

**CENTRAL UNIVERSITY OF SOUTH BIHAR  
GAYA**



**Course Structure and Syllabi based on  
*CHOICE BASED CREDIT SYSTEM***

**(July, 2018 Onwards)  
M.A. (HISTORY)**

**CENTRE FOR HISTORICAL STUDIES AND ARCHAEOLOGY**

**SCHOOL OF SOCIAL SCIENCES AND POLICY**

**Centre for Historical Studies & Archaeology**  
Tabular Form of Course Structure under CBCS

Semester	Core Course	Credits	Elective Course	Credits	Total Courses & Credits
Semester I (Odd)	4	4x4=16	2	2X4=8	6x4=24
Semester II (Even)	3	3x4=12	3	3X4=12	6x4=24
Semester III (Odd)	4	4x4=16	2	2X4=8	6x4=24
Semester IV (Even)	3	3x4=12	3	3X4=12	6x4=24
<b>Total</b>	<b>14</b>	<b>14x4=56</b>	<b>10</b>	<b>10x4=40</b>	<b>96</b>

### Features

- Focus on the creation of new knowledge
- Organic Links with other streams of knowledge
- Inter and Multi-disciplinary approach of learning
- From fragmentary and discursive approach to inclusive integrated and holistic approach
- From “knowledge in discipline” approach to “knowledge through disciplines”
- From concentration of knowledge to diversification, expansion and application of Knowledge.
- Incorporation of ICT enabled teaching, E- Learning, Online courses such as MOOCs and SWAYAM

### Objectives

Under the choice based credit system the M.A. programme in History is structured to meet the following objectives:

- Nation building through Education, Research and innovation
- Broadening of critical, analytic as well as synthetic competence of the Students
- Special emphasis on developing research temperament of the students by systemic and systematic training in research.
- Keeping in steps with the standard Global patterns and practices

### Structure of the programme

- The duration of M.A. programme in History shall be for two Academic years.
- The courses offered in this programme are split into three categories
  - a) **Core Courses :**
    - It is mandatory for all the Students registered in master’s degree programme in History
    - Core courses are spread over all the four Semesters of the programme.
    - There are eight core courses in odd semester and six core courses in even semester.
    - Core courses cover the broad subject area. In core courses there are specialization courses as well. It is signified as group A-Ancient History  
B-Medieval History  
C-Modern History
    - The students shall have to prefer only one group.

**b) Elective courses :**

- The centre offers variety of courses in odd and even semester in elective baskets. It will be open for all students across all the Master Programmes.
- Since students are required to earn minimum eight credits from the courses offered by the centres or departments, they are advised to choose at least two courses (2\*4 = 8 credits) offered by other centres or departments according to their choice, necessity and complementing their M.A. programme in History. Students are advised to pursue two courses, one each in semester-1 and Semester-2, offered by other centres and schools in their elective basket.

**C. Skill based courses**

- These courses are optional.
- These are non-credit courses.
- These courses are intended for value addition, skill development and co-curricular advancement.
- The center may suggest few courses to be pursued by students in each semester.

**Core Courses (Odd Semester)**

1. Historiography: concept, Methods and Evolution
2. History of Ancient India up to 800 CE
3. Selected issues in the History of Nationalism in India, up to 1914
- 4A. Principles, Methods and History of Archaeology
- 4B. History of Ideas in Medieval India (800 – 1200 CE)
- 4 C. Histories of Ideas in Modern India
5. Historiographical Traditions and Trends in India
6. History of Medieval India 8<sup>th</sup> Century to 18<sup>th</sup> Century
7. Selected Issues in the History of Nationalism in India (1917-1947)
- 8A. Intellectual traditions in Ancient India
- 8B. History of Early Medieval India (800 – 1200 CE)
- 8C. Economic issues, policies and perspectives in Modern India

**Core Courses (Even Semester)**

1. Concept and Methodology of Historical Research and Investigation
2. Constructing Village or Local History through Field Work
3. Major Themes in Contemporary World since 1945
- 4A. Society, Culture, and Religion in Ancient India
- 4B. Society, Culture, and Religion in Medieval India
- 4C. State, Law, and Governance in Modern India
- 5A. State, Law, and Governance in Ancient India
- 5B. State, Law, and Governance in Medieval India
- 5C. Impact of Global Economic issues on Indian National Movement (1914 – 1950)
- 6A. Aspects of Economic life in Ancient India
- 6B. Aspects of Economic Life in Medieval India
- 6C. History of Resistance- Tribal and Peasant Movements in colonial period

### **Elective Courses (Odd Semester)**

1. History of Science and Technology in India
2. History of Ecology and Environment in India
3. History of Art, Architecture and Heritage in India
4. History of Contemporary India

### **Elective Courses (Even Semester)**

1. History of Indian Diaspora
2. Indian History and Tourism
3. History of Women and Women's Movement in India
4. History of Skill Development in India
5. History of Peace & Happiness in India
6. World in the twentieth century (upto 1945)
7. Architectural Conservation and Historic Preservation course developed by Sanghmitra Basu on SWAYAM( UGC), subject to the revision by the Centre itself

### **Skill based non-credit Courses**

1. MAHIS1007S00 Reporting of Historical Sites
2. MAHIS2007S00 Reporting of Museum or Archives
3. MAHIS3007S00 Review of Book or Journal
4. MAHIS4007S00 Making of Historical Documentaries

### **SEMESTER-1**

1. MAHIS1001CO4 Historiography: concept, Methods and Evolution
2. MAHIS1002CO4 History of Ancient India up to 800 CE
3. MAHIS1003CO4 Selected issues in the History of Nationalism in India, up to 1914
4. MAHIS1004CO4 History of Ideas in Modern India
5. MAHIS1005EO4 History of Science and Technology in India
6. MAHIS1006EO4 History of Ecology and Environment in India
7. MAHIS1007S00 Reporting of Historical Sites

### **SEMESTER-2**

1. MAHIS2001CO4 Concept and Methodology of Historical Research and Investigation
2. MAHIS2002CO4 Constructing Village or Local History through Field Work
3. MAHIS2003CO4 Major Themes in Contemporary World since 1945
4. MAHIS2004EO4History of Indian Diaspora
5. MAHIS2005EO4Indian History and Tourism
6. MAHIS2006EO4History of Women and Women's Movement in India
7. MAHIS2007S00 Reporting of Museum or Archives

### **SEMESTER-3**

1. MAHIS3001CO4 Historiographical Traditions and Trends in India
2. MAHIS3002CO4 History of Medieval India 8<sup>th</sup> Century to 18<sup>th</sup> Century
3. MAHIS3003CO4 Selected Issues in the History of Nationalism in India (1917-1947)
4. MAHIS3004CO4 Economic issues, policies and perspectives in Modern India
5. MAHIS3005EO4 History of Art, Architecture and Heritage in India
6. MAHIS3006EO4 History of Contemporary India
7. MAHIS3007S00 Review of Book or Journal

#### **SEMESTER-4**

1. MAHIS4001CO4 State, Law, and Governance in Modern India
2. MAHIS4002CO4 Impact of Global Economic issues on Indian National Movement (1914 – 1950)
3. MAHIS4003CO4 History of Resistance- Tribal and Peasant Movements in colonial period
4. MAHIS4004EO4 History of Skill Development in India
5. MAHIS4005EO4 History of Peace & Happiness in India
6. MAHIS4006EO4 World in the twentieth century (upto 1945)
7. MAHIS4007EO4 Architectural Conservation and Historic Preservation course developed by Sanghmitra Basu on SWAYAM( UGC), subject to the revision by the Centre itself
8. MAHIS4007S00 Making of Historical Documentaries

## 1. Historiography: concept, Methods and Evolution

### Course Objectives

- To enable the students to be acquainted with the basic concepts of historiography.
- To help the students understand the fundamental difference between History and Historiography.
- To familiarize the students with the important tools of history-writing.
- To make them aware of the different stages in the evolution of history-writing.
- To develop the sense of past in the students.

### Learning Outcomes

After completion of the course the learners will be able to:

- Understand the basic precepts of history-writing.
- Develop their own understanding and the interpretation of the past.
- Discern the different approaches of history-writing.
- Know about different schools of thought regarding the interpretation of the events of the past.
- Know about the scientific and objective history-writing.

### Course Contents

#### UNIT I: History: Concept and Nature

(20% Weightage)

- Meaning and Scope of History
- The Knowability of past
- Preconditions of History,
- Historical sense& Use and Abuse of History

#### UNIT II: Reconstruction of Past

(15 % Weightage)

- Historical facts, sources
- Internal and External criticism
- causation, historical imagination and investigation, generalization
- problem of historical objectivity, value judgement in History

#### UNIT III: History and other Disciplines

(15 % Weightage)

- Ancillary Sciences : Archeology, Paleography, Epigraphy, Numismatics
- Auxiliary Sciences: Ecology, Anthropology, Linguistics, Sociology, Economics, Political Science and Philosophy

#### UNIT IV: Origin and Development of Historiography (25% Weightage)

- Greek and Latin Historiography
- Ancient Chinese Historiography
- Medieval Christian and Muslim Historiography
- Rationalism and Positivism- Ranke, Comte, Marx
- Idealism:- Hegel, Croce, Collingwood

#### UNIT V: New approaches towards History

(25% Weightage)

- Relativism
- Postmodernism
- Subaltern
- Oral and gender History

**Content Interaction Plan:**

<b><u>Lecture cum Discussion (Each session of 1 Hour)</u></b>	<b><u>Unit/Topic/Sub-Topic</u></b>
1-3	Meaning and Scope of History , The Knowability of past
4-9	Preconditions of History, Historical sense& Use and Abuse of History
10-12	Historical facts, sources, Internal and External criticism
13- 16	causation, historical imagination and investigation, generalization problem of historical objectivity, value judgement in History
17-19	Ancillary Sciences : Archeology, Paleography, Epigraphy, Numismatics
20-23	Auxiliary Sciences: Ecology, Anthropology, Linguistics, Sociology, Economics, Political Science and Philosophy
24-25	Greek and Latin Historiography
26-28	Ancient Chinese Historiography Medieval Christian and Muslim Historiography
29-31	Rationalism and Positivism- Ranke, Comte, Marx
32-34	Idealism:- Hegel, Croce, Collingwood
35-36	Relativism
37-39	Postmodernism
40-42	Subaltern
43-45	Oral and gender History
<i>15 Hours</i>	<i>Tutorials</i>
<ul style="list-style-type: none"> <li><b><u>Suggested References:</u></b>  Alier, Joan Martinez, Padua, Jose Augusto and Rangarajan, Mahesh eds. Environmental History as if Nature Existed (Delhi, Oxford University Press, 2010)  Aymard, Maurice and Mukhia, Harbans eds., French Studies in History, vol. I (Orient Longmans, New Delhi, 1989).  Bloch, Marc, The Historian's Craft, with an Introduction by Peter Burke (Manchester University Press, 2004).  Burke, Peter, Varieties of Cultural History, Cornell University Press, 1997.  Carr, E.H., What is History (also available in Hindi) (Penguin [1961], 2008).  Davis, Natalie Zemon The Return of Martin Guerre (Harvard University Press, 1983)  Haskell, Francis, History and its images: art and the interpretation of the past (New Haven and London, Yale University Press, [1993] 3rd reprint edn. 1995).  Portelli, Alessandro, The Death off Luigi Trastulli and Other Stories: Form and Meaning in Oral History (CUNY Press, 1990, paperback).</li> </ul>	

<b>Course Details</b>			
<b>Course Title: History of Ancient India up to 800 CE</b>			
<b>Course Code</b>	MAHIS1002C04	<b>Credits</b>	4
<b>L + T + P</b>	3 + 1 + 0	<b>Course Duration</b>	One Semester
<b>Semester</b>	Odd	<b>Contact Hours</b>	45 (L) + 15 (T) Hours
<b>Methods of Content Interaction</b>	Lecture, Tutorials, Group discussion; self-study, seminar, presentations by students, individual and group drills, group and individual field based assignments followed by workshops and seminar presentation.		
<b>Assessment and Evaluation</b>	<ul style="list-style-type: none"> <li>• 30% - Continuous Internal Assessment (Formative in nature but also contributing to the final grades)</li> <li>• 70% - End Term External Examination (University Examination)</li> </ul>		

Colin Renfrew and Paul Bahn, Archaeology: Theories, Methods and Practice (5th edition, Thames and Hudson, 2008).

Roberts Alice, The Incredible Human Journey: The story of how we colonized our planet (London, Bloomsbury, 2009)

Sarkar, Sumit, Writing Social History (USA, Oxford University Press, 1995).

Stern, Fritz ed., Varieties of History: from Voltaire to the Present (2nd edn., New York, Vintage, 1973)

Thompson, E.P. Customs in Common: Studies in Traditional Popular Culture (The Free Press, New York, 1991); 'Folklore, Anthropology and History', Indian Historical Review, iii, no. 2, Jan 1977

Walach Scott, Joan, Gender and the Politics of History (Columbia, New York, 1988). Parts I-II

J. Gardiner, What is history today, , Macmillan, London,1988.

Foucault Michel, The order of things, Tavistock Publications, London, 1970

R.G.Collingwood, The idea of history, Oxford University Press, Madras,1988 .

Appleby,Telling the truth about history, , Norton, New York,1994.

E.LE. Roy Ladurie, The territory of the Historian, Harvester Press , Britain 1979

## **2. History of Ancient India up to 800 CE**



## Course Objectives :

- The course will introduce students to Ancient Indian History.
- It will familiarize the students with the chronological sequence of the early Indian History.
- This course will impart to the students a comprehensive knowledge and understanding of historical change in early Indian society, economy and polity.
- It will trace the transformation of Indian society over the period of time.
- It will acquaint the students with the various sources and the process of the reconstruction of the ancient past of India.

## Learning Outcomes:

After going through this course the learners will be able to

- Understand and interpret various sources of Ancient Indian History.
- Be familiar with the different schools of thought associated with the history-writing of early India.
- Discern the subtle changes in political, social, economic and cultural fields and they will also be able to know about the factors and agents of these changes.
- Have a broader understanding of the roots of different socio-economic and political institutions.

## Course Contents

### UNIT I: Introduction (20% Weightage)

- Sources, schools of thought
- Start of settled agriculture and settled communities, Neolithic revolution
- Bronze Age Civilisation
- Transitions from the Early Vedic to Later Vedic period

### UNIT II: Process of state formation and its nature (20 % Weightage)

- Jana, Janpada, Mahajanpada, Empire and Republic

- Mauryan Empire

### UNIT III: Social and Religious Transformation (15 % Weightage)

- Buddhism
- Jainism

### UNIT IV: post- Mauryan period (15% Weightage)

- Indo-Greeks, Sakas, Kushanas
- Land grants, expansion of trade and economy, guilds, coins

### UNIT V: Developments in the Gupta and post- Gupta period (20% Weightage)

Towards Centralisation; society, economy, religion, literature, education

- Cultural interactions with east and south-east Asia
- the myth or reality of the Golden Age
- Period of Harshwardhan; Socio- economic transformation.

