essay type questions, selecting one from each unit. Each essay type question will carry 15 marks.
- (iv) The paper setter is expected to follow the Essential Readings and set questions on the sub-themes or parts of a theme, rather than the topic as a whole.

### Concepts and Terms:

Caste, Varna System, Dalit, Untouchables, Dalit Revolt, Bhaktimodes of legitimacy, Chokhamela, Eknath, Ravidas, Mahar, Non- Brahman Movement, Orientalists, Dalit Movement, Ideology of Ambedkar, Ambedkarism, Conflict between Gandhi and Ambedkar, Gender, Scheduled Castes, Conversion Movement, Revival of Buddhism, Dalit Identity, Reservation, B.S.P, and S.P.

### Unit I

Historical origins and Development of Caste; Bhakti modes of legitimacy for modern change; Chokhamela; Eknath; Ravidas; The context of Dalit revolt.

### Unit II

Nineteenth Century back ground of Mahar and Non-Brahman movement in Maharashtra; Emergence of Dalit Movement 1900-1930, Nagpur; Hyderabad; Mysore and Punjab; Western 'Orientalists' and the colonial perception of caste; Caste and Gender.

### Unit III

Ideology of Ambedkar; The American experience of Ambedkar; 'Ambedkarism' the Theory of Dalit Liberation; A Study in Leadership of Gandhi: Ambedkar; Revival of Buddhism.

### Unit IV

Constitutional Safeguards; Caste based reservations; Non Political activism between 1970s-1990s; Political Parties- B.S.P., S.P.; Dalit Identity in Contemporary India.

### Essential Readings

Ambedkar, B.R., *The Untouchables*, Bombay: Thacker & Company, 1948.

Bayly, Susan, *Caste Society and Politics in India from the Eighteenth Century to the Modern Age*, Cambridge: Cambridge University Press, 1999.

Brass, Paul.R, *Caste, Faction and Party in Indian Politics* Vol.I, New Delhi: Chanakya Publications, 1983.

Chalam, K.S., *Caste Based Reservations and Human Development in India*, New Delhi: Sage, 2007.

Dhaka, S. & Dhaka, R., *Behind the Veil: Dalit Women in Panchayati Raj*, New Delhi: Abhijeet, 2005.

Kothari, Rajni ed., *Caste in Indian Politics*, New Delhi: 1970

Mohanty, Monoranjan, *Class Caste Gender*, New Delhi, Sage: 2007.

Omvedt, Gail, *Dalits and the Democratic Revolution*, New Delhi: Sage, 1992

Report of the Backward Class Commission, *Also known as the Mandal Commission Report*, available in soft format at <http://www.socialjustice.in/documents/>, 1980.

Shah, Ghanshyam (Ed). *Dalit Identity and Politics*, New Delhi: Saga Publications, 2001.

Zelliot, Eleanor, *From Untouchable to Dalit*, New Delhi: Manohar Publishers.

### Suggested Readings

Ambedkar, B.R., *What Congress and Gandhi have done to the Untouchables*, Bombay: Thacker & Company, 1945.

Chandel, K. *Social and Cultural Development of Indian Dalits.*, New Delhi: A.B.P. Publishers, 2007.

