UGC
MODEL
CURRICULUM

HISTORY AND ARCHAEOLOGY

UNIVERSITY GRANTS COMMISSION
NEW DELHI
2001
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FOREWORD

Renewing and updating of the Curriculum is the essential ingredient of any vibrant university academic system. There ought to be a dynamic Curriculum with necessary additions and changes introduced in it from time to time by the respective university with a prime objective to maintain updated Curriculum and also providing therein inputs to take care of fast paced development in the knowledge of the subject concerned. Revising the Curriculum should be a continuous process to provide an updated education to the students at large.

Leaving a few, there have been many universities where this exercise has not been done for years together and it is not uncommon to find universities maintaining, practicing and teaching still on the Curriculum as old as few years or even more than a decade. Not going through the reasons for this inertia, the University Grants Commission, realising the need in this context and in relevance to its mandate of coordinating and maintaining standard of higher education, decided to adopt a pro-active role to facilitate this change and to ensure that the university Curriculum are soon updated to provide a standard education all over the country.

Curriculum Development Committee for each subject was constituted with the respective Convenor as its nodal person. The Committee besides having five subject experts drawn from the university system, was given a wider representation of various sub subject experts attending meetings of the Committee as the esteemed co-opted members which kept on changing from time to time as the need arose. The Committees, therefore, had representations from a large number of experts and had many meetings before final updated Model Curricula were presented to UGC.

The University Grants Commission and I as its Chairman are grateful to the nodal persons, a large number of permanent and co-opted members in different subjects and their sub disciplines for having worked seriously with committed devotion to have produced a UGC Model Curriculum in 32 subjects within a record period of 18 months.

The exercise would not have been possible without the support of our entire academic community. We can only hope that the results will fulfil their expectations and also those of university community and Indian society.

The UGC Model Curriculum has been produced to take care of the lacuna, defects/shortcomings in the existing Curricula in certain universities, to develop a new Model Curriculum aiming to produce the one which is compatible in tune with recent development in the subject, to introduce innovative concepts, to provide a multi disciplinary profile and to allow a flexible cafeteria like approach including initiating new papers to cater to frontier development in the concerned subject.

The recommendations have been compiled by panels of experts drawn from across the country. They have attempted to combine the practical requirements of teaching in the Indian academic context with the need to observe high standards to provide knowledge in the frontier areas of their disciplines. It has also been aimed to combine the goals and parameters of global knowledge with pride in the Indian heritage and Indian contribution in this context.
Today all knowledge is interdisciplinary. This has been duly considered. Flexible and interactive models have been presented for the universities to extend them further as they would like. Each institution may have to work out certain uniform structures for courses at the same level, so that effective interaction between subjects and faculties is possible. The tendency across the country is now to move from the annual to the semester system, and from award of marks to award of credits. There is perceptible growing interest in modular framing as well.

The recommendations while taking all these features into account, have also made provisions for institutions who may not be in a position to undertake radical structural reform immediately. In any country, especially one as large and varied as India, academic institutions must be allowed enough autonomy and freedom of action to frame courses according to specific needs. The recommendations of the Curriculum Development Committees are meant to reinforce this. The purpose of our exercise has been to provide a broad common framework for exchange, mobility and free dialogue across the entire Indian academic community. These recommendations are made in a spirit of openness and continuous improvement.

To meet the need and requirement of the society and in order to enhance the quality and standards of education, updating and restructuring of the curriculum must continue as a perpetual process. Accordingly, the University Grants Commission constituted the Curriculum Development Committees. If you need to seek any clarification, you may contact Dr. (Mrs.) Renu Batra, UGC Deputy Secretary and Coordinator of CDC who shall accordingly respond to you after due consultation with the respective nodal person of the concerned subject.

The University Grants Commission feels immense pleasure in forwarding this Model Curriculum to the Hon’ble Registrars of all Universities with a request to get its copies made to be forwarded also to the concerned Deans and Heads of Departments requesting them to initiate an early action to get their Curriculum updated. The University Grants Commission Model Curricula is being presented to the Registrar of the university with options either to adopt it in toto or adopt it after making necessary amendments or to adopt it after necessary deletion/addition or to adopt it after making any change whatsoever which the university may consider right. This UGC Model Curriculum has been provided to the universities only to serve as a base and to facilitate the whole exercise of updating the Curriculum soon.