### Unit VI: Developments in South India (10% Weightage)

- Megalithic societies, The Sangam Age
- The Satvahanas – society, economy, polity and religion

**Content Interaction Plan:**

<b><u>Lecture cum Discussion (Each session of 1 Hour)</u></b>	<b><u>Unit/Topic/Sub-Topic</u></b>
1-3	Sources, schools of thought, Start of settled agriculture and settled communities, Neolithic revolution
4-6	Bronze Age Civilisation
7-9	Transitions from the Early Vedic to Later Vedic period
10-11	Jana, Janpada, Mahajanpada, Empire and Republic
12-17	Mauryan Empire
18-21	Buddhism
22-24	Jainism
25- 27	Indo-Greeks, Sakas, Kushanas
28- 31	Land grants, expansion of trade and economy, guilds, coins
32- 34	Towards Centralisation; society, economy, religion, literature, education
35-36	Cultural interactions with east and south-east Asia
37	The myth or reality of the Golden Age
38-39	Period of Harshwardhan; Socio- economic transformation.
40-42	Megalithic societies, The Sangam Age
43-45	The Satvahanas – society, economy, polity and religion
15 Hours	<i>Tutorials</i>
<p>• <b><u>Suggested References:</u></b>            Bongard-Levin, G.M., Mauryan India, Delhi, 1983            Bose, Atindra Nath, Social and Rural Economy of Northern India, 600 BC – 200 AD, 2 Vols. Firma K.L.Mukhopadhyay, Calcutta, 1961.            Chakravarti, Ranabir, Trade and Traders in Early India, Manohar, Delhi, 2002.            Chakravarti, Ranabir, ed., Trade in Early India, OUP, 2001.            Mukherji, R.K., Asoka, Calcutta, 1938            Rao, B.K.Gururaja Rao, The Megalithic Culture in South India, Mysore, 1972            Sharma, R.S., Material Culture and Social Formations in Ancient India, Macmillan India, Delhi, 1983.            Sharma, R.S., Perspectives in social and Economic History of Early India, Munshiram Manoharlal, Delhi, 1983.            Sharma, Ram Sharan, The State and Varna Formation in the Mid-Ganga Plains: An Ethnoarchaeological View, Manohar, Delhi, 1996.            Shrimali, Krishna Mohan, The Age of Iron and the Religious Revolution (c.700 – c.350 BC), 2007            Thapar, Romila, Ancient Indian Social History: Some Interpretations, Orient Longman, Hyderabad, 1979.            Thapar, Romila, Asoka and the Decline of the Mauryas, Oxford, 1985. (Revised Edition)            Thapar, Romila, From Lineage to State: Social Formations in the Mid-First Millennium BC in the Ganga Valley, OUP, Delhi, 1984.            Thapar, Romila, Kenoyer, J.M.; Deshpande, Madhav M.; Ratnagar, Shereen: India: Historical Beginnings and the Concept of the Aryan, NBT, New Delhi, 2006.            Thapar, Romila, The Aryan: Recasting Constructs, Three Essays Collective, Gurgaon, 2008.</p>	

<b>Course Details</b>			
<b>3. Course Title: Selected issues in the History of Nationalism in India, up to 1914</b>			
<b>Course Code</b>	MAHIS1003C04	<b>Credits</b>	4
<b>L + T + P</b>	3 + 1 + 0	<b>Course Duration</b>	One Semester
<b>Semester</b>	Odd	<b>Contact Hours</b>	45 (L) + 15 (T) Hours
<b>Methods of Content Interaction</b>	Lecture, Tutorials, Group discussion; self-study, seminar, presentations by students, individual and group drills, group and individual field based assignments followed by workshops and seminar presentation.		
<b>Assessment and Evaluation</b>	<ul style="list-style-type: none"> <li>• 30% - Continuous Internal Assessment (Formative in nature but also contributing to the final grades)</li> <li>• 70% - End Term External Examination (University Examination)</li> </ul>		
<p>Trautmann, Thomas R., Aryans and British India, Yoda Press, New Delhi, 2004.            Trautmann, Thomas R., ed., The Aryan Debate, OUP, Delhi, 2005.            Tripathi, Vibha, The Age of Iron in South Asia: Legacy and Tradition, Aryan Books International, Delhi, 2001.            Wagle, Narendra, Society at the Time of the Buddha, 2nd ed., 1995.            Weber, Max, The Religion of India, 1968.</p>			

## Course Objectives :

- This course focuses on freedom movement in India in the pre-Gandhian era.
- It will familiarize the students with conceptual debates about the origin and growth of nationalism and national movement in India..
- It will highlight the role, thoughts and strategy of the early nationalists.
- It will enable the students to learn about the writings of the eminent scholars of modern Indian History.
- This course is designed to inculcate in the mind of learners the supreme sense of patriotism and nationalism and orient them towards nation-building.

## Learning Outcomes

After completion of the course the learners will be able to:

- Comprehend and analyze the background, factors and circumstances leading to the emergence of nationalism and national movement in India.
- Discern the deleterious impact of colonialism and view the national movement as a response to the challenge of colonialism.
- Trace the difference stages in the evolution of national movement.
- Explore the social composition and regional variations in the early movements.
- Realise the supreme sacrifices of the revolutionaries to the selfless cause of the Motherland.

## Course Contents

### UNIT I: Beginnings of the Resistance

(20% Weightage)

- Peasant uprisings- indigo, Pabna, Deccan, Tribal uprisings- Kol, Santhal,
- Civil Rebellions, Culmination of traditional resistance-The Revolt of 1857, Historiography and debate on the Revolt of 1857

### UNIT II: Beginnings of the Organised Resistance

(20 % Weightage)

- Rise of Nationalism, Historiography of Indian Nationalism,
- Traditional concept of Rashtra in India,
- Foundation of the Congress, the programmes and methods of the Moderates

### UNIT III: Militant Nationalism: Rise and Manifestations

(20 % Weightage)

- Philosophical foundations of militant nationalism, passive resistance,
- Swadeshi Movement, Surat Split,
- Communal tangle- foundation of the Muslim League, Morley-Minto Reforms and the Separate Electorate

### UNIT IV: Revolutionary Nationalism

(20% Weightage)

- Causes, nature and philosophy,
- Savarkar and Nasik Conspiracy case, Bengal school, Alipore conspiracy and Muzaffarpur case, Punjab school,
- Revolutionary activities in abroad, Ghadar Movement and failed insurrection of 1915, suppression of Revolutionary Nationalism

**UNIT V: New Momentum in National Movement**  
(20% Weightage)

- Home Rule Movement-Tilak and Annie Besant,
- Lucknow Pact of 1916, Montague-Chelmsford Reforms

**Content Interaction Plan:**

<u>Lecture cum Discussion (Each session of 1 Hour)</u>	<u>Unit/Topic/Sub-Topic</u>
1-4	Peasant uprisings- indigo, Pabna, Deccan, Tribal uprisings- Kol, Santhal
5-9	Civil Rebellions, Culmination of traditional resistance-The Revolt of 1857, Historiography and debate on the Revolt of 1857
10-13	Rise of Nationalism, Historiography of Indian Nationalism, Traditional concept of Rashtra in India,
14-18	Foundation of the Congress, the programmes and methods of the Moderates
19-23	Philosophical foundations of militant nationalism, passive resistance, Swadeshi Movement, Surat Split,
24-28	Communal tangle- foundation of the Muslim League, Morley-Minto Reforms and the Separate Electorate
29-34	Causes, nature and philosophy, Savarkar and Nasik Conspiracy case, Bengal school, Alipore conspiracy and Muzaffarpur case, Punjab school,
35--40	Revolutionary activities in abroad, Ghadar Movement and failed insurrection of 1915, suppression of Revolutionary Nationalism
41--43	Home Rule Movement-Tilak and Annie Besant,
44-45	Lucknow Pact of 1916, Montague-Chelmsford Reforms
15 Hours	<i>Tutorials</i>
<ul style="list-style-type: none"> <li>• <u>Suggested References:</u> Bandyopadyay, Sekar, From Plassey to Partion: A History of Modern India, Orient Longman, 2004. Bandyopadyay, Sekar, ed. Nationalist Movement in India, A Reader, Delhi: Oxford UP, 2009. Bayly, C.R, The Local roots of Indian Politics: Allahabad, 1880-1920, Oxford : Clarendon Press, 1975. Chandra, Bipan, History of Modern India, Orient Blackswan, 2009. Chandra, Bipan, India's Struggle for Independence, Delhi: Penguin, 1988. Chaterjee, Partha, Nationalist Thought and the Colonial World: A Derivative Discourse, Minneapolis: University of Minnesota Press, 1993 Guha, Ranajit, ed., A Subaltern Studies Reader, 1986-1995, Delhi, Oxford UP, 1997. Hardy, Peter, The Muslims of British India, London, Cambridge University Press, 1972. McLane, J. R., Indian Nationalism and the Early Congress, Princeton, N.J.: Princeton University Press, 1977. Pradhan, R. G., From Raj to Swaraj, Delhi: Macmillan, 2008. Ray, Rajat, Social Conflict and Political Unrest in Bengal, 1875-1927, Delhi ; New York : Oxford University Press, 1984. Sarkar, Sumit, The Swadeshi Movement in Bengal, 1903-1908, Hyderabad: Orient Black Swan, 2010. Sarkar, Sumit, Modern India, 1885-1947, Delhi: Macmillan, 1983.</li> </ul>	

Seal ,Anil, The Emergence of Indian Nationalism, London: Cambridge University Press, 1971

Tagore, R.N, Nationalism, With an Introduction by E.P. Thompson, Calcutta, Rupa, 1992

Tara Chand, History of the Freedom Movement, Volumes 2 & 3 (New Delhi: Government of India, Ministry

Of Information and Broadcasting, Publications Division, 1961-72).

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#### **4C. History of Ideas in Modern India**

**Course Objectives :**

- This course will enable the students to learn about various socio-political and religious ideas emerging in the modern period.

<b>Course Details</b>			
<b>Course Title: History of Ideas in Modern India</b>			
<b>Course Code</b>	MAHIS1004C04	<b>Credits</b>	4
<b>L + T + P</b>	3 + 1 + 0	<b>Course Duration</b>	One Semester
<b>Semester</b>	Odd	<b>Contact Hours</b>	45 (L) + 15 (T) Hours
<b>Methods of Content Interaction</b>	Lecture, Tutorials, Group discussion; self-study, seminar, presentations by students, individual and group drills, group and individual field based assignments followed by workshops and seminar presentation.		
<b>Assessment and Evaluation</b>	<ul style="list-style-type: none"> <li>• 30% - Continuous Internal Assessment (Formative in nature but also contributing to the final grades)</li> <li>• 70% - End Term External Examination (University Examination)</li> </ul>		

- This course will highlight important impact of different ideas on the making of modern India.
- This course will focus on the transformation of Indian society vis-à-vis modern world society.
- This course will enable the students to be aware of various challenges before the nation and equip them with the insights and vision to deal with them.
- This course will put forth the significance of the modern values and new normal.

**Learning Outcomes**

After completion of the course the learners will be able to:

- Discern the subtle process of the transformation of the Indian society towards modernity.
- Understand and interpret the importance of different ideas with regard to the nation-building.
- Trace out the internal challenges and obstacles before the nation.
- Develop the sincere approach towards preserving the national integrity, fraternity and brotherhood.

**Course Contents****UNIT I :Emergence of New Political Ideas****(25% Weightage)**

- Utilitarianism, Liberalism
- Nationalism, Democracy, Socialism, Secularism, Humanism
- Communalism,

**UNIT II : Social and Religious Ideas****(20% Weightage)**

- Ram Mohan Roy, Dayanand Saraswati, Vivekananda

- Jyotiba Phule, E.V Ramaswami Naykar ‘Periyar’, Narayan Guru
- Pandita Ramabai

**UNIT III: Idas of Dissent and Protest**

**(25% Weightage)**

- Constituional agitation, Passive resistance
- **Gandhian Philosophy of Sarvodaya, Satyagraha**
- Revolutionary philosophy

**UNIT IV: Ideas of National Regeneration**

**(15% Weightage)**

- Sri Aurbindo, Bankimchandra
- V.D Savarkar, Dr. Hegdewar
- Md. Iqbal

**UNIT V: Eminent Political Thinkers**

**(15% Weightage)**

- Jawaharlal Nehru, M.N Roy
- Madan Mohan Malviya, , Deen Dayal Upadhyaya
- B.R Ambedkar

**Content Interaction Plan:**

<u>Lecture cum Discussion (Each session of 1 Hour)</u>	<u>Unit/Topic/Sub-Topic</u>
1-4	Utilitarianism, Liberalism
5-9	Nationalism, Democracy, Socialism, Secularism, Humanism
10-11	Communalism,
12-16	Ram Mohan Roy, Dayanand Saraswati, Vivekananda
17-20	Jyotiba Phule, E.V Ramaswami Naykar ‘Periyar’, Narayan Guru Pandita Ramabai
21-23	Constituional agitation, Passive resistance
24-29	Gandhian Philosophy of Sarvodaya, Satyagraha
30-31	Revolutionary philosophy
32--35	Sri Aurbindo, Bankimchandra
36-38	V.D Savarkar, Dr. Hegdewar Md. Iqbal
39-42	Jawaharlal Nehru, M.N Roy
43-44	Madan Mohan Malviya, , Deen Dayal Upadhyaya
45	B.R Ambedkar
15 Hours	Tutorials
<ul style="list-style-type: none"> <li>• <u>Suggested References:</u></li> </ul> <p>Chkravarti, Bidyut &amp; Rajendra Pandey, Modern Indian Political Thought: Text and Context, Sage, New Delhi,2009</p> <p>Collected Works of Gandhi, Volms 1-98</p> <p>Gauba, O.P, An Introduction to Political Theory, Macmillan, 2014</p> <p>Guha, Ramchandra, Makers of Modern India, Harvard University Press; Reprint edition (4 October 2013)</p> <p>Jayapalan, N., Indian Political Thinkers: Modern Indian Political Thought, Atlantic Publisher, 2010</p> <p>Mehta, V.R, Foundations of Indian Political Thought: An Interpretation - From Manu to the Present Day , Manohar, 1996</p> <p>Ambedkar, B.R, Ideas of a Nation, Penguin, 2010</p>	



<b>Course Details</b>			
<b>Course Title: Historiographical Traditions and Trends in India</b>			
<b>Course Code</b>	MAHIS3001C04	<b>Credits</b>	4
<b>L + T + P</b>	3 + 1 + 0	<b>Course Duration</b>	One Semester
<b>Semester</b>	Odd	<b>Contact Hours</b>	45 (L) + 15 (T) Hours
<b>Methods of Content Interaction</b>	Lecture, Tutorials, Group discussion; self-study, seminar, presentations by students, individual and group drills, group and individual field based assignments followed by workshops and seminar presentation.		
<b>Assessment and Evaluation</b>	<ul style="list-style-type: none"> <li>• 30% - Continuous Internal Assessment (Formative in nature but also contributing to the final grades)</li> <li>• 70% - End Term External Examination (University Examination)</li> </ul>		
<p>Bhattacharya G.P., M.N. Roy and Radical Humanism, Bombay, A .J.B.H. Wadia Publication 1961.</p> <p>Parekh, Bhikku, Colonialism, Tradition and Reforms : An Analysis of Gandhi's Political Discourses, New Delhi, Sage publications 1989.</p> <p>Sudipta Karaj and Sunil Khilnami, ed.. Civil Society: History and Possibilities, New Delhi, Foundation Books 2000.</p> <p>Chatterjee, Partha, Nationalist Thought and the Colonial World : A Derivative Discourse Delhi, 1986, .</p> <p>Pannikar K.N, Culture, Ideology and Hegemony: Intellectual and Social Consciousness in Colonial India,, New Delhi, 1995.</p> <p>•</p>			

### **3. Historiographical Traditions and Trends in India**

#### **Course Objectives :**

- This course is designed to introduce the students to the historiography of Indian history.
- It will enable the students to be familiar with the Indian concept of History and Indians' sense of the past.
- This course will place the focus on the indian concept of time and periodization.
- This course will highlight the historicity in the ancient Indian writings.
- The students will also be able to know through this course the history-writing of the medieval and modern Indian history.