- Ghurye, G.S., *Indian Sadhus*, Bombay: Popular Parkashan, 1964
- Gupta, Depankar, *Caste in Question Identity or Hierarchy*, New Delhi: Sage, 2007.
- Gupta, S.K., *The Scheduled Castes in Modern Indian Politics; Their Emergence as a Political Power*, New Delhi, 1985.
- Hutton, J.H. *Caste in India: its nature, function and origin*, London: Oxford University Press, 1963.
- Kamble, N.D., *Atrocities on Scheduled Castes: In Post Independence India*, New Delhi: Ashish Publications House, 1981.
- Khare R.S. *The Untouchables as himself: ideology, identity and pragmatism among the Lucknow Chamars*, Cambridge: Cambridge University Press, 1984.
- Michael, S.M. (Ed.). *Dalits in Modern India*, New Delhi: Vistar Publications, 1999.
- Michael, S.M., *Dalit in Modern India*, New Delhi: Sage, 2007.
- Omvedt, Gail, *The Anti Caste Movement and the Construction of an Indian Identity*, New Delhi: Orient Longman, 2006.
- Rai, Sudha., *Dalit Assertion and the Unfinished Democratic Revolution: The Bahajuna Samaj Party in Uttar Pradesh Cultural Subordination and the Dalit Challenge*. New Delhi: Sage, 2002.
- Rao, V., *Dr. B.R. Ambedkar: Champion of Human Rights in India*, Delhi: Manak, 2006.
- Satyanaryana, A., *Dalits and Upper Caste: Essays in Social History*, New Delhi: Kanishka, 2005.
- Shah, Ghanshyam, *Dalit Identity and Politics: Cultural Subordination and the Dalit Challenge*, New Delhi: Sage, 2001.
- Singh, Rajendra, *The Depressed Classes of India*, New Delhi: B.R. Publishing House, 1986.

### **PAPERS III & IV OPT. (VI) WORKING CLASS MOVEMENT IN MODERN INDIA**

COURSE CODE: HIS 731

**Objective:** The present paper traces the history of working class movement and studies the formation and working of trade unions in India. It examines the factors facilitating or retarding the growth of the trade union movement. The constitution and functioning of the AITUC and other unions are also analysed.

**Pedagogy:** Lectures, discussions, tutorials.

**Note:** The candidate will be evaluated on the basis of a written examination (80 marks) and Internal Continuous Assessment (20 marks). In the written examination, the question paper will have the following format:

The maximum marks in this paper/option will be 80 and duration of written examination will be 3 hours..

- (i) There will be 9 questions in all. The candidate will be required to attempt 5 questions.
- (ii) Question No.1 will be compulsory and carry 20 marks. It will consist of 15 short questions from the list of concepts and terms given below. The candidate is required to attempt any 10 short questions in 25-30 words each.. Each short question carries 2 marks.
- (iii) Remaining part of the question paper will be divided into four units, corresponding to the four units of the syllabus for each option. The paper setter will set 2 essay type questions from each unit. The candidate will attempt 4 essay type questions, selecting one from each unit. Each essay question will carry 15 marks.
- (iv) The paper setter is expected to follow the Essential Readings and set questions on the sub-themes or parts of a theme, rather than the topic as a whole.

#### **Concept and Terms:**

Industrial labour, Plantation Industry, Modern Factory System, Marxian Socialism, Factory Legislation, Labour Union, Neel Darpan, Condition of Child Labour, Any two provisions of Indian Factory Act 1881, Indian Factory Act 1891, Indian Factory Act 1911, Factory Legislations, Unrest among labour, Effect of Russian Revolution on labour, ILO, AITUC, Role of CPI in labour movement, Split of AITUC 1929, Congress Socialist Party, Trade Union, Role of Working Class in National Movement, Government's attitude towards working class movement

## Unit I

Rise and growth of plantation industries- indigo, coffee, tea and rubber, railway and coal mining; development of modern factory industries- cotton, jute, iron and steel industries and the rise of industrial labour force; impact of Marxian Socialism w.s.r.t. Karl Marx in India; repercussions of the factory legislations, emergence and working of labour unions of Europe in India.

## Unit II

Condition of Indian workers including women and child labour; Factory Legislations - Indian Factory Act of 1881, 1891 and 1911; Outbreak of the First World War and large industrial unrest among workers - their strikes; Russian Revolution of 1917 and its impact.

## Unit III

Formation of I.L.O. (1919) and the foundation of All India Trade Union Congress (AITUC, 1920); the constitution of AITUC; the functioning of AITUC; role of communist party of India between 1925-29, organization of Workers' and Peasants' Parties, Split in AITUC (1929).

## Unit IV

Role of Left Wing - Congress Socialist Party and CPI; reunion of 1935 and spurt in the activities of Trade Unions (1936-1939); Indian Working Class and the National Movement; Government's attitude towards it; Second World War and its impact, resurgence in Working Class activities (1945-1947).