May I request Hon’ble Vice Chancellor and the Hon’ble Registrar including the esteemed Deans, Heads of Departments, Members of the Faculty, Board of Studies and Academic Council of the Universities to kindly update their Curriculum in each of the 32 subjects in consultation with Model Curriculum provided here. This has to be done and must be done soon. May I request the Academic administration of the universities to kindly process it immediately so that an updated Curriculum is adopted by the university latest by July, 2002.

The University Grants Commission requests the Hon’ble Registrars to confirm that this time bound exercise has been done and send a copy of the university’s updated Curriculum in each subject to UGC by July 31, 2002. It is a must. It has to be done timely, failing which, the UGC may be forced to take an appropriate unpleasant action against the concerned university.

The UGC looks forward for your active participation in this joint venture to improve the standards to achieve excellence in higher education.

December 2001

HARI GAUTAM
MS (SURGERY) FRCS (EDIN) FRCS (ENG)
FAMS FACS FICS FIACS DS (HON CAUSA)
CHAIRMAN, UGC
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INTRODUCTION

The past remains constant but writings about the past change. The word history carries two meanings – it refers to what actually happened in the past and to the representation of that past in the work of historians. History, like other disciplines is a growing subject and perspectives and interpretations tend to change with new theories, influence of other disciplines, new methods of analysis, availability of new sources and changing contexts. There is an ongoing debate on various historical issues. Is history essentially a narrative of events or is it concerned with structures? How securely based is our knowledge of the past? Can history be objective? Answers to such questions have been widely divergent and have occasioned intense debates over the years.

With the unrivalled prestige of the natural sciences in the eighteenth and nineteenth centuries, a school of thought developed known as Positivism which held that history could become a new scientific discipline by adopting a rigorous scientific method. Science was regarded as the only valid form of knowledge and facts the only possible object of historical knowledge. The historian’s first duty was to accumulate factual knowledge of the past, facts which could be verified by applying the critical method to primary sources, mainly official records preserved in archives. The best known exponent of this school is Leopold von Ranke (1795-1886), often regarded as the father of modern scientific history. His famous statement that the historian must “show only what actually happened”, wie es eigentliche gewesen, became the motto of a large number of historians, not only in Germany, but elsewhere also.

Ranke’s assumptions were challenged from many quarters. It was asserted by E.H. Carr, among others, that the historians can never get a ‘pure’ fact. He/she chooses his/her facts and organizes them according to his/her needs. The Marxist School of history which developed in the early twentieth century emphasized socio-economic forces as prime movers in history. However, the weaknesses of the orthodox Marxist approach as a mode of interpretation in history were also sharply revealed. The debate within the Marxist tradition and outside particularly carried on by historians like E.P. Thompson, Christopher Hill, Eric Hobsbawn and others, made a substantial contribution in the development of history as a discipline for the understanding of society. In India too, a major breakthrough was made by some Marxist historians. In the 1970s and 1980s there was a reaction against the Positivist paradigm. The reaction is often associated with the Annales School, which founded the journal Annales in 1929 for the promotion their approach. The history of events – histoire evenementielle – no longer interested these historians. They were interested in total history as opposed to history of segments, in structures, in mentalities and adopted methods of anthropology, sociology, economics and psychology to study the past. The study of history became inter-disciplinary.
History today is multi-dimensional. The universe of historians has expanded enormously. According to the traditional paradigm, history was essentially concerned with past politics as is epitomized in the confident Victorian phrase of Sir John Seeley, 'History is past politics; politics is present history'. Although other kinds of history, such as that of art or science, were not excluded in traditional history, they were considered peripheral to the interest of the 'real' historian.

History is concerned with virtually every type of human activity. The last three or four decades have seen the growth of new areas of historical study such as environment, women, cities, films, sports, family, childhood, death and a host of other areas. As the scope and subject matter of history are widening, new books and specialized journals are being published. The research output does not always filter down to courses offered at the postgraduate and undergraduate level. It is important therefore, to incorporate the new research output in the syllabi.