#### **Learning Outcomes**

After completion of the course the learners will be able to:

- Be familiar with the Traditional Indian concept of History, time, changes and the aims of History.
- Explore further the historicity of Indian literature.
- Know about the emergence of different schools of thought in Indian history-writing.
- Know about eminent Indian historians and their writings.
- Orient themselves towards further research in Indian History as they will be better equipped with the tools and techniques of history writing as they have evolved over the period of time.

### Course Contents

#### UNIT I: Ancient Indian Historiography (20% Weightage)

- Indian sense of the past, western views on Indian historical consciousness
- The concept of time in Ancient India (Kal and Samvat), edicts, copper plate
- Beginnings of the Indian historical traditions- Gatha, Narsamsi, Akhyana, The Purana and Itihas tradition, historicity in epics, the Vamsa and Charita-
- Harscharita and Rajtarangini

#### UNIT II: The philosophical Foundation of Historiography in Ancient India (15% Weightage)

- Anti-Substantialism in Buddhism, Law of causation,
- Dingnaga's Apoha Siddhant,
- Syadvada, Bhartrihari's semantic philosophy- Sphotavada, the Anuman siddhanta in Nyaya

#### UNIT III: Medieval Indian Historiography (20 % Weightage)

- History-writing during the Sultanate period- Minhaj-us-siraj, Zia-ud-Din Barani
- History-writing during the Mughal period—Royal autobiographies, Babur-namah, - Badauni and Abul Fazl, Khafi Khan, Bhimsen

#### UNIT IV: Historiography in Modern India (25% Weightage)

- The Orientalist and Indology-
- Imperialist Historiography on India,
- Indian Nationalist Historiography,
- Marxist Historiography

#### UNIT V: New Trends in Indian Historiography (20% Weightage)

- Subaltern Studies: A Historiography of Protest,
- Gender History, Ecological History

#### Content Interaction Plan:

<u>Lecture cum Discussion (Each session of 1 Hour)</u>	<u>Unit/Topic/Sub-Topic</u>
1-3	Indian sense of the past, western views on Indian historical consciousness
4-6	The concept of time in Ancient India (Kal and Samvat), edicts, copper plate

	Beginnings of the Indian historical traditions- Gatha, Narsamsi, Akhyana, The Purana and Itihas tradition, historicity in epics, the Vamsa and Charita
7-9	Harscharita and Rajtarangini
10-12	Anti-Substantialism in Buddhism, Law of causation
13-14	Dingnaga's Apoha Siddhant,
15-18	Syadvada, Bhartrihari's semantic philosophy- Sphotavada, the Anuman siddahnta in Nyaya
19-22	History-writing during the Sultanate period- Minhaj-us-siraj, Zia-ud-Din Barani
23-27	History-writing during the Mughal period—Royal autobiographies, Babur-namah, -Badauni and Abul Fazl, Khafi Khan, Bhimsen
28-31	The Orientalist and Indology- Imperialist Historiography on India,
32-33	Indian Nationalist Histtorigraphy,
34-36	Marxist Historiography
37-40	Subaltern Studies: A Historiography of Protest,
41-45	Gender History, Ecological History
15 Hours	Tutorials

• Suggested References:

Brockington, C.F., The Righteous Rama, Oxford University Press.  
 Bulcke, Kamil, Ramakatha.  
 Pargiter, F.E., Ancient Indian Historical Tradition, London, 1924.  
 " ", The Puranic Accounts of the Dynasties of the Kali Age, Delhi, 1927.  
 Pathak, V.S., Ancient Historians of India, Delhi, 1966.  
 A.K.Warder, An Introduction to Indian Historiography, Popular Prakashan.1973  
 Philips, C.H., ed., Historians of India, Pakistan and Ceylon, London, 1961. Oxford University Press.  
 Sankalia, H.D., Ramayana: Myth or Reality, People's Publishing House, 1973  
 Sen, Amartya, The Argumentative Indian, Picador, 2007  
 Smith, Morton, R. Dates, Dynasties in Earliest India, Delhi, 1973  
 Thapar, Romila, The Past and Prejudice.  
 Al-Azmeh, Aziz, The Times of History: Universal Topics in Islamic Historiography. Budapest: CEU Press, 2007  
 Aquil, Raziuddin and Partha Chatterjee eds. History in the Vernacular. New Delhi: Permanent Black, 2008  
 Hardy, Peter, Historians of Medieval India: Studies in Indo-Muslim Historical Writing. London, 1960: Luzac. 5. Hasan, Mohibbul, Historians of Medieval India. Meerut: Meenakshi Prakashan, 1968  
 Meisami, Julie Scott, Persian Historiography. Edinburgh: Edinburgh University Press, 1999  
 Mukhia, Harbans., Historians and Historiography During the Reign of Akbar. New Delhi, 1976:  
 Nizami, K.A, On Historians and Historiography in Medieval India. Delhi: Munshiram Manoharlal, 1988  
 Rao, Velcheru Narayana, David Shulman and Sanjay Subrahmanyam, Textures of Time: Writing History in South India, 1600-1800. New Delhi: Permanent Black, 2001  
 Robinson, Chase F. Islamic Historiography. Cambridge: Cambridge University Press, 2003  
 Ranajit Guha, Elementary Aspects of Peasant Insurgency, Duke University Press, Durham/ London, 1999; Idem, History at the Limit of World History New York, Columbia University Press, 2002.

<b>Course Details</b>			
<b>Course Title: History of Medieval India (8<sup>th</sup> to 18<sup>th</sup> Century AD.)</b>			
<b>Course Code</b>	MAHIS3002C04	<b>Credits</b>	4
<b>L + T + P</b>	3 + 1 + 0	<b>Course Duration</b>	One Semester
<b>Semester</b>	Odd	<b>Contact Hours</b>	45 (L) + 15 (T) Hours
<b>Methods of Content Interaction</b>	Lecture, Tutorials, Group discussion; self-study, seminar, presentations by students, individual and group drills, group and individual field based assignments followed by workshops and seminar presentation.		
<b>Assessment and Evaluation</b>	<ul style="list-style-type: none"> <li>• 30% - Continuous Internal Assessment (Formative in nature but also contributing to the final grades)</li> <li>• 70% - End Term External Examination (University Examination)</li> </ul>		
<p>Sanjay Subramanyam, Shulman &amp; Rao, Textures of Time, Delhi, Permanent Black; Bangalore, Distributed by Orient Longman, 2001.</p> <p>Arnaldo Momigliano, The Classical Foundations of Modern Historiography, Berkeley, University of</p> <p>Partha Chatterjee, Nation and Its Fragments, Princeton, N.J.: Princeton University Press, 1993.</p> <ul style="list-style-type: none"> <li>•</li> </ul>			

#### **4. History of Medieval India (8<sup>th</sup> to 18<sup>th</sup> Century AD.)**

##### **Course Objectives :**

- This course will place its focus on the transition of the Indian society from ancient to medieval period.
- It will enable the students to learn about the characteristics of the medieval period.
- It will highlight the struggle the conflict between the forces of centralization and decentralization in medieval period.
- This course will offer the students to know about the evolution of different institutions which have a bearing upon today.
- This course will also bring forth the process and significance of the new society coming after the advent of new religion in the form of Islam.

##### **Learning Outcomes**

After completion of the course the learners will be able to:

- Learn about the transition of Indian society from ancient to medieval period.
- Know about the impact of the arrival new religion on Indian society.
- Discern the building of new institutions in political, social and cultural field.
- Understand the decadence of the system which ultimately led to the coming of British rule.

## Course Contents

### UNIT I: Early Medieval Northern India (15% Weightage)

- Approaches to Early Medieval Indian History,
- Socio, political, economic and religious transitions from Ancient to Medieval India,
- Origin of the Rajputs, struggle for Kannauj- pal, Pratihara , Rashtrakutas

### UNIT II: Early Medieval Southern India (15 % Weightage)

- Political history of the Chalukyas, Rashtrakutas, Pallavas,
- The Cholas, their society, economy, administration and culture

### UNIT III Delhi Sultanate (25 % Weightage)

- Invasions of Mahmud and Ghori,
- Foundation of Delhi Sultanate, consolidation of the Sultanate-
- Invasion of Timur and decline of the Delhi Sultanate

### UNIT IV: Regional States (15% Weightage)

- Bengal ,Malwa, Gujarat, Rajputana, Kashmir,
- Vijaynagar kingdom- Contributions of Krishna dev Roy

### UNIT V: The Mughals (30% Weightage)

- Foundation of the Mughal rule,
- The ascendancy of Shershah,
- Akbar's attempt towards political unification of India, Rajput, Religious and Deccan policies of the Mughals,
- peasant protests during the period of Aurangzeb, decline of the Mughal state,
- Rise of the Marathas

### Content Interaction Plan:

<u>Lecture cum Discussion (Each session of 1 Hour)</u>	<u>Unit/Topic/Sub-Topic</u>
1-2	Approaches to Early Medieval Indian History,
3-5	Socio, political, economic and religious transitions from Ancient to Medieval India,
6-7	Origin of the Rajputs, struggle for Kannauj- pal, Pratihara , Rashtrakutas
8-12	Political history of the Chalukyas, Rashtrakutas, Pallavas
13-16	The Cholas, their society, economy, administration and culture
17-18	Invasions of Mahmud and Ghori,
19-24	Foundation of Delhi Sultanate, consolidation of the Sultanate

<b>Course Details</b>			
<b>Course Title: Selected Issues in the History of Nationalism in India (1917-1947)</b>			
<b>Course Code</b>	MAHIS3003C04	<b>Credits</b>	4
<b>L + T + P</b>	3 + 1 + 0	<b>Course Duration</b>	One Semester
<b>Semester</b>	Odd	<b>Contact Hours</b>	45 (L) + 15 (T) Hours
<b>Methods of Content Interaction</b>	Lecture, Tutorials, Group discussion; self-study, seminar, presentations by students, individual and group drills, group and individual field based assignments followed by workshops and seminar presentation.		
<b>Assessment and Evaluation</b>	<ul style="list-style-type: none"> <li>• 30% - Continuous Internal Assessment (Formative in nature but also contributing to the final grades)</li> <li>• 70% - End Term External Examination (University Examination)</li> </ul>		
25-27	Invasion of Timur and decline of the Delhi Sultanate		
28-30	Bengal ,Malwa, Gujarat, Rajputana, Kashmir,		
31-34	Vijaynagar kingdom- Contributions of Krishna dev Roy		
35-36	Foundation of the Mughal rule		
37-38	The ascendancy of Shershah		
39-42	Akbar's attempt towards political unification of India, Rajput, Religious and Deccan policies of the Mughals,		
43-45	Rise of the Marathas		
15 Hours	<i>Tutorials</i>		
<ul style="list-style-type: none"> <li>• <u>Suggested References:</u>  Alam, Muzaffar &amp; Sanjay Subramanyam The Mughal State, Oxford University Press, 2001.  Chandra, Satish History of Medieval India, Orient Longman, 2007  Habib and Nigami The Delhi Sultanate, Peoples Publishing House, 1992.  Habib, Irfan The Agrarian Systems of Mughal India, Oxford University  Hubbi Bullah, A B M .Foundation of Muslim Rule in India, Allahabad, 1973  Jackson, Peter The Delhi Sultanate, Oxford University Press, 2000.  Mooreland From Akbar to Aurangzeb, New Delhi, (Reprint) 1992.  Moosvi, Shireen The Economy of Mughul India, Oxford University Press, 1996.  Mukhia, Harbans Historians and Historiography of the Age of Akbar  Richards J. F. The Mughal Empire, Cambridge University Press, 1993.  Stein, Burton Vijayanagara, Cambridge University Press, 1989  A.R. Kulkarni, Maharashtra in the Age of Shivaji, Poona, 1969  B R Kamble (ed), Studies in Shivaji and His Times, Shivaji University Publication, Kolhapur  Gordon, S, The New Cambridge History of India: The Marathas 1600-1818, Cambridge University Press, New Delhi.1998</li> </ul>			

### 5. Selected Issues in the History of Nationalism in India (1917-1947)

### Course Objectives :

- This course is designed to provide the students the basic understanding about the progress of Indian National Movement in the Gandhian era.
- This course will give special emphasis on the emergence of new social forces and their participation in the national movement under the leadership of Gandhi.
- This course will also put a spotlight on the non-Gandhian methods contributing to the national movement.
- It will also offer the students to know about the incomplete development of nationalism leading to the partition of India.
- It will put special attention on the regional variations of the national movement accompanied by other social and class movements which have a bearing upon the history of India after independence.
- It will also bring forth the valuable contributions of the different social forces hitherto unknown.

### Learning Outcomes

After the completion of this course the students will attain the following outcomes:

- They will be able to discern the process of changes in the nature of Indian national movement.
- They will now be able to realise the transformation of national movement in to a mass movement.
- They will now be able to examine the various grass root movements contributing to the national movement,
- They will understand the impact of international circumstances on the ongoing national movement.
- They will now be in apposition to understand the role of anti-nationalist forces contributing to the partition of India.
- They will be imparted the value of national integration through the focus on the integration of India after partition and independence.
- They will be sufficiently in a position to realise the legacy of Indian national movement and oriented towards its preservation.

### Course Contents

#### UNIT I: Gandhi and Road to Non-cooperation

(20% Weightage)

- Rise of Gandhi, principle of Satyagraha, early experiments of Satyagraha-Champanan, Ahmadabad, Kheda, anti-Rowlatt Act Satyagraha,
- Khilafat Issue, Non-Cooperation Movement- Programme, Social composition, Regional Manifestations, Limitations

#### UNIT II: 2 Regional Movements

(15% Weightage)

- Tribal Movement—Jatra Bhagat Movement (Bihar), Alluri Sitaram Raju (Andhra Pradesh)
- Peasant Movements—Eastern U.P, Eka Movement, Bihar ( Swami Vidyananya), Mopla, Bardoli Movement

#### UNIT III: Non-Gandhian Approaches in National Movement

(25 % Weightage)

- Revolutionary Trends- HRA, HSRA (Bhagat Singh, Chandrasekhar Azad), IRA (Surya Sen)

- Rise of Left Movements (Marxism and Socialism)
- Peasant Movements (All india Kisan Sabha), Working class Movements

#### UNIT IV: Towards Quit India

(20% Weightage)

- Provincial Congress Ministries, 2<sup>nd</sup> World War, August Offer, Cripps Mission, Japanese threat and its socio-economic impact,
- Quit India Movement- Intensity and spontaneity, social composition and regional manifestations,
- Azad Dasta, Parusram Dal, Siyaram Dal, Suppression of the Movement

#### UNIT V: Partition and Independence

(20% Weightage)

- Resolution of Pakistan, Shimla Conference,
- INA Movement and INA Trials, RNA Movement,
- Cabinet Mission, Interim Government & Constituent Assembly, Mountbatten Plan, Partition of India and Transfer of Power,
- Integration of the Princely States (Role of Sardar Patel)

#### Content Interaction Plan:

<u>Lecture cum Discussion (Each session of 1 Hour)</u>	<u>Unit/Topic/Sub-Topic</u>
1-4	Rise of Gandhi, principle of Satyagraha, early experiments of Satyagraha-Champaran, Ahmadabad, Kheda, anti-Rowlatt Act Satyagraha
5-9	Khilafat Issue, Non-Cooperation Movement- Programme, Social composition, Regional Manifestations, Limitations
10-13	Tribal Movement—Jatra Bhagat Movement (Bihar), Alluri Sitaram Raju (Andhra Pradesh)
14-17	Peasant Movements—Eastern U.P, Eka Movement, Bihar ( Swami Vidyananya), Mopla, Bardoli Movement
18-20	Revolutionary Trends- HRA, HSRA (Bhagat Singh, Chandrasekhar Azad), IRA (Surya Sen)
21-27	Rise of Left Movements (Marxism and Socialism) Peasant Movements (All india Kisan Sabha), Working class Movements
28-30	Provincial Congress Ministries, 2 <sup>nd</sup> World War, August Offer, Cripps Mission, Japanese threat and its socio-economic impact,
31-35	Quit India Movement- Intensity and spontaneity, social composition and regional manifestations
36-37	Azad Dasta, Parusram Dal, Siyaram Dal, Suppression of the Movement
38	Resolution of Pakistan, Shimla Conference,
39	INA Movement and INA Trials, RNA Movement
40-42	Cabinet Mission, Interim Government & Constituent Assembly, Mountbatten Plan, Partition of India and Transfer of Power,
43-45	Integration of the Princely States (Role of Sardar Patel)
15 Hours	Tutorials
	• <u>Suggested References:</u>



Amin, Shahid, *Event, Metaphor Memory: Chauri Chaura, 1922-1992*, Penguin India, 2006

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

Brown ,Judith, *Gandhi's Rise to Power*, Cambridge, 1971

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

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

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

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

Guha, Ranajit , Ed. and et al, *Subaltern Studies, 1-12*, Oxford University Press, Delhi./Permanent Press 1982-.