## Essential Readings

Chandra Bipan, *Rise and Growth of Economic Nationalism in India*, New Delhi: People's Publishing House, 2016.

Dutt Palme, *India Today*, Bombay: People's Publishing House Ltd., revised Edition 2008.

Dutt Romesh, *The Economic History of India in the Early Age*, Delhi: Routledge, 2000

Gadgil D.R., *The Industrial Evolution of India in Recent Times, 1860-1939*, Bombay: Oxford University Press, 1971 (5<sup>th</sup> ed.)

Kumar Dharma and Raychaudhri Tapan (ed.), *The Cambridge Economic History of India*, Volume 2: c.1757-c.1970, New Delhi: Orient Longman and Cambridge University Press, 1991.

Mehta, B.L., *Trade Union Movement in India*, Delhi: Kanishka Publishing House, 1991.

## Suggested Readings

Chandra, Bipan, Mukherjee Mridula and others, *India's Struggle for Independence 1857-1947*, Delhi: Penguin Books. 2016.

Desai A.R., *Social Background of Indian Nationalism*, Bombay: Popular Prakashan, (fifth ed. 1976) Bombay, revised edition 2011.

Giri V.V., *My Life and Times*, Volume I, Delhi: Macmillan, 1976.

Sarkar Sumit, *Modern India*, Delhi: Macmillan, 1983.

Forbes, Geraldine, *The New Cambridge History of India, IV.2 Women in Modern India*, Cambridge: Cambridge University Press, 2000 (2<sup>nd</sup> reprint).

## PAPERS III & IV OPT. (VII) PEASANT MOVEMENTS IN MODERN INDIA

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COURSE CODE: HIS 467

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**Objectives:** This course introduces the student to the complex issue of peasant movements in India in the twentieth century.

**Pedagogy:** The course is based on lectures, discussions and tutorials.

**Note:** The candidate will be evaluated on the basis of a written examination (80 marks) and Internal Continuous Assessment (20 marks). In the written examination, the question paper will have the following format:

The maximum marks in this paper/option will be 80 and duration of written examination will be 3 hours..

- (i) There will be 9 questions in all. The candidate will be required to attempt 5 questions.
- (ii) Question No.1 will be compulsory and carry 20 marks. It will consist of 15 short questions from the list of concepts and terms given below. The candidate is required to attempt any 10 short questions in 25-30 words each. Each short question carries 2 marks.
- (iii) Remaining part of the question paper will be divided into four units, corresponding to the four units of the syllabus for each option. The paper setter will set 2 essay type questions from each unit. The candidate will attempt 4 essay type questions, selecting one from each unit. Each essay type question will carry 15 marks.
- (iv) The paper setter is expected to follow the Essential Readings and set questions on the sub-themes or parts of a theme, rather than the topic as a whole.

### Concepts and Terms:

Peasantry; Tenants; Landless Labour; Bonded Labour; Kinship Group; Landlordism; Commercialization Of Agriculture; Rent Enhancement; Peasant Movement; Satyagraha; Kisan Sabha; Telengana Movement; Bardoli Agitation; Famine Relief; Drought; Colonizing Agriculture; Peasant Insurgency; Moplah Rebellion; Agrarian Society; Champaran; Kheda Movement; Agrarian Relations; No Rent Movement; All India Kissan Sabha; Class Consciousness; Kinship Ties; Land Relation; Surplus Production.

### Unit I

Historiography of the Peasant Movements in India; Definition of Peasants; Class consciousness; Family and kinship ties, caste and peasantry in India

### Unit II

Classification of peasants; Growth of modern landlordism; Commercialization of agriculture & its impact on land relations.

### Unit III

Agrarian Conditions(1900-1947): Movements of prices, Impact of First World War on Peasantry, Great Depression & Peasantry, Peasant Movements: Champaran Satyagraha, Kheda Movement, Kisan Sabha, Moplah uprising.

### Unit IV

Peasant Movements (1928-1947): Bardoli agitation (1928), Peasant movements during the Civil Disobedience Movement (1930-1934), Formation of the first All India Kisan Sabha (1938), Telangana Uprising, The National Movement and the Indian Peasantry.

### Essential Readings:

Chandra, Bipan, *The Rise and Growth of Economic Nationalism*, Peoples Publishing House, New Delhi, 1966.

Chaudhury, B.B., "History of Peasant Movements in British India: Some New Perspectives", *Indian Historical Review*, July 1983-84, New Delhi.

Desai, A.R., *Social Background of Indian Nationalism*, Popular Parkashan, Bombay, 2004 (First Published 1948).

Desai, A.R. (ed.), *Peasant Struggles in India*, OUP, New Delhi, 1979.

Dhanagare, D.N., *Peasant Movements in India 1920-1950*, OUP, New Delhi, 1989.

Guha, Ranjit, *Elementary Aspects of Peasant Insurgency in Colonial India*, OUP, New Delhi, 1983.

Habib, Irfan, "Peasant in Indian History", *Social Scientist*, Vol. 11, No.3, March 1983, pp.21-64.

Hardiman, David, *Peasant Resistance in India, 1858-1914*, OUP, New Delhi, 1992.

Stokes, Eric, *The Peasant and the Raj: Studies in Agrarian Society and Peasant Rebellion in Colonial India*, Cambridge University Press, Cambridge, 1978.

### Suggested Readings

Dhanagare, D.N., *Agrarian Conflict, Religion and Politics: The Moplah Rebellions in Malabar in the 19<sup>th</sup> and early 20<sup>th</sup> centuries, Past and Present*, No.74, February 1977, pp.112-41.

Dutt, R.C., *The Economic History of India*, Vol.II, New Delhi, 1972 (Reprint).

Dutt, R.P., *India Today*, Popular Parkashan, Bombay, 1949.

Ghosh, Arun, *Agrarian Structure and Peasant Movements in Colonial and Post-Independence India: An Annotated Bibliography*, K.P. Bagchi, Calcutta, 1990.

Henringham, Stephen, *Peasant Movements in Colonial India: North Bihar 1917-1942*, Canberra, 1982.

Hobsbawm, Eric, *Primitive Rebels: Studies in Archaic Forms of Social Movements in the Nineteenth and Twentieth Century*, Abacus, London, 2017 (First Published in 1959).

Kumar, Dharma (ed.), *The Cambridge Economic History of India, 1757-1970*, Vol.II, Orient Longman, Hyderabad, 1984.

Mukherjee, Mridula, *Peasant in India's Non-Violent Revolution: Practice and Theory*, New Delhi, 2003.

Mukherjee, Mridula, *Colonializing Agriculture: The Myth of Punjab Exceptionalism*, Sage Publications, New Delhi, 2005.

Rothermund, D., *Government Landlord and Peasant in Indian Agrarian Relations under British Rule, 1865-1935*, Weisbaden, 1978.

Singh, V.B. (ed.), *Economic History of India, 1857-1936*, Bombay, 1965.

Sohal S.S., *Credit, Rural Debit and the Punjab Peasantry, 1849-1947*, Guru Nanak Dev University, Amritsar, 2012.

### **PAPERS III & IV OPT. (VIII) SOCIO-RELIGIOUS REFORM MOVEMENTS IN MODERN INDIA**

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COURSE CODE: HIS 418

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**Objective:** The course seeks to examine the variety of socio-religious reform movements in response to colonial rule in the regional context. The common links between them and their contrasts, and our understanding of the changes in the colonial times. Specific themes related to education, depressed classes, gender and identity are highlighted to study the conflict and competition in the socio-religious reform movements.

**Pedagogy:** The course utilizes recent research on the subject and critically examines 'stereotypes' on reform and debates on different issues to understand the larger context.

**Note:** The candidate will be evaluated on the basis of a written examination (80 marks) and Internal Continuous Assessment (20 marks). In the written examination, the question paper will have the following format:

The maximum marks in this paper/option will be 80 and duration of written examination will be 3 hours..