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

Kumar, Ravinder, *Essays in the Social History of Modern India*, Oxford University Press, 1983

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

Pandey, Gyanendra, *The Ascendancy of the Congress in Uttar Pradesh*, Oxford University Press, 1978

Pandey, Gyanendra ,*The Indian Nation in 1942*, (CSSS: K. P. Bagchi and Company, Calcutta, 1988.

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

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

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## **8C. Economic issues, policies and perspectives in Modern India**

### Course Objectives :

- This course aims at providing comprehensive understanding of the transformation in

Course Details			
<b>Course Title: Economic issues, policies and perspectives in Modern India</b>			
<b>Course Code</b>	MAHIS3004C04	<b>Credits</b>	4
<b>L + T + P</b>	3 + 1 + 0	<b>Course Duration</b>	One Semester
<b>Semester</b>	Odd	<b>Contact Hours</b>	45 (L) + 15 (T) Hours
<b>Methods of Content Interaction</b>	Lecture, Tutorials, Group discussion; self-study, seminar, presentations by students, individual and group drills, group and individual field based assignments followed by workshops and seminar presentation.		
<b>Assessment and Evaluation</b>	<ul style="list-style-type: none"><li>• 30% - Continuous Internal Assessment (Formative in nature but also contributing to the final grades)</li><li>• 70% - End Term External Examination (University Examination)</li></ul>		

Indian economy during colonial period.

- This course is designed to help the students understand and analyze the colonial policies bringing about structural changes in Indian economy.
- This course provides the students with the suitable framework to understand the exploitative nature of the colonial economic policies.
- This course also places its focuses on the analysis of the material conditions of the emergence of nationalism.

### Learning Outcomes

After completion of the course the learners will be able to:

- Understand the changes in Indian economy under the British rule.
- To be aware of the decline of the traditional model of Indian economy.
- To understand the start of the process of the emergence of national economy.
- To understand the start of process of integration of national economy with the world economy.
- To explore the deleterious impact of exploitative policies leading to the stagnation of agriculture and deindustrialization.
- Be familiar with the rise of the modern industries and new social classes.

### Course Contents

#### UNIT I: Introduction

(15% Weightage)

- Sources of Economic History of British India
- Different approaches towards the study of economic History of colonial period

#### UNIT II: Indian Economy in the Mid-Eighteenth century and colonial intervention

(20 % Weightage)

- Nature and structure of economy: rural and urban
- Debate on the potentialities of capitalist change in the pre-colonial economy
- Phases of colonialism
- Drain of wealth

#### UNIT III: Colonial Policies: Agriculture and Industry

(25 % Weightage)

- British Land Revenue System- Permanent, Mahalwari and Ryotwari, Commercialisation of agriculture
- Debate on De-industrialisation, rise of modern industries-causes, nature and limitations

**UNIT IV: Colonial Policies**

**(20% Weightage)**

- Railways
- Banking and fiscal system
- Foreign trade and balance of payment

**UNIT V: Implications of Colonial Economic Policies**

**(20% Weightage)**

- Stagnation of agriculture
- Depeasantisation
- Famine, unemployment, malnutrition, ruralisation of economy

**Content Interaction Plan:**

<u>Lecture cum Discussion (Each session of 1 Hour)</u>	<u>Unit/Topic/Sub-Topic</u>
1-4	Sources of Economic History of British India
5-9	Different approaches towards the study of economic History of colonial period
10-11	Nature and structure of economy: rural and urban
12-15	Debate on the potentialities of capitalist change in the pre-colonial economy Phases of colonialism
16-18	Drain of wealth
19-23	British Land Revenue System- Permanent, Mahalwari and Ryotwari, Commercialisation of agriculture
24-29	Debate on De-industrialisation, rise of modern industries-causes, nature and limitations
30-32	Railways
33-35	Banking and fiscal system
36-37	Foreign trade and balance of payment
38-41	Stagnation of agriculture Depeasantisation
42-45	Famine, unemployment, malnutrition, ruralisation of economy
15 Hours	Tutorials
<ul style="list-style-type: none"> <li>• <u>Suggested References:</u>            Bagchi, A.K., Private Investment in India, 1900-1939, Cambridge, 1972.            Charlesworth, Neil, British Rule and the Indian Economy 1880-1914, London, 1983.            Chandra Bipan, The Rise and Growth of Economic Nationalism in Indian : Economic Policies of Indian National Leadership, 1880-1905, Peoples Publishing House, New Delhi, 1991 (reprint).            Dharma Kumar (ed.), The Cambridge Economic History of India. Vol. II. (1750 to 1970), Cambridge, 1982            . Gadgil D.R., The Industrial Evolution of India in Recent Times: 1860-1939, OUP, Delhi, Fifth edition, Fifth impression, 1982.</li> </ul>	

<b>Course Details</b>			
<b>Course Title: Concept and methodology of Historical research and investigation</b>			
<b>Course Code</b>	MAHIS2001C04	<b>Credits</b>	4
<b>L + T + P</b>	3 + 1 + 0	<b>Course Duration</b>	One Semester
<b>Semester</b>	Even	<b>Contact Hours</b>	45 (L) + 15 (T) Hours
<b>Methods of Content Interaction</b>	Lecture, Tutorials, Group discussion; self-study, seminar, presentations by students, individual and group drills, group and individual field based assignments followed by workshops and seminar presentation.		
<b>Assessment and Evaluation</b>	<ul style="list-style-type: none"> <li>• 30% - Continuous Internal Assessment (Formative in nature but also contributing to the final grades)</li> <li>• 70% - End Term External Examination (University Examination)</li> </ul>		
<p>Ray, Rajat K., Industrialization in India: Growth and Conflict in the Private Corporate Sector, 1914-1947, Delhi, 1979.</p> <p>Roy, Tirthankar, The Economic History of India :1857-1947,OUP,New Delhi,2002.</p> <p>Tomlinson, B.R., The Economy of Modern India, 1860-1970, Cambridge, 1993</p>			

### Core Courses (Even Semester)

#### 1. Concept and methodology of Historical research and investigation

#### Course Objectives:

- The main objective of this course is to provide the students a scientific framework of historical research and investigation.
- This course places its special attention on the developed methodology of historical research and investigation.
- This course covers the recent trends in historical research worldwide.
- This course is well tailored to orient the students towards historical research through practicing paper and project writing.

#### Learning Outcomes

After completion of the course the learners will be able to:

- Be familiar with the latest trends, tools and techniques in the historical research.
- Aware of the scientific process establishing the historical facts.
- Achieve analytical argumentative and logical competence.
- Know about the fallacies in research like generalization, tautology, and plagiarism, etc.

#### Course Contents

**UNIT I: Tools of Historical Research****(20% Weightage)**

- Archaeology, Epigraphy, Numismatics, Archives, Literary Texts;
- Collection and Classification of Sources;
- Internal and External criticism; Establishing facts; generalization and synthesis

**UNIT II: New Emerging Tools****(20% Weightage)**

- Local History, Oral History,
- Studies and Reconstruction of unwritten History,
- Language, Interview and Interviewee

**UNIT III: Elements of Historical Research and Study****(25 % Weightage)**

- Forms of Reasoning: Positive and Negative Reasoning, Logical Argument: The structure of argument,
- Inference: Deductive and Inductive, Truth and Validity,
- Fallacies: Generalization, Reductive Fallacy, Tautology, and Misplaced Literalism, Plagiarism

**UNIT IV: Techniques of Historical Research****(20% Weightage)**

- Identification of Data, Archival work, Field work, Data collection, Analysis of Data, Criticism, Generalization and Report,
- Qualitative Research, Quantitative Research (Clio metrics)

**UNIT V: Writing Research Paper, Project, Thesis or Dissertation****(15% Weightage)**

- Report, Illustrations, References, Indexing, Bibliography

**Content Interaction Plan:**

<b><u>Lecture cum Discussion (Each session of 1 Hour)</u></b>	<b><u>Unit/Topic/Sub-Topic</u></b>
1-4	Archaeology, Epigraphy, Numismatics, Archives, Literary Texts
5-7	Collection and Classification of Sources
8-10	Internal and External criticism; Establishing facts; generalization and synthesis
11-14	Local History, Oral History,
15-19	Studies and Reconstruction of unwritten History, Language, Interview and Interviewee
20-23	Forms of Reasoning: Positive and Negative Reasoning, Logical Argument: The structure of argument,
24-27	Inference: Deductive and Inductive, Truth and Validity
28-31	Fallacies: Generalization, Reductive Fallacy, Tautology, and Misplaced Literalism, Plagiarism
32-36	Identification of Data, Archival work, Field work, Data collection, Analysis of Data, Criticism, Generalization and Report
37-39	Qualitative Research, Quantitative Research (Clio metrics)

<b>Course Details</b>			
<b>Course Title: Constructing Village or Local History through Fieldwork</b>			
<b>Course Code</b>	MAHIS2002C04	<b>Credits</b>	4
<b>Field work</b>		<b>Course Duration</b>	One Semester
<b>Semester</b>	Even		
<b>Assessment and Evaluation</b>	<ul style="list-style-type: none"> <li>• 70% report writing</li> <li>• 30% viva voce</li> </ul>		
40-45	Report, Illustrations, References, Indexing, Bibliography		
<i>15 Hours</i>	<i>Tutorials</i>		
<ul style="list-style-type: none"> <li>• <u>Suggested References:</u>  Studying History, Jesminy Black and Donald M. Macraild, Macmillan 1997. Recent trends in Historiography, Satish Bajaj K., New Delhi, Anmol Publication, 1998.  The Territory of the Historians, E. Leroy. Laduses, Susse, The Harvester Press, 1979.  Times of Feast, Times of Famine: A history of climate since the year 1,000, E. Leroy Laduses, New York, Doubleday, 1971.  A Companion to the Study of History, Michael Stanford, Oxford, Blackwell, 1988.  White Mythologies: Writing History and the West, Robert Young, Routledge, 1990.  History Its Theory and Method, B. Sheik Ali, Madras, Macmillan, 1978.  Historiography and Historical Methods, N. Subramanian, Ennes Publications, 1973.</li> </ul>			

## 2. Constructing Village or Local History through Fieldwork

<b>Course Details</b>			
<b>Course Title: Major Themes in Contemporary World since 1945</b>			
<b>Course Code</b>	MAHIS2003C04	<b>Credits</b>	4
<b>L + T + P</b>	3 + 1 + 0	<b>Course Duration</b>	One Semester
<b>Semester</b>	Even	<b>Contact Hours</b>	45 (L) + 15 (T) Hours
<b>Methods of Content Interaction</b>	Lecture, Tutorials, Group discussion; self-study, seminar, presentations by students, individual and group drills, group and individual field based assignments followed by workshops and seminar presentation.		
<b>Assessment and Evaluation</b>	<ul style="list-style-type: none"> <li>• 30% - Continuous Internal Assessment (Formative in nature but also contributing to the final grades)</li> <li>• 70% - End Term External Examination (University Examination)</li> </ul>		

### 3. Major Themes in Contemporary World since 1945

#### Course Objectives:

- This course is designed to let the students be aware of the developments in world history since 1945.
- This course places its focus on the major political, economic and cultural developments in the world since the end of 2<sup>nd</sup> World War.
- This course will lead the students to know about the concept of globalization and its historical development..
- This course covers the broader challenges threatening the world peace and security.

#### Learning Outcomes

After completion of the course the learners will be able to:

- Know about the transformation of the world in modern period.
- Achieve global outlook, vision and perspective and formalize their vision towards major developments at home.
- Know about the process of globalization and its impact.
- Be familiar with the global challenges like global warming, space and cyber security.

#### Course Contents

##### UNIT I: Cold war and its effects

**(20% Weightage)**

- Cold war and bilateralism in world politics: background and responsibility; pacts and treaties; tensions and rivalries.
- Historical context of the emergence of Third World: principle of non-aligned movement.
- Americanization of Western Europe; Truman doctrine, Marshall Plan; American foreign policy since 1945. Korean War, Vietnam War and its impact; Cuba

**UNIT II: Age of Progress (Economic and Social) (20% Weightage)**

- Industry, agriculture, science, technology, communication and information
- Cultural Revolution: literature , art, cinema, Civil rights movements, apartheid, feminism

**UNIT III: Disintegration of Socialist Bloc and End of cold war (15 % Weightage)**

- Genesis and process of disintegration – its impact on society and politics ,
- New world order— from bi-polar to unipolar world.

**UNIT IV: Globalisation and Global Issues (25% Weightage)**

- Globalisation: Historical context, Instrument, Free Trade, Role of WTO, Impact of Globalization
- Global issues- Terrorism, Human rights, International Conventions on Human rights, global warming and sustainable development, cyber and space security, nuclear threat and history of disarmament

**UNIT V: International and Regional Organisations (20% Weightage)**

- UNO, UNESCO, UNICEF, I.L.O, W.H.O, ASEAN, European Union

**Content Interaction Plan:**

<b><u>Lecture cum Discussion (Each session of 1 Hour)</u></b>	<b><u>Unit/Topic/Sub-Topic</u></b>
1-2	Cold war and bilateralism in world politics: background and responsibility; pacts and treaties; tensions and rivalries.
3-5	Historical context of the emergence of Third World : principle of non-aligned movement.
6-10	Americanization of Western Europe; Truman doctrine, Marshall plan; American foreign policy since 1945. Korean War, Vietnam War and its impact; Cuba
11-15	Industry, agriculture, science, technology, communication and information
16-20	Cultural Revolution: literature , art, cinema, Civil rights movements, apartheid, feminism
21-25	Genesis and process of disintegration – its impact on society and politics
26-29	New world order— from bi-polar to unipolar world.
30-35	Globalisation: Historical context, Instrument, Free Trade, Role of WTO, Impact of Globalization
36-40	Terrorism, Human rights, International Conventions on Human rights, global warming and sustainable development, cyber and space security, nuclear threat and history of disarmament
41-45	UNO, UNESCO, UNICEF, I.L.O, W.H.O, ASEAN, European Union
15 Hours	Tutorials
<ul style="list-style-type: none"> <li>• <u>Suggested References:</u> The world since 1945, Keith Robbins, 1998 The History of the World, Eric Hobsbawn (1914-1991)1996 Encyclopedia Britannica, 2005</li> </ul>	



<b>Course Details</b>			
<b>Course Title: State, Law, and Governance in Modern India</b>			
<b>Course Code</b>	MAHIS4001C04	<b>Credits</b>	4
<b>L + T + P</b>	3 + 1 + 0	<b>Course Duration</b>	One Semester
<b>Semester</b>	Even	<b>Contact Hours</b>	45 (L) + 15 (T) Hours
<b>Methods of Content Interaction</b>	Lecture, Tutorials, Group discussion; self-study, seminar, presentations by students, individual and group drills, group and individual field based assignments followed by workshops and seminar presentation.		
<b>Assessment and Evaluation</b>	<ul style="list-style-type: none"> <li>• 30% - Continuous Internal Assessment (Formative in nature but also contributing to the final grades)</li> <li>• 70% - End Term External Examination (University Examination)</li> </ul>		
<p>Contemporary World History, William j Duiker, Cengage Learning; 5 edition (August 31, 2009)</p> <p>Buzan Barry and Richard Little, International Systems in World History, OUP, 2000.</p> <p>Cornwall R.D., World History in 20th Century, Longman, London, 1976.</p> <p>Halle, Cold War a History. Knapp Wilfrid , A History of War and Peace, Oxford , 1967.</p> <p>Langsam W.C., The World Since 1919.</p>			

#### **4C. State, Law, and Governance in Modern India**

##### **Course Objectives:**

- This course is designed to give the students a comprehensive understanding of the colonial legal and administrative structure.
- This course places its focus on the evolution of administrative and legal structure in modern India.
- This course will enable the students to have a proper understanding of the evolution of the democratic institutions in modern period.
- The students will also get an opportunity through this course to have a broader understanding of the emerging awareness of the people of their rights.

##### **Learning Outcomes**

After completion of the course the learners will be able to:

- Know about the colonial system which was placed during this period.
- Learn the impact of this system on the Indian people at large and their consequent inclination towards the national movement.
- Comprehend the genesis of various constitutional and legal institutions in India.
- Comprehend the gradual democratization of the institutions.

- Have a proper understanding about the Indian constitution, Parliament, Judiciary and local self-government as they have their genesis and sufficient advancement during the colonial period.

### Course Contents

#### UNIT I: The Rise of the English power in Bengal and Foundational Institutions of Company

(20% Weightage)

- East India Company and Dewani Rights of Bengal, Bihar and Orissa in 1765
- Dual Government in Bengal and administrative structure
- The English Experience and Revenue Administration

#### UNIT II: Evolution of Judicial System

(25 % Weightage)

- Judicial and Revenue Reforms of Warren Hastings ( 1772-85)
- Judicial and Revenue Reforms of Cornwallis (1786-1793)
- Judicial Reforms of William Bentinck (1828-1835)
- Codification of Law, Law Commissions and establishment of High Court

#### UNIT III: Colonial State and its Arms

(20 % Weightage)

- Police- reforms of Warren Hastings and Cornwallis, Police Act of 1861, Police Commission of 1902
- Army- Martial race, Peel Commission
- Civil Services- Charter Act of 1833&1853, covenanted and covenanted service, Statutory, civil services, Public Service Commission,1892

#### UNIT IV: The Growth of Local self-Government in colonial period

(15% Weightage)

- Resolution of Mayo,1870, Resolution of Ripon,1882,
- The Decentralization Commission Report, 1908

#### UNIT V: Constitutional Development from 1858 to 1947

(20% Weightage)

- The Indian Councils Act, 1909
- The Government of India Act 1919 and Dyarchy in provinces
- The Government of India Act 1935 and provincial autonomy
- Constitutional development from 1935-1947 and the Transfer of Power

#### Content Interaction Plan:

<u>Lecture cum Discussion (Each session of 1 Hour)</u>	<u>Unit/Topic/Sub-Topic</u>
1-5	East India Company and Dewani Rights of Bengal, Bihar and Orissa in 1765
6-10	Dual Government in Bengal and administrative structure The English Experience and Revenue Administration
11-13	Judicial and Revenue Reforms of Warren Hastings ( 1772-85)
14-16	Judicial and Revenue Reforms of Cornwallis (1786-1793)
17-19	Judicial Reforms of William Bentinck (1828-1835)
20-22	Codification of Law, Law Commissions and establishment of High Court

23-28	Police- reforms of Warren Hastings and Cornwallis, Police Act of 1861, Police Commission of 1902 Army- Martial race, Peel Commission
29-32	Civil Services- Charter Act of 1833&1853, covenanted and covenanted service, Statutory, civil services, Public Service Commission,1892
33-36	Resolution of Mayo,1870, Resolution of Ripon,1882, The Decentralisation Commission Report, 1908
37-38	The Indian Councils Act, 1909
39-40	The Government of India Act 1919 and Dyarchy in provinces
41-42	The Government of India Act 1935 and provincial autonomy
43-45	Constitutional development from 1935-1947 and the Transfer of Power
<i>15 Hours</i>	<i>Tutorials</i>
<ul style="list-style-type: none"> <li>• <u>Suggested References:</u> A.B. Keith, A constitutional History of India 1600-1935, Low price publications, New Delhi, 1996 H.P Dube, A short History of the Judicial system of India and some foreign countries, NMT publication, Mumbai, 1968 Radhika Singha, A Despotism of Law: Crime and Justice in early Colonial India, OUP, Delhi 1998 Mukherjee Mithi, India in the shadows of Empire: A Legal and political History (1774-1950), OUP, 2010 A. Masodkar, Society, State and the Law, NMT Ltd., Bombay, 1979 P.G. Robb, The Government of India and Reform: Policies toward politics and the constitution, 1916-21, OUP, 1976 Amiya Chaterjee, Constitutional Development of India, Atlantic publisher, 1958</li> </ul>	

**5C. Impact of Global Economic issues on Indian National Movement  
(1914 – 1950)**

<b>Course Details</b>			
<b>Course Title: Impact of Global Economic issues on Indian National Movement (1914 – 1950)</b>			
<b>Course Code</b>	MAHIS4002C04	<b>Credits</b>	4
<b>L + T + P</b>	3 + 1 + 0	<b>Course Duration</b>	One Semester
<b>Semester</b>	Even	<b>Contact Hours</b>	45 (L) + 15 (T) Hours
<b>Methods of Content Interaction</b>	Lecture, Tutorials, Group discussion; self-study, seminar, presentations by students, individual and group drills, group and individual field based assignments followed by workshops and seminar presentation.		
<b>Assessment and Evaluation</b>	<ul style="list-style-type: none"> <li>• 30% - Continuous Internal Assessment (Formative in nature but also contributing to the final grades)</li> <li>• 70% - End Term External Examination (University Examination)</li> </ul>		

**Course Objectives:**

- This course intends to familiarize the students with the integration of Indian economy with world economy.
- This course aims at providing a comprehensive understanding of the developments in international economy and its impact on Indian economy.
- It intends to enable the students to analyze the impact of of changing global economy on the Indian national movement.
- This course provides a framework to understand the basic philosophy of the economic policies pursued after independence.

**Learning Outcomes**

After completion of the course the learners will be able to:

- Learn about global economic issues and their impact on India.
- Assess the impact of global issues on the Indian national movement.
- Have a broader understanding of the emergence of new perspectives in National Movement.
- Understand the background of the economic approach adopted after independence.

**Course Contents**

**UNIT I: First World War & Its impact**

**(25% Weightage)**

- Disruptions in trade
- Colonial requirement of fiscal autonomy to India
- Industrialization and new social classes
- Inflation, mass movement

**UNIT II: The Great Depression**

**(25 % Weightage)**

- Impact on Indian economy
- Mass movement

**UNIT III: The Second World War****(25 % Weightage)**

- Impact
- Famine
- Structural changes

**UNIT IV: Towards a Planned Mixed Economy****(25% Weightage)**

- Planned economy
- Industrialization
- Role of private capital

**Content Interaction Plan:**

<b><u>Lecture cum Discussion (Each session of 1 Hour)</u></b>	<b><u>Unit/Topic/Sub-Topic</u></b>
1-3	Disruptions in trade
4-6	Colonial requirement of fiscal autonomy to India
7-9	Industrialization and new social classes
10-12	Inflation, mass movement
13- 21	Impact on Indian economy, Mass movement
22-30	Impact Famine Structural changes
31-36	Planned economy
37-42	Industrialization
43-45	Role of private capital
15 Hours	Tutorials
<p>• <u>Suggested References:</u></p> <ul style="list-style-type: none"> <li>• C. P. Kindlebeger World in Depression, 1929-1939, Berkeley: University of California Press, 1986.</li> <li>• Alfred Maizels, Industrial Growth and World Trade, Cambridge University Press, 1963.</li> <li>• Amiya Bagchi, Private Investment in India, 1930-1939, Cambridge University Press, 1972.</li> <li>• A.K. Banerji, India's Balance of Payments: Estimates of Current and Capital Accounts from 1921-22 to 1938-39, Bombay, New York: Asia Publishing House 1963.</li> <li>• B.R. Tomlinson, Political Economy of the Raj 1914-1947: The Economics of Decolonization in India, London: Macmillan Press, 1979.</li> <li>• B. Chatterji, Trade, Tariffs and Empire: Lancashire and British policy in India, 1919-1939, Delhi; New York: Oxford University Press, 1992.</li> <li>• G. Balachandran (ed.), India and the World Economy 1850-1950, Delhi, Oxford University Press, 2003.</li> <li>• Dharma Kumar (ed.), The Cambridge Economic History of India, Vol. 2, (Indian Edn, Orient Longman, New Delhi, 1984)</li> <li>• John Darwin, The Empire Project: The Rise and Fall of the British World System, 1830-1970, Cambridge University Press, 2009.</li> <li>• P. J. Cain and A. G. Hopkins, British Imperialism, 1688- 2000, New York, Longman, 2001 (selected chapters).</li> <li>• C.A. Bayly and Tim Harper edited, Forgotten Armies. New Delhi, Associated Pub. House [1970]</li> </ul>	

## 6C. History of Resistance- Tribal and Peasant Movements in colonial period

Course Details			
Course Title: History of Resistance- Tribal and Peasant Movements in colonial period			
Course Code	MAHIS4003C04	Credits	4
L + T + P	3 + 1 + 0	Course Duration	One Semester
Semester	Even	Contact Hours	45 (L) + 15 (T) Hours
Methods of Content Interaction	Lecture, Tutorials, Group discussion; self-study, seminar, presentations by students, individual and group drills, group and individual field based assignments followed by workshops and seminar presentation.		
Assessment and Evaluation	<ul style="list-style-type: none"> <li>• 30% - Continuous Internal Assessment (Formative in nature but also contributing to the final grades)</li> <li>• 70% - End Term External Examination (University Examination)</li> </ul>		

### Course Objectives:

- The main objective of this course is to acquaint the students with the initial resistance to colonialism
- This course will enable the students to be aware of the exploitative nature of the colonial policies bearing upon the traditional set-up of peasants and tribes.
- This course highlights the nature of resistance, the political consciousness of the tribes and peasants and their method of mobilization.
- This course is designed to enable the students to be aware of the recent historiographical trends with regard to these revolts.

### Learning Outcomes

After completion of the course the learners will be able to:

- Learn about various revolts that challenged the colonialism in its initial phase.
- Explore the regional variations
- Realize the emergence of class consciousness
- Discern the social dynamics of the initial resistance.

### Course Contents

**UNIT I: Sources and Historiography (20% Weightage)**

**UNIT II: Characteristics of Peasant Societies and peasant Resistance (25% Weightage)**

- Indigo revolt
- Pabna revolt
- Deccan riots

**UNIT III: Characteristics of Tribal society and Tribal resistance (15% Weightage)**

- Santhal Movement (1855-56)
- The Ulugulan of Birsa Munda

**UNIT IV: Civil Rebellions (15% Weightage)**

- **Nature**
- **Causes**
- **Regional manifestations**

**UNIT V: The Great Revolt of 1857**

**(25% Weightage)**

- Historiography
- Revolt in Bihar (Kunwar Singh)
- Participation of social classes

**Content Interaction Plan:**

<u>Lecture cum Discussion (Each session of 1 Hour)</u>	<u>Unit/Topic/Sub-Topic</u>
1-10	Sources and Historiography
11-14	Indigo revolt
15-18	Pabna revolt
19-23	Deccan riots
24-28	Santhal Movement (1855-56)
29-32	The Ulugulan of Birsa Munda
33-37	Civil Rebellions, Nature, Causes, Regional manifestations
38-40	The Great Revolt of 1857 Historiography
41-42	Revolt in Bihar (Kunwar Singh)
43-45	Participation of social classes
<i>15 Hours</i>	<i>Tutorials</i>
<ul style="list-style-type: none"> <li>• <u>Suggested References:</u></li> <li>• Eric Wolf, Peasants, Prentice Hall, Princeton, 1966.</li> <li>• Alessandro Portelli, The Death of Luigi Trastulli and Other Stories: Form and Meaning in Oral History, State University of New York Press, 1991, Paperback.</li> <li>• Ranajit Guha, Elementary Aspects of Peasant Insurgency in Colonial India, Oxford University Press, Delhi 1982, and PB editions.</li> <li>• Andre Beteille, Six Essays in Comparative Sociology, Oxford University Press, Delhi, 1974, PB.</li> <li>• Stephen Dale, Islamic Society on the South Asian Frontier: The Mapillas of Malabar , 1498-1922, Oxford University Press, 1980.</li> <li>• 'The Rebellion Number', Man in India, Vol. xxv, No. 4, December, 1945.</li> <li>• James Scott, Weapons of the Weak: Everyday Forms of Peasant Resistance, Yale University Press, 1987, Paperback (selected chapters).</li> <li>• William Crooke, The Popular Religion and Folklore of Northern India (2nd Edn., 1896) 2 vols., Reprint: Delhi, 1968, Kessinger Publishing, 2004.</li> <li>• Lawrence Babb, The Divine Hierarchy: Popular Religion in Central India, Columbia University Press, New York, 1975.</li> <li>• M.N. Srinivas, The Remembered Village, Oxford University Press, 1988 (Paperback and reprints), (Ch. IX, 'The Quality of Social Relations').</li> </ul>	

## Elective courses (Odd Semester)

### 1. History of Science and Technology in India

Course Details			
<b>Course Title: History of Science and Technology in India</b>			
<b>Course Code</b>	MAHIS1005E04	<b>Credits</b>	4
<b>L + T + P</b>	3 + 1 + 0	<b>Course Duration</b>	One Semester
<b>Semester</b>	Odd	<b>Contact Hours</b>	45 (L) + 15 (T) Hours
<b>Methods of Content Interaction</b>	Lecture, Tutorials, Group discussion; self-study, seminar, presentations by students, individual and group drills, group and individual field based assignments followed by workshops and seminar presentation.		
<b>Assessment and Evaluation</b>	<ul style="list-style-type: none"><li>• 30% - Continuous Internal Assessment (Formative in nature but also contributing to the final grades)</li><li>• 70% - End Term External Examination (University Examination)</li></ul>		

#### Course Objectives:

- The objective of this course is to enable students to understand the development of science in specific socio-historical context in India.
- The course exposes students to historical perspective to look at science as a practice over the period of time.
- It equips the students with an approach to study the scientific development and its impact on the transformation of the society.
- It also highlights the major scientific achievements of India in global perspective.