- (i) There will be 9 questions in all. The candidate will be required to attempt 5 questions.
- (ii) Question No.1 will be compulsory and carry 20 marks. It will consist of 15 short questions from the list of concepts and terms given below. The candidate is required to attempt any 10 short questions in 25-30 words each.. Each short question carries 2 marks.
- (iii) Remaining part of the question paper will be divided into four units, corresponding to the four units of the syllabus for each option. The paper setter will set 2 essay type questions from each unit. The candidate will attempt 4 essay type questions, selecting one from each unit. Each essay type question will carry 15 marks.
- (iv) The paper setter is expected to follow the Essential Readings and set questions on the sub-themes or parts of a theme, rather than the topic as a whole.

Concepts and Terms:

Transitional movements; acculturative movements; Faraiz; Dar-ul- Islam; nava samhita; Vedanta; bai'at; mujaddid; varnashramadharm; arsha-unarsha; shuddhi; niyoga; saranam/darshanan; Theosophists; anjuman; ijtehad; sehajdhari; keshdhari; sanatan dharm; paramhansa; tariqah; gurukul; madhi; hadith; fatwa; militant/moderate groups in Arya Samaj; identity; discrimination by caste; karewa; chadar dalna; sanatan dharm.

#### **Unit I**

Society in the 18<sup>th</sup> century- traditional groups; new social categories; colonial society; the historical origins of caste; western perceptions of caste; impact of western education; critique of Indian society..

## Unit II

Ideologies and Impact of reform movements: Brahma Smaj, Arya Smaj, Aligarh, Deoband, Singh Sabha, Ahmadiyahs

## Unit III

Agenda of social reformers: Attitudes towards the Depressed classes; debates on sati and widow remarriage; age of consent

## Unit IV

Formation of socio-religious identities- Hindu consciousness; Muslim solidarity; Sikh identity; issues of conflict and competition; agents of social change.

### Essential Readings

Bayly, Susan, *Caste, Society and Politics in India*, Cambridge University Press, 1999.

Desai, A.R., *Social Background of Indian Nationalism*, Delhi, 1962 (reprint).

Farquhar, J.N., *Modern Religious Movements in India*.

Grewal, J.S., *Perspectives of Sikh Identity*, Patiala, Punjabi University, 2001.

Jones, K.W., *Socio Religious Reform Movements in British India*, New Cambridge History, Delhi: Foundation Books, Delhi, 1994.

Lata Mani, *Contentious Traditions: Debate on Sati*, Delhi: Oxford University Press, 1998.

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

Rao, MSA, *Social Movements and Social Transformation*, Delhi, 1979.

Sen, S.P., *Social and Religious Reform Movement in the 19<sup>th</sup> & 20<sup>th</sup> Century*, Calcutta: 1999.

### Suggested Readings

Ahmad, *The Wahabhi Movement in India*, Delhi: Manohar, 1994.

Balrd, Robert, ed., *Religion in India*, Delhi: Manohar, 1975.

Heimseth, Chailes, *Indian Nationalism and Hindu Social Reform*.

Jones, K.W., *Arya Dharm*, Delhi: Manohar, 1989.

Metcalfe, Barbara, D., *Islamic Revival in British India*, Princeton, 1982.

Sudhir Chandra, *Social Transformation and Creative Imagination*, Delhi: 1984.

Webster, John C.B., *The Christian Community and Change in 19<sup>th</sup> Century North India*, Delhi: Manohar, 1976.

## PAPERS III & IV OPT. (IX) HISTORY OF CASTE AND CASTE POLITICS IN MODERN INDIA

COURSE CODE: HIS 462

**Objective:** To trace the evolution of caste and caste politics in modern India.

**Pedagogy:** Class lectures, tutorials, discussions.

**Note:** The candidate will be evaluated on the basis of a written examination (80 marks) and Internal Continuous Assessment (20 marks). In the written examination, the question paper will have the following format:

The maximum marks in this paper/option will be 80 and duration of written examination will be 3 hours..