#### Learning Outcomes

After completion of the course the learners will be able to:

- Understand the development of science in India in historical perspective.
- Discern the science-technology and society dynamics in historical context.
- Trace out the origin of different branches of science in India.
- Orient themselves towards the study of historical changes influenced by the advancement of science and technology in India.

#### Course Contents

##### UNIT I: Science and Technology- The Beginning (25% Weightage)

- Science and Technology- meaning, scope. Sources of history of science & technology in India.
- Science and technology in pre-historic period; Harappa civilization, Vedic literature, Maurya and Gupta period
- Development in different branches of Science in Ancient India: Astronomy(Aryabhata, Varahmihira and Bhaskara I), Mathematics(Shulva Sutra and the Vedic geometry), Engineering and Medicine(Charaka and Sushhruta Samhitas and subsequent developments in human anatomy, physiology).
- Developments in metallurgy: Use of Copper, Bronze and Iron in Ancient India.



**UNIT II: Developments of Science and Technology in Medieval India (25 % Weightage)**

- Concept of rationality and scientific ideas in Arab thought and its reception in India
- Scientific and Technological Developments in Medieval India; The role of maktabas, madrasas and karkhanas.
- New developments in technology- Persian wheel, gun-powder, textiles, bridge-building etc.
- New developments in technology- Persian wheel, gun-powder, textiles, bridge-building etc.
- Innovations in the field of agriculture – crop rotation grafting, irrigation etc.

**UNIT III: Developments in Science and Technology in Colonial India (25 % Weightage)**

- Early European Scientists in Colonial India- Surveyors, Botanists, Doctors, under the Company's Service.
- Indian Response to new Scientific Knowledge; Science and Technology in Modern India; scientific and technical education.
- Establishment of scientific institutions: Survey of India, Geological survey of India, agricultural experimental farms

**UNIT IV: Developments in Science & Technology in Independent India****(25% Weightage)**

- Social and cultural context of advanced development in science and technology and its impact on common people of India;
- India's Nuclear programme: uranium, plutonium and thorium, Peaceful use of nuclear energy;
- India's space programme ( ISRO), IRS, INSAT);
- Information Technology; Advanced Research in Medicine- genetic engineering, cloning

**Content Interaction Plan:**

<b><u>Lecture cum Discussion (Each session of 1 Hour)</u></b>	<b><u>Unit/Topic/Sub-Topic</u></b>
1-3	Science and Technology- meaning, scope. Sources of history of science & technology in India.
4-8	Science and technology in pre-historic period; Harappa civilization, Vedic literature, Maurya and Gupta period
9-12	Development in different branches of Science in Ancient India: Astronomy(Aryabhata, Varahmihira and Bhaskara I), Mathematics(Shulva Sutra and the Vedic geometry), Engineering and Medicine(Charaka and Sushruta Samhitas and subsequent developments in human anatomy, physiology). Developments in metallurgy: Use of Copper, Bronze and Iron in Ancient India.
13- 14	Concept of rationality and scientific ideas in Arab thought and its reception in India
15-17	Scientific and Technological Developments in Medieval India; The role of maktabas, madrasas and karkhanas

18-19	New developments in technology- Persian wheel, gun-powder, textiles, bridge-building etc.
20-21	New developments in technology- Persian wheel, gun-powder, textiles, bridge-building etc.
22-23	Innovations in the field of agriculture – crop rotation grafting, irrigation etc.
24-26	Early European Scientists in Colonial India- Surveyors, Botanists, Doctors, under the Company's Service.
27-29	Indian Response to new Scientific Knowledge; Science and Technology in Modern India; scientific and technical education
30-32	Establishment of scientific institutions: Survey of India, Geological survey of India, agricultural experimental farms
33-35	Social and cultural context of advanced development in science and technology and its impact on common people of India;
36-38	India's Nuclear programme
39-41	India's space programme
42-45	Information Technology; Advanced Research in Medicine- genetic engineering, cloning
15 Hours	Tutorials
<ul style="list-style-type: none"> <li>• <b>Suggested References:</b>  D. P. Agrawal, The Copper Bronze Age in India, New Delhi: Munshiram Manoharlal, 1969  D. K. Chakrabarti and Nayanjot Lahiri, Copper and Its Alloy in Ancient India, Munshiram Manoharlal, New Delhi, 1996.  A.K.Bag, Science and Civilisation in India, vol. I. Navarang Publishers, New Delhi, 1985.  A.K. Bag, History of Mathematics in Ancient and Medieval India, Chaukhamba Varanasi, 1979.  G Kuppuram and K Kumudamani, History of Science and Technology in India (12 Vols), Sundeep Prakashan (Delhi, 1996).  A.K. Bag, History of Technology in India, 4 vols. Indian National Science Academy, New Delhi, 1997. A.K. Bag, India and Central Asia: Science and Technology, 2 vols. Indian National Science Academy, New Delhi  D.M. Bose, Sen &amp; Subbarappa, A Concise History of Sciences in India, National Commission for the Compilation of History of Sciences in India by] Indian National Science Academy (New Delhi, 1971)  Rahman, A. History of Indian Science Technology and Culture Delhi, 1998: Oxford University Press. George Joseph Geevarghese, The Crest of the Peacock: Non-European Roots of Mathematics, Priceton, 2010 Princeton University Press.  D.P. Singhal, India and World Civilisation, London : Sidgwick and Jackson, 1972  Arnold, David. Science, Technology and Medicine in Colonial India. The New Cambridge History of India Series, Cambridge, 1999  Bandyopadhyaya, Arun (ed.), Science, and Society, Delhi: Manohar Publications, 2009.  Dasgupta, Subatra. Jagdish Chandra Bose and the Indian Response to Western Science. Delhi: Oxford UP, 1999.  Kumar, Deepak. Science and the Raj. Delhi: Oxford UP, 1995.  Kumar, Deepak. Disease and Medicine in India: A Historical Overview. Delhi: Tulika, 2000.  Lourdusamy, John Bosco. Science and National Consciousness in Bengal , Orient Longman, 2004. Sangwan, S. Science, Technology and Colonisation: Indian Experience. Delhi: Anamika, 1990.</li> </ul>	

## 2. History of Ecology and Environment in India

### Course Objectives:

Course Details			
Course Title: History of Ecology and Environment in India			
Course Code	MAHIS1006E04	Credits	4
L + T + P	3 + 1 + 0	Course Duration	One Semester
Semester	Odd	Contact Hours	45 (L) + 15 (T) Hours
Methods of Content Interaction	Lecture, Tutorials, Group discussion; self-study, seminar, presentations by students, individual and group drills, group and individual field based assignments followed by workshops and seminar presentation.		
Assessment and Evaluation	<ul style="list-style-type: none"> <li>• 30% - Continuous Internal Assessment (Formative in nature but also contributing to the final grades)</li> <li>• 70% - End Term External Examination (University Examination)</li> </ul>		

- This course will enable the students to be familiar with the concept of ecology and environment.
- It will familiarize the students with the development of ecological and environmental sense of the people over the period of time.
- It will equip the students with an approach to study the historical changes with the dynamics of human-nature interface.
- It will highlight the impact of ecology and environment socio-economic changes in historical context.

### Learning Outcomes

After completion of the course the learners will be able to:

- Assess the role and impact of ecology and environment on the historical development.
- To understand the close relationship between nature and history.
- To concern themselves with the ecological degradation and develop a sense of its preservation.
- Develop a multi-disciplinary approach towards historical studies.

### Course Contents

#### UNIT I: Studying Ecology and Environment: An Introduction (15% Weightage)

- Sources of Study
- Indian Landscape, Nature-Human Interface,
- Multidisciplinary nature of environmental studies

#### UNIT II: Environment, Early Societies and Agricultural Societies (25 % Weightage)

- Nomadic Pastoralism, Hunting-Gathering, Resource use and Human Societies
- Agricultural Diffusion and Regional Specificities-I, Agricultural Diffusion and Regional Specificities-II,
- River Valley Civilization, environmental and ecological issues in Harappan civilization, Origin of Agriculture

#### UNIT III: Appropriation of Environment & Indian Philosophy (25 % Weightage)

- Indian ecological philosophy (Ecosophy),
- Importance of environment in ancient Indian texts,
- Environmental ethics in India, Metal & Mineral Resources, Forest Resources, Water Resources, Energy Resources, Transitions, Conservation through Ages, Man-Nature Relationship

**UNIT IV: Colonialism, Environment and Modern Concerns (15% Weightage)**

- Colonial intervention; Forest policies Resource Management: Water, Resource Biodiversity,
- Environmental Legislation in India,
- India's role in global environmental issues.

**UNIT V: Social Issues and Environment (20% Weightage)**

- Concept of sustainable development, issues debate for sustainable development,
- Efforts for sustainability
- Eco-feminism.

**Content Interaction Plan:**

<u>Lecture cum Discussion (Each session of 1 Hour)</u>	<u>Unit/Topic/Sub-Topic</u>
1-3	Sources of Study Indian Landscape, Nature-Human Interface
4-8	Multidisciplinary nature of environmental studies
9-11	Nomadic Pastoralism, Hunting-Gathering, Resource use and Human Societies
12-14	Agricultural Diffusion and Regional Specificities-I, Agricultural Diffusion and Regional Specificities-II,
15-19	River Valley Civilization, environmental and ecological issues in Harappan civilization, Origin of Agriculture
20-22	Indian ecological philosophy (Ecosophy), Importance of environment in ancient Indian texts,
23-26	Environmental ethics in India, Metal & Mineral Resources, Forest Resources, Water Resources, Energy Resources, Transitions, Conservation through Ages, Man-Nature Relationship
27-29	Colonial intervention; Forest policies Resource Management: Water, Resource Biodiversity,
30-33	Environmental Legislation in India,
34-37	India's role in global environmental issues
38-41	Concept of sustainable development, issues debate for sustainable development, Efforts for sustainability
42-45	Eco-feminism.
15 Hours	Tutorials
<ul style="list-style-type: none"> <li>• <u>Suggested References:</u> Guha Ramachandra and J. Martinez-Alier, Varieties of Environmentalism: Essays - North and South, OUP, New Delhi, 1998. Guha, Ramachandra, Environmentalism: A Global History, OUP, New Delhi, 2000.</li> </ul>	

<b>Course Details</b>			
<b>Course Title: History of Art, Architecture and Heritage in India</b>			
<b>Course Code</b>	MAHIS3005E04	<b>Credits</b>	4
<b>L + T + P</b>	3 + 1 + 0	<b>Course Duration</b>	One Semester
<b>Semester</b>	Odd	<b>Contact Hours</b>	45 (L) + 15 (T) Hours
<b>Methods of Content Interaction</b>	Lecture, Tutorials, Group discussion; self-study, seminar, presentations by students, individual and group drills, group and individual field based assignments followed by workshops and seminar presentation.		
<b>Assessment and Evaluation</b>	<ul style="list-style-type: none"> <li>• 30% - Continuous Internal Assessment (Formative in nature but also contributing to the final grades)</li> <li>• 70% - End Term External Examination (University Examination)</li> </ul>		
<p>Keith, Smith, Environmental Hazards, Routledge, New York, 1996.            Madhav Gadgil and Ramachandra Guha, This Fissured Land: An Ecological History of India, OUP, New Delhi, 1992.            Manivasakam, N., Environmental Pollution, N.B.T., New Delhi, 1992.            Odum, Eugene P., Fundamentals of Ecology, London, 1971.            Rashid, S.M., M. Ishtiaq, Haseena Hashia and Atiqur Rahman (eds), Environment, Resources and Sustainable Development: Essays in Honour of Professor Majid Hussain, Rawat Publications, New Delhi, 2008.            Saxena, H.M., Environmental Studies, Rawat Publication, Jaipur &amp; New Delhi, 2006.            Smith, G.H. (ed.), Conservation of Natural Resources, New York, 1965.            Turk, J. Introduction to Environmental Studies, Chicago, 1985.</p>			

### 3. History of Art, Architecture and Heritage in India

#### Course Objectives:

- This course intends to familiarize the students with the Indian art and architecture produced over the periods.

- This course places its focus on the diversity in the style, subject and medium used.
- It also highlights the philosophical and aesthetical characteristics of Indian arts and architecture.
- This course stimulate the interest in the students towards the historical studies of Indian arts.

### Learning Outcomes

After completion of the course the learners will be able to:

- Learn about the robust and diverse heritage of India.
- Orient themselves towards the preservation of their heritage.
- To have an analytical framework to understand the close relationship between socio-political changes and evolution of arts.
- Trace out the changes and continuity along with variations in this field

### Course Contents

#### UNIT I: Introduction to Indian Art and Architecture (15% Weightage)

- Historiography of Indian Art and Architecture
- Indian conception of Art and Architecture, *Shilpa* and *Kala* in Indian societies

#### UNIT II: Art and Architecture in Ancient India (25 % Weightage)

- Architecture during Indus Valley Civilisation, Maurya and Gupta period; Stupa(Bhaharut,Sanchi), Chaityas, Viharas, Rock-cut Caves(Bhaja, Karle)
- Sculpture and iconography- Terracotta figurines, Stone and Bronze figures, Ashoka's Pillar Edicts; Important Schools of Sculpture : Gandhara, Mathura, Sarnath
- Paintings- Mural paintings at Ajanta, Bagh,

#### UNIT III: Arts and Architecture in Early Medieval India (20% Weightage)

- Early Medieval Temple styles and aesthetics- the Nagara, the Dravida and the Vesara,
- Temples of Chalukyas, Pallavas and Cholas
- Pal Schools of Sculptures

#### UNIT IV: Arts and Architecture in Medieval India (25% Weightage)

- Architectural traditions under the Delhi Sultanate and Mughals;
- Sculpture and iconography; Paintings-
- Mughal, Rajsthani and Deccani schools of paintings; Architecture and painting under Vijay Nagar and Bahamani Empires

#### UNIT V: Modern Indian Art and Architecture (15% Weightage)

- Raja Ravi Varma's Academic Realism, Orientalism of the Bengal School of Painting,
- Folk and Tribal Art, Makers of modern arts, Kangra
- Madhubani School of Paintin

### Content Interaction Plan:

<u>Lecture cum Discussion (Each session of 1 Hour)</u>	<u>Unit/Topic/Sub-Topic</u>
1-4	Historiography of Indian Art and Architecture
5-9	Indian conception of Art and Architecture, <i>Shilpa</i> and <i>Kala</i> in Indian societies

10-13	Architecture during Indus Valley Civilisation, Maurya and Gupta period; Stupa (Bhaharut, Sanchi), Chaityas, Viharas, Rock-cut Caves (Bhaja, Karle)
14-17	Sculpture and iconography- Terracotta figurines, Stone and Bronze figures, Ashoka's Pillar Edicts; Important Schools of Sculpture : Gandhara, Mathura, Sarnath
18-21	Paintings- Mural paintings at Ajanta, Bagh
22-26	Early Medieval Temple styles and aesthetics- the Nagara, the Dravida and the Vesara,
27-30	Temples of Chalukyas, Pallavas and Cholas
31-32	Pal Schools of Sculptures
33-38	Architectural traditions under the Delhi Sultanate and Mughals
39-40	Sculpture and iconography; Paintings
41	Mughal, Rajsthani and Deccani schools of paintings; Architecture and painting under Vijay Nagar and Bahamani Empires
42	Raja Ravi Varma's Academic Realism, Orientalism of the Bengal School of Painting,
43	Folk and Tribal Art, Makers of modern arts, Kangra
42	Madhubani School of Paintin
15 Hours	Tutorials
<p>• <u>Suggested References:</u>  P. N Chopra ed, Art and Architecture in Ancient and Medieval Periods, Publication Division, New Delhi, 1979  Agrawal, V.S, Indian Art, Prithvi Prakashan, Varanasi, 1965  Chandra, P, The Sculpture of India: 300B.C-1300 A.D, Harvard University Press, 1985  Gupta, S.P and S.P Asthana, Elements of Indian Art, D.K Printworld, New Delhi, 2002  Sivaramamurti, C, Indian Painting, National Book Trust, New Delhi, 1996  Srinivasan, K.R, Temples of South India, National Book Trust, New Delhi, 1972  Deva, Krishna, Temples of India, vols. 1-2, Archaeological Survey Of India, New Delhi, 1995  Asher, Catherine, Architecture of Mughal India, Cambridge University Press, Cambridge, 1992  Sinha, Gayatri ed, Art and Visual Culture in India: 1857-2007, marg, Mumbai, 2009  Coomaraswamy, Ananda K. : History of Indian and Indonesian Art, Munshiram Manoharlal Publishers Pvt. Ltd., New Delhi, 1972 reprint of 1927.  Michell, George : The Hindu Temple : An Introduction to its Meaning and Forms, Harper and Row, New York, 1977  Misra, R.N. : Ancient Artists and Art-Activity, Indian Institute of Advanced Study, Simla, 1975.  Misra, R.N. : Shilpa in Indian Tradition: Concept and Instrumentalities, IAS, Shimla and Aryan Books International, New Delhi, 2009.  Misra, Ramnath : Yaksha Cult and Iconography, Munshiram Manoharlal, 1981  Balasubrahmanyam, S.R., 1975. Middle Chola temples: Rajaraja I to Kulottunga I (AD 985–1070), Faridabad: Thomson Press (India) Ltd.  Huntington, Susan L., 1984. The "Pala-Sena" Schools of Sculpture, Studies in South Asian Culture, Brill.</p>	

<b>Course Details</b>			
<b>Course Title: History of Contemporary India</b>			
<b>Course Code</b>	MAHIS3006E04	<b>Credits</b>	4
<b>L + T + P</b>	3 + 1 + 0	<b>Course Duration</b>	One Semester
<b>Semester</b>	Odd	<b>Contact Hours</b>	45 (L) + 15 (T) Hours
<b>Methods of Content Interaction</b>	Lecture, Tutorials, Group discussion; self-study, seminar, presentations by students, individual and group drills, group and individual field based assignments followed by workshops and seminar presentation.		
<b>Assessment and Evaluation</b>	<ul style="list-style-type: none"> <li>• 30% - Continuous Internal Assessment (Formative in nature but also contributing to the final grades)</li> <li>• 70% - End Term External Examination (University Examination)</li> </ul>		

#### **4. History of Contemporary India**

##### **Course Objectives:**

- This course is designed to provide a comprehensive understanding of the transformations in polity, economy, society and culture in India after independence.
- This course is designed to enable the students to have an analytical framework to assess India's situation in the International context.
- This course will familiarize the students with the rise of new social classes and their assertion towards their right.
- This course will provide the students an opportunity to be aware of the emerging socio-political challenges in contemporary India.

##### **Learning Outcomes**

After completion of the course the learners will be able to:

- Learn about India's progress in all fields since independence.
- Learn about changing foreign policy of India.
- Know about emerging challenges before the republic of India.
- Develop a critical, analytical and historical approach towards the assessment of the historical changes in contemporary India.

##### **Course Contents**

##### **UNIT I: The Making of Modern India**

**(20% Weightage)**

- The impact of Partition –
- The Integration of Princely States –



- Making of the Constitution – Features of the Republic--Reorganization of States
- Emergency – Coalition Politics -Panchayati raj and reservation for women.

**UNIT II: India's Foreign Policy: Origins, Continuity and Changes (20 % Weightage)**

- Panch Sheel - Issues in India-Pakistan Relations –
- Chinese Aggression – India China War - Non Alignment - India-Pakistan War of 1971 – Shimla Agreement – Pokhran I&II –
- pragmatism in foreign policy--Look East Policy –Nuclear Policy and Tests-
- Kargil War.

**UNIT III: Economic Policies and Progress (20 % Weightage)**

- Beginnings of Planned Economy – Five Year Plans –
- Land Question – Green Revolution
- Industrial Policy – from restrictive regime to Liberalization of Economy – Economic transformation

**UNIT IV: Social Change and Transformation (20% Weightage)**

- Land Marks in the Progress of Education - -
- Changes in Family Structure, Caste and Stratification - Assertion of Dalits and Backward castes --
- Civil Society Activism: Bhoodan, Chipko and Save Narmada Movements, gender empowerment

**UNIT V: Contemporary Issues and Challenges (20% Weightage)**

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

**Content Interaction Plan:**

<b><u>Lecture cum Discussion (Each session of 1 Hour)</u></b>	<b><u>Unit/Topic/Sub-Topic</u></b>
1-2	The impact of Partition
3-4	The Integration of Princely States
5-7	Making of the Constitution – Features of the Republic--Reorganization of States
8-10	Emergency – Coalition Politics -Panchayati raj and reservation for women.
11-13	Panch Sheel - Issues in India-Pakistan Relations
14-16	Chinese Aggression – India China War - Non Alignment - India-Pakistan War of 1971 – Shimla Agreement – Pokhran I&II
17-20	pragmatism in foreign policy--Look East Policy –Nuclear Policy and Tests- Kargil War.
21-22	Beginnings of Planned Economy – Five Year Plans –
23-25	Land Question – Green Revolution

26-29	Industrial Policy – from restrictive regime to Liberalization of Economy – Economic transformation
30-31	Land Marks in the Progress of Education
32-34	Changes in Family Structure, Caste and Stratification - Assertion of Dalits and Backward castes
35-36	Civil Society Activism: Bhoodan, Chipko and Save Narmada Movements, gender empowerment
37	Regional Separatism
38-39	Identity Politics in India
40-42	<ul style="list-style-type: none"> <li>• Left Wing Extremism and Insurgency – Corruption in Indian Public Life: Scams and Scandals –</li> </ul>
43-45	Women and Personal Laws – The Affirmative Action Debate in India
15 Hours	
<ul style="list-style-type: none"> <li>• <u>Suggested References:</u></li> </ul> <p><b>Suggested Readings</b>  Bates, Crispin and Subho Basu. The Politics of Modern India since Independence, Routledge/Edinburgh South Asian Studies Series, 2011.  Brass, Paul R. The Politics of India since Independence, Delhi: Foundation Books, 1980.  Chakraborty Bidyut. Indian Politics and Society since Independence: Events, Processes and Ideology, Routledge, 2008.  Chandra Bipan, Mukherjee Aditya, Mukherjee Mridula, India since Independence, Penguin Books, 2008.  Chatterjee, Paratha, The Nation and its Fragments, Delhi: OUP and Princeton: Princeton University Press, 1994.  Galanter, Marc, Law and Society in Modern India, Delhi: OUP, 1997.  Guha, Ramachandra. India after Gandhi, London: Picador, 2007.  Jaffrelot, Christophe, Religion, Caste and Politics in India, New Delhi: Primus, 2010.  Jha, Nalini Kant, India's Foreign Policy in a Changing World, New Delhi: South Asia Publishers, 2000. -----, India's Foreign Policy: Emerging Challenges, New Delhi: Pentagon, 2012.  Kapila, Uma, Indian Economy: Performance and Policies, New Delhi: Academic Foundation, 2009 (Revised edition).  Kapila, Uma, Ed., India's Economic Reforms, New Delhi: Academic Foundation, 1998  Ramaiah, A (6 June 1992). "Identifying Other Backward Classes", Economic and Political Weekly. pp. 1203–1207</p>	

## Elective Courses (Even semester)

### 1. History of Indian Diaspora

**Course Objectives:**

- This course will attempt to trace the genesis of Indian diaspora, identify the stages of migration.

<b>Course Details</b>			
<b>Course Title: History of Indian Diaspora</b>			
<b>Course Code</b>	MAHIS2004E04	<b>Credits</b>	4
<b>L + T + P</b>	3 + 1 + 0	<b>Course Duration</b>	One Semester
<b>Semester</b>	Even	<b>Contact Hours</b>	45 (L) + 15 (T) Hours
<b>Methods of Content Interaction</b>	Lecture, Tutorials, Group discussion; self-study, seminar, presentations by students, individual and group drills, group and individual field based assignments followed by workshops and seminar presentation.		
<b>Assessment and Evaluation</b>	<ul style="list-style-type: none"> <li>• 30% - Continuous Internal Assessment (Formative in nature but also contributing to the final grades)</li> <li>• 70% - End Term External Examination (University Examination)</li> </ul>		

- This course will enable the students to analyze the push factors at home for migration.
- This course will highlight the role of religion and economy in migration.
- This course will focus on the status and activities of the diasporic communities in the host country.
- This course will also focus on the role of Indian diasporic communities in India's economic progress.

**Learning Outcomes**

After completion of the course the learners will be able to:

- Learn about the Indian diasporic communities spread across the world.
- Learn about their attempts to preserve Indian culture.
- Know about their role in India's economic progress.
- Assess their impact on India's relationship with their countries.
- Know about the facilities provided by the Government of India to them.

**Course Contents****UNIT I: Diaspora (20% Weightage)**

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

**UNIT II: Stages of Migration: (25 % Weightage)**

- Classical: Early Indian Migration. Ceylon. Southeast Asia, Central Asia, East Africa
- . Colonial: Emigration to British plantation colonies, Brazil and Africa.
- 20th Century migration to the west, Gulf and Australia.

**UNIT III: Categories of Indian Diaspora: (15% Weightage)**

- PIOs and NRIs. Regional, linguistic, religious, caste divisions.
- First generation and second generation divide.

**UNIT IV: Indian Diaspora in the Host Society****(20% Weightage)**

- Economic Position. Social Status. Political Participation. Religious and Cultural Activities.
- Diasporic associations.

**UNIT V: Indian Diaspora and the Homeland****(20% Weightage)**

- Connections. Collaboration. Political Influences.
- India's Policy towards the Diaspora.

**Content Interaction Plan:**

<b><u>Lecture cum Discussion (Each session of 1 Hour)</u></b>	<b><u>Unit/Topic/Sub-Topic</u></b>
1-9	The concept, origin, evolution and contemporary usage. Diasporic identities and their nature.
10-19	Classical: Early Indian Migration. Ceylon. Southeast Asia, Central Asia, East Africa Colonial: Emigration to British plantation colonies, Brazil and Africa. 20th Century migration to the west, Gulf and Australia
20-29	PIOs and NRIs. Regional, linguistic, religious, caste divisions. First generation and second generation divide.
30-39	Economic Position. Social Status. Political Participation. Religious and Cultural Activities, Diasporic associations.
40-45	Connections. Collaboration. Political Influences. India's Policy towards the Diaspora.
<i>15 Hours</i>	<i>Tutorials</i>
<ul style="list-style-type: none"> <li>• <u>Suggested References:</u></li> <li>• 1. Judith Brown, Global South Asians: Introducing the Modern Diaspora (Cambridge University Press, 2006).</li> <li>• Stephane Dufoix, Diasporas, trans. William Rodamor (Berkeley: University of California Press, 2008).</li> <li>• South Asians Overseas: Migration and Ethnicity, ed. Colin Clarke, Ceri Peach and Steven Vertovec (Cambridge: Cambridge UP, 1990).</li> <li>• Selections from Brij V. Lal, ed., The Encyclopedia of the Indian Diaspora (Singapore: Editions Didier Millet, in association with National University of Singapore, 2006).</li> <li>• Hugh Tinker, A New System of Slavery: Export of Indian Labour Overseas 1830-1920 (Hansib Caribbean, 1991).</li> <li>• Marina Carter and Khal Torabully, Coolitude: An Anthology of the Indian Labour Diaspora (South Asian Anthem Studies, 2002).</li> <li>• Sandhya Shukla, India Abroad: Diasporic Cultures of Postwar America and England (Princeton University Press, 2003).</li> <li>• Vinay Lal, The Other Indians: A Cultural and Political History of South Asians in America (Delhi: HarperCollins; Los Angeles: University of California/Asian American Studies Center Press, 2008).</li> <li>• Raymond Brady Williams, ed., A Sacred Thread: Modern Transmissions of Hindu Traditions in India and Abroad (1989; New York: Columbia U. Press, 1996).</li> <li>• The Women of South Asian Descent Collective, eds., Our Feet Walk the Sky: Women of the South Asian Diaspora (San Francisco: Aunt Lute Books, 1993), selections.</li> </ul>	

<b>Course Details</b>			
<b>Course Title: Indian History and Tourism</b>			
<b>Course Code</b>	MAHIS2005E04	<b>Credits</b>	4
<b>L + T + P</b>	3 + 1 + 0	<b>Course Duration</b>	One Semester
<b>Semester</b>	Even	<b>Contact Hours</b>	45 (L) + 15 (T) Hours
<b>Methods of Content Interaction</b>	Lecture, Tutorials, Group discussion; self-study, seminar, presentations by students, individual and group drills, group and individual field based assignments followed by workshops and seminar presentation.		
<b>Assessment and Evaluation</b>	<ul style="list-style-type: none"> <li>• 30% - Continuous Internal Assessment (Formative in nature but also contributing to the final grades)</li> <li>• 70% - End Term External Examination (University Examination)</li> </ul>		

## 2. Indian History and Tourism

### Course Objectives:

- This course is designed to focus on various aspects of history as tourist attractions.
- This course aims at application of history in tourism.
- This course intends to create general awareness with regard to historical sites, historical events and other characteristics to invite the attention of common people towards them.
- This course will enhance and enrich the scope of tourism.

### Learning Outcomes

After completion of the course the learners will be able to:

- Learn about various aspects of history to use them in the promotion of tourism.
- Develop guiding skill and understanding of how to guide at historical monuments/ sites.
- Create general awareness among the people with regard to historical heritage.
- Discover and explore unknown historical sites or events or monuments and help them develop as tourist destinations.

### Course Contents

#### UNIT I: Tourism

**(15% Weightage)**

- Concept
- Characteristics

#### UNIT II: History and Tourism

**(25 % Weightage)**

- Relationship
- History as a tourism product

#### UNIT III: Historical Explorations in Indian Tourism

**(25 % Weightage)**

- Monuments
- Events
- Sites

**UNIT IV: Indian culture and Tourism**

**(20% Weightage)**

- Pilgrimage tourism
- Heritage tourism
- Folk cultures

**UNIT V: Guiding skills**

**(15% Weightage)**

- Communication
- Interactions with the tourists
- 

**Content Interaction Plan:**

<u>Lecture cum Discussion (Each session of 1 Hour)</u>	<u>Unit/Topic/Sub-Topic</u>
1-9	Concept Characteristics
10-20	Relationship History as a tourism product
21-30	Monuments Events Sites
31-40	Pilgrimage tourism Heritage tourism Folk cultures
41-45	Communication Interactions with the tourists
<i>15 Hours</i>	<i>Tutorials</i>
<ul style="list-style-type: none"> <li>• <u>Suggested References:</u></li> <li>• S. Wahab, Tourism Marketing</li> <li>• A.K Bhatia, Tourism: Principles</li> </ul>	

**3. History of Women and Women's Movement in India**

**Course Objectives:**

- This course focuses on gender questions in modern India, spanning from the colonial

<b>Course Details</b>			
<b>Course Title: History of Women and Women's Movement in India</b>			
<b>Course Code</b>	MAHIS2006E04	<b>Credits</b>	4
<b>L + T + P</b>	3 + 1 + 0	<b>Course Duration</b>	One Semester
<b>Semester</b>	Even	<b>Contact Hours</b>	45 (L) + 15 (T) Hours
<b>Methods of Content Interaction</b>	Lecture, Tutorials, Group discussion; self-study, seminar, presentations by students, individual and group drills, group and individual field based assignments followed by workshops and seminar presentation.		
<b>Assessment and Evaluation</b>	<ul style="list-style-type: none"> <li>• 30% - Continuous Internal Assessment (Formative in nature but also contributing to the final grades)</li> <li>• 70% - End Term External Examination (University Examination)</li> </ul>		

period to present.