- (i) There will be 9 questions in all. The candidate will be required to attempt 5 questions.



- (ii) Question No.1 will be compulsory and carry 20 marks. It will consist of 15 short questions from the list of concepts and terms given below. The candidate is required to attempt any 10 short questions in 25-30 words each.. Each short question carries 2 marks.
- (iii) Remaining part of the question paper will be divided into four units, corresponding to the four units of the syllabus for each option. The paper setter will set 2 essay type questions from each unit. The candidate will attempt 4 essay type questions, selecting one from each unit. Each essay type question will carry 15 marks.
- (iv) The paper setter is expected to follow the Essential Readings and set questions on the sub-themes or parts of a theme, rather than the topic as a whole.

### **Concepts and Terms:**

Caste; varna system; Religious explanation of caste; occupational theory of caste; “Indian Renaissance”; Forms of Social Discrimination ; Dalit; Depressed Classes; Scheduled Castes; Ambedkarism; Ideology of Gandhi; Non-Brahman Movement; Mahar; Reservation; Mandal Commission; Politicization of Caste; Politics of Inclusion; Affirmative Action; Constitutional provisions; Anti colonial Movement; Upliftment.

### **Unit I**

#### **Scope, concepts and method**

An introduction to the debates about caste; its historiography and the nature of power in society; The debate on the nature of hierarchies in society in India and the west; the caste-class conundrum; Presence of caste in the historiography of the national movement.

### **Unit II**

#### **The period of the anti-colonial movements**

The “Indian renaissance” of the nineteenth century and the issue of caste; Manifestations of caste based exclusion; and protest against caste discrimination in the 19<sup>th</sup> and early 20<sup>th</sup> century; Efforts and inclusions based on caste during the national movement.

### **Unit III**

#### **Creation of a formal infrastructure for social inclusion and its working**

Caste and the constitution of 1950; Antinomies in operationalising the constitutional provisions; and State sponsored social and economic welfare schemes for the upliftment of the people in a plural society; The Mandal Commission of 1979, an analysis of its recommendations; and the social and political impact on politics in modern India.

### **Unit IV**

#### **The democratisation of India’s polity since the 1960s**

Politicisation of caste in the electoral arena, 1950-1967; the rise to power of regional parties; and their caste based successes; The politics of inclusion and its impact on national integration.

### **Essential Readings**

It is recommended that the extensive collection with the A C Joshi library at Panjab University, the British Council Library, Sector 9 Chandigarh and the Central State Library, Sector 34, Chandigarh be consulted for a more extended reading list

Bayly, Susan, *Caste, Society and Politics in India from the Eighteenth Century to the Modern Age*, Cambridge University Press, Cambridge, 1999.

Dirks, Nicholas, *Castes of Mind*, Princeton University Press, Princeton, 2001.

Guha, Ramchandra, *India after Gandhi: the History of the World’s Largest Democracy*, Picador, New Delhi, 2007.

Kothari, Rajni ed., *Caste in Indian politics*, New Delhi 1970.

Quigley, Declan, *The interpretation of caste*, Oxford University Press, Delhi, 1999.

Report of the Backward Classes Commission, *Also known as the Mandal Commission Report*, available in soft format at <http://www.socialjustice.in/documents/>, 1980.

## Suggested Readings

Jaffrelot , Christophe , *India's Silent Revolution*, Columbia University Press, New York, 2003.

Khilnani, Sunil, *The Idea of India*, Farrar, Straus and Giroux, London 1999

*Report of the National Commission to Review the Working of the Constitution* (Venkatachaliah report), "Pace of social change" available at <http://lawmin.nic.in/ncrwc/finalreport/v1ch10.htm>, 2002.

Satyanarayana, A, *Dalits and Upper Caste: Essays in Social History*, Kanishka, New Delhi, 2005.

Srinivas, M.N. , "The Social System of a Mysore Village", in McKim Marriot, ed, *Village India*, Chicago University Press, Chicago, 1955, pp. 1-35.

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