- This course will introduce the students to gender approach to the study of history.
- This course aims at enabling the students to develop a critique of available historiography on women.
- This course will familiarize the students with the status of women and their changing role.

**Learning Outcomes**

After completion of the course the learners will be able to:

- To learn about the changing historical status of women and their role.
- To know about the assertions of women, their growing socio-political consciousness and emergence of women organizations.
- Familiar with the recent challenges faced by the women.
- Undertake further research in the history of women.

**Course Contents****UNIT I: History- Writing and Women****(15% Weightage)**

- Position of women in India over the ages
- Changing nature in historiography
- Gender approach towards historical studies

**UNIT II: Women in Social Reform Movements in Modern period****(20% Weightage)**

- Brahmo Samaj
- Arya Samaj
- Theosophical Society
- Non-Brahminical movements

**UNIT III: Women and Freedom Movement****(25 % Weightage)**

- Gandhian Satyagraha
- Revolutionary movements
- Peasants and workers movements

**UNIT IV: Law and women's Rights****(20% Weightage)**

- Dowry
- Female infanticide, Rape
- Personal Laws and Land Rights

**UNIT V: Women's Movements and Voices****(20% Weightage)**

- Colonial period
- Post-independent period

**Content Interaction Plan:**

<b><u>Lecture cum Discussion (Each session of 1 Hour)</u></b>	<b><u>Unit/Topic/Sub-Topic</u></b>
1-9	Position of women in India over the ages Changing nature in historiography Gender approach towards historical studies
10-16	Brahmo Samaj Arya Samaj Theosophical Society
16-20	Non-Brahminical movements
21-24	Gandhian Satyagraha
25-28	Revolutionary movements
29-32	Peasants and workers movements
30-33	Dowry Female infanticide, Rape
34-37	Personal Laws and Land Rights
38-41	Colonial period
42-45	Post-independent period
<i>15 Hours</i>	<i>Tutorials</i>
<ul style="list-style-type: none"> <li>• <b><u>Suggested References:</u></b> Krishnaraj Maithreyi, Feminist Concepts (Part I, II, III), Contribution to Women's Studies, 7, RCWS, S.N.D.T. Women's University, Mumbai. Nanda B. R., Indian Women - From Purdah to Modernity, Vikas, New Delhi, 1976. Desai Neera and Krishnaraj Maitreyi, Women and Society in India, Ajanta publications, New, Delhi, 1987. Altekar A. S., The position of women in Hindu Civilization, 3rd ed. Motilal Banarasidas, Delhi, 1962. Thomas P., Indian Women through the Ages, Asia publishing house, New York, 1967. Agnew, Vijay, Elite Women in Indian Politics, Vikas, Delhi, 1979. Jja, Sudhanshu Kumar, The Visible Invisibles: Tribal Women at work in the state of Jharkhand, Novelty, Patna, 2013 Basu A and Ray B, Women's struggle: A history of the All India Women's Conference 1927-1990. Manohar, Delhi, 1990. Chkrawarti Uma and Kumkum Roy, "Breaking out of invisibility: Rewriting the history of Women in Ancient India", S Jay Retrieving Women's History: Changing Perception of the Role of Women in Politics and Society, UNESCO, Berg, 1988.</li> </ul>	



Forbes , Geraldine, Women in Modern India, Cambridge University Press, Cambridge, 1996.  
Krishnamurti J. (ed), Women in Colonial India: Essays on survival, Work and the State, OUP, Delhi, 1989.  
Mujumdar, Vina, Symbols of power: Studies on the political status of Women in India, Allied, Delhi, 1979.  
Towards Equality, Report of the Committee on the Status of Women in India : Govt. of India , New Delhi, 1975.  
Raj Kumar (ed), Women and law, Anmol publication Pvt. ltd. New Delhi, 2000.  
Chitrapu Swarajayalaxmi, Women at work, Discovery publishing house, New Delhi, 1992.

**4. MAHIS4007E04 Architectural Conservation and Historic Preservation course developed by Sanghmitra Basu on SWAYAM( UGC), subject to the revision by the Centre itself**

## **5. History of Skill Development in India**

### Course Objectives

- To help the students to know about the traditions of Skill development in the form of different

Course Details			
<b>Course Title: History of Skill Development in India</b>			
<b>Course Code</b>	MAHIS4004E04	<b>Credits</b>	4
<b>L + T + P</b>	3 + 1 + 0	<b>Course Duration</b>	One Semester
<b>Semester</b>	Even	<b>Contact Hours</b>	45 (L) + 15 (T) Hours
<b>Methods of Content Interaction</b>	Lecture, Tutorials, Group discussion; self-study, seminar, presentations by students, individual and group drills, group and individual field based assignments followed by workshops and seminar presentation.		
<b>Assessment and Evaluation</b>	<ul style="list-style-type: none"><li>30% - Continuous Internal Assessment (Formative in nature but also contributing to the final grades)</li><li>70% - End Term External Examination (University Examination)</li></ul>		

crafts rooted deeply in the lap of history.

- To make the students aware of the historical development of skill development to meet the requirements in historical context..
- To enable the students to analyze the social dynamics of skill development and the emergence of social classes in historical context.
- To make the students understand the impact of the consequent development of arts and crafts on Indian economy with special reference to international trade.

### Learning Outcomes

After completion of the course the learners will be able to:

- Know about various forms of arts and crafts evolved over the period as a result of gradual development of skill.
- Assess the impact of development of skill and consequent progress of arts and crafts over Indian society and economy.
- Have an in-depth study of the interaction between society and vocational skills
- Learn about excellence of Indians in different fields of arts and crafts.

### Course Contents

#### **UNIT I: Situating Skill development in historical context (15% Weightage)**

- Sources
- Shilpa in Indian literature
- Guilds: Nature and Significance

#### **UNIT II: Skill development in pre-historic period (20 % Weightage)**

- Potteries
- Use of stones
- Use of metals
- Weapons and Agricultural Equipments

**UNIT III: Skill development in Ancient India****(25 % Weightage)**

- Skill of weaving
- Embroidery, jewelry
- Metallurgy
- Wood works, pottery works and ivory-carving

**UNIT IV: Skill development in Medieval India****(25% Weightage)**

- Gold and tinsel embroidery
- Calligraphy
- Work of stone-setting
- Art-fabrics in India
- Dyeing, ivory-craft, art of marble inlay and mosaic work, pottery

**UNIT V: Skill development in modern period****(15% Weightage)**

- Arrival of new technologies and its impact
- Computer and its impact

**Content Interaction Plan:**

<b><u>Lecture cum Discussion</u></b> <b><u>(Each session of 1 Hour)</u></b>	<b><u>Unit/Topic/Sub-Topic</u></b>
1-9	Sources  Shilpa in Indian literature Guilds: Nature and Significance
10-12	Potteries
13-15	Use of stones
16-18	Use of metals
19-20	Weapons and Agricultural Equipment's
21-31	Skill of weaving Embroidery, jewellery Metallurgy Wood works, pottery works and ivory-carving
32-39	Gold and tinsel embroidery Calligraphy Work of stone-setting Art-fabrics in India
40-42	Dyeing, ivory-craft, art of marble inlay and mosaic work, pottery
43-45	Arrival of new technologies and its impact Computer and its impact
15 Hours	<i>Tutorials</i>
<ul style="list-style-type: none"> <li>• <b><u>Suggested References:</u></b></li> <li>• P.N Chopra ed, Art and Architecture in Ancient and Medieval periods, publication Division, 1979</li> <li>• V.S Agrawal, Indian Art, Varanasi, 1965</li> <li>• Aditi Ranjan &amp; M.P Ranjan, Handmade in India: A Geographic Encyclopaedia of Indian Handicrafts, Abbeville Press, U.S, 2009</li> </ul>	

<b>Course Details</b>			
<b>Course Title: History of Peace &amp; Happiness in India</b>			
<b>Course Code</b>	MAHIS4005E04	<b>Credits</b>	4
<b>L + T + P</b>	3 + 1 + 0	<b>Course Duration</b>	One Semester
<b>Semester</b>	Even	<b>Contact Hours</b>	45 (L) + 15 (T) Hours
<b>Methods of Content Interaction</b>	Lecture, Tutorials, Group discussion; self-study, seminar, presentations by students, individual and group drills, group and individual field based assignments followed by workshops and seminar presentation.		
<b>Assessment and Evaluation</b>	<ul style="list-style-type: none"> <li>• 30% - Continuous Internal Assessment (Formative in nature but also contributing to the final grades)</li> <li>• 70% - End Term External Examination (University Examination)</li> </ul>		

## **6. History of Peace & Happiness in India**

### **Course Objectives**

- This course highlights the importance of peace for the survival of humanity.
- It places its focus on the Indian perspective of peace.
- It includes the metaphysical and epistemological foundations of peace in traditional Indian intellectual discourse.
- It covers the major attempts to promote peace and happiness by the great Indians in historical context.
- It intends to familiarize the students with great moral and ethical values and orient them towards their adherence.

### **Learning Outcomes**

After completion of the course the learners will be able to:

- Understand and realize the importance of peace in the progress of humanity.
- Know about the basic and natural inclination of Indian policies towards universal peace.
- Enhance their own quest for peace.
- Orient themselves towards promotion of peace and harmony.
- Convert themselves into a responsible, descent and humble human beings.

### **Course Contents**

#### **UNIT I: Philosophical Foundations of Peace (25% Weightage)**

- Concept of peace in the Vedas (nature worship and cosmic peace)
- Upanishads (unity of jiva and Brahma)
- Gita (Samya yoga)
- Yoga (integration of body, mind, soul))

#### **UNIT II: Buddhism and Jainism (15 % Weightage)**

- Inner transformation (kshanbhangvad and pratitysamutpada)
- Pluralism (syadvad, anekantvad)

**UNIT III: Bhakti and Sufi Movement****(15 % Weightage)**

- Messages of Alwar and Naynar
- Kabir, Nanak
- Sufi movement (universal love)

**UNIT IV: Peace: Policy and implementation****(25% Weightage)**

- Asoka's policy of Dhamma
- Akbar (sulah-e-Kul)
- Gandhi-Sarvodaya and Satyagraha

**UNIT V: India's contribution to International Peace****(20% Weightage)**

- Panchsheel
- Non-alignment
- India and U.N peace-keeping mission
- Economic and cultural cooperation
- Disarmament and peaceful use of nuclear energy

**Content Interaction Plan:**

<b><u>Lecture cum Discussion (Each session of 1 Hour)</u></b>	<b><u>Unit/Topic/Sub-Topic</u></b>
1-4	Concept of peace in the Vedas (nature worship and cosmic peace)
5-8	Upanishads (unity of jiva and Brahma) Gita (Samya yoga)
9-12	Yoga (integration of body, mind, soul))
13-16	Inner transformation (kshanbhangvad and pratitysamutpada)
17-21	Pluralism (syadvad, anekantvad)
22-23	Messages of Alwar and Naynar
24-25	Kabir, Nanak
26-28	Sufi movement (universal love)
29-31	Asoka's policy of Dhamma
32-33	Akbar (sulah-e-Kul)
34-37	Gandhi-Sarvodaya and Satyagraha
38-40	Panchsheel Non-alignment
41-42	India and U.N peace-keeping mission
43-45	Economic and cultural cooperation Disarmament and peaceful use of nuclear energy
<i>15 Hours</i>	<i>Tutorials</i>
<ul style="list-style-type: none"> <li>• <b>Suggested References:</b></li> <li>• Klaus Schlichtmann, A peace History of India from Ashoka Maurya to Mahatma Gandhi</li> <li>• Srinath Raghvan, War and Peace in Modern India; A strategic History of Nehru years, permanent Black, 2010</li> </ul>	

<b>Course Details</b>			
<b>Course Title: World in the Twentieth Century (upto 1945)</b>			
<b>Course Code</b>	MAHIS4006E04	<b>Credits</b>	4
<b>L + T + P</b>	3 + 1 + 0	<b>Course Duration</b>	One Semester
<b>Semester</b>	Even	<b>Contact Hours</b>	45 (L) + 15 (T) Hours
<b>Methods of Content Interaction</b>	Lecture, Tutorials, Group discussion; self-study, seminar, presentations by students, individual and group drills, group and individual field based assignments followed by workshops and seminar presentation.		
<b>Assessment and Evaluation</b>	<ul style="list-style-type: none"> <li>• 30% - Continuous Internal Assessment (Formative in nature but also contributing to the final grades)</li> <li>• 70% - End Term External Examination (University Examination)</li> </ul>		

### **Course Objectives**

- This course highlights the important developments in the 20<sup>th</sup> century
- It places its focus on the emergence of new world order
- It includes the internal conflicts leading to the world wars

### **Learning Outcomes**

After completion of the course the learners will be able to:

- Understand and realize the historical trajectory of the world in the 20<sup>th</sup> Century
- Know about the emergence of new political ideas and new socio-economic forces
- Enhance their ability to orient themselves towards global developments

### **Course Contents**

#### **UNIT I: Legacy of the 19<sup>th</sup> Century**

**(25% Weightage)**

- Capitalism
- Imperialism
- Nationalism

#### **UNIT II: World Order up to 1919**

**(25 % Weightage)**

- Origins of the First World War
- Nature and Responsibility
- Russian Revolution

#### **UNIT III: World between the two World Wars**

**(25 % Weightage)**

- League of Nations
- Great Depression
- Liberal ideas and Socialist Movements
- Nazism and Fascism

#### **UNIT IV: Second World War & the New Political Order**

**(25% Weightage)**

- World War: origin, nature and result
- Nationalist Movements
- Decolonization
- The UNO

**Content Interaction Plan:**

<b><u>Lecture cum Discussion (Each session of 1 Hour)</u></b>	<b><u>Unit/Topic/Sub-Topic</u></b>
1-4	Capitalism
5-8	Imperialism
9-12	Nationalism
13-16	Origins of the First World War
17-20	Nature and Responsibility
21-23	Russian Revolution
24-25	League of Nations
26-28	Great Depression
29-31	Liberal ideas and Socialist Movements
32-33	Nazism and Fascism
34-37	World War: origin, nature and result
38-40	Nationalist Movements Decolonization
41-45	The UNO
15 hours	tutorials
Suggested Readings: Roberts, J.M., 1989. Europe : 1880-1945, Longman (second edition) Joll, James, 1990. Europe Since 1870, England; Penguin Books. Joll, James, 1974. The Origins of the First World War, London: Longman. Hazen, Charles Downer, 1981. Contemporary Europe since 1870, Delhi; Surjeet. Fay, Sindyne Bardshaw, 1958. The Origins of World War, New Delhi; Eurasia (second edition).	