In the last decade, under the influence of post-modern philosopher-writers like Foucault, Derrida, Lyotard, Rorty and others, historians have been convulsed by doubts about the possibility of any objective knowledge. These historians are no longer interested in events or structures but in historical discourse, that is, in the writings about events in the past but in a different way. According to the post-modernists, the same object of enquiry can be read differently by different historians. Historians do not make up stories or invent events but they can have their own descriptive categories and interpretations. Historians read texts and there are infinite ways of reading them. Thus, according to this school of thought, there is never one final view, there can be nothing like historical 'truth'. The biases, the subjective elements in a historian’s account, it was previously believed (and which is still believed in by many), could be minimized by tight methodological rules and procedures. For the post-modernists the questions are: Which rigorous method should one follow – Marxist, Idealist, Positivist, Annales? What are the criteria? Which method would lead to a 'truer' past? According to them, the historian chooses one, rather than the other, because of his/her own predilections. The question is not what is history but who is history for? History, according to them, thus means different things to different groups. According to them, history teaches us that diversity rather than uniformity is the rule of the land.

History teaching has to cater to societal needs. Universities are not ivory towers and they cannot ignore the social and economic realities that students face after they leave the academic portals. In many parts of the country, the enrolment in history courses is declining because of the limited job opportunities. This also demands a fresh look at the curricula it offers. Universities in India are autonomous and rigid uniformity for all universities in a country of India's size and diversity is neither possible nor desirable. Universities must have the freedom to experiment with new curricula. At the same time it is essential to maintain certain minimum academic standards at all levels. The teaching of history needs to be further strengthened and
updated. At the same time, better library facilities, good textbooks and reading material in the regional languages and Hindi should be provided. Students must not be just passive recipients. Their own initiative, imagination, innovativeness and their critical and analytical faculties must be encouraged. Audiovisual equipment such as slide and overhead projectors must be provided. New technologies like T.V., computer, internet, world wide web should be made available and utilized for the teaching of history. The Committee was of the view that at the post graduate level students should be encouraged to review the latest books on the subjects, read journals and write and present term papers.

Curriculum development is an ongoing process. There is a need for periodical review and rethinking on the aims, content and methodology of teaching history. The University Grants Commission (UGC) has been aware of the need to periodically update the curricula in different disciplines.

The first seminar on curriculum development in history was organized by UGC in New Delhi in 1964. Regional seminars were organized a decade later in 1974. As a result of these, some concrete recommendations and guidelines emerged. In 1985, the UGC felt the need for establishing Curricula Development Committees (CDCs) in different parts of the country for preparing a módé curriculum in each subject. The CDC in the Department of History, Patna University, prepared a Report after wide consultation which was printed in 1990 and circulated. More than a decade has passed since then and the UGC rightly felt that it was necessary in the new millenium to update and review the curriculum. The Committees constituted by the UGC for this purpose, therefore, undertook the task with the following objectives in view:

1. The Committee aimed at improving and updating the academic content of the curriculum by ensuring that new research is reflected in it.

2. The Committee held that the courses/curricula must adequately acquaint students with Indian reality and ethos. It must provide a critical understanding of Indian society, economy, polity and culture. At the same time students must be made aware of historical developments outside India.

3. The growing alienation of our youth from our own cultural heritage necessitates that the curriculum in history should enable them to discover the best in our own culture and also in other cultures. The history curriculum should provide and promote critical insights into our historical and cultural heritage.

4. The existing curricula in many universities is tradition bound, outdated and rigid. The Committee was of the view that the curriculum must be more flexible.

5. While within each paper an effort has been made to make the subject interdisciplinary by having units and sub-units on art, architecture, literature, environment, economy, religion, science, etc., ideally, universities should make it possible for students to take a few core courses in history and the rest from other disciplines of their choice. History as a discipline has no barrier.
6. The Committee aimed at making the curriculum more socially relevant. It held that historical insight and knowledge should enable students to understand current social and economic problems better and suggest ways of coping with them. A degree in history should prepare students, apart from teaching and research, for other vocations also.

7. The Committee kept in view the fact that standards are not uniform in the universities of India and the syllabus must not be framed from the perspective of a few advanced centres of learning. It tried to incorporate an all India perspective and at every level included the history of South India, Deccan, Western India, Eastern India and the North East.

Keeping all these objectives in view, the Committee has tried its best in framing courses which are academically sound and socially relevant.

A syllabus is prescribed by the university and implemented at the undergraduate level either by it or by the affiliated colleges. Further, the prescribed syllabus is taught by different teachers who may interpret it in their own way. Keeping this in view, the courses have been worked out in detail and a suggested reading list is provided for each undergraduate Pass and Honours Paper with a view to eliminate the unevenness in standards. At the postgraduate level, reading lists have deliberately not been provided except in a few cases. Universities may improve upon the reading list for B.A. Hons. It is further suggested that the faculty should keep track of recent publications from time to time.

B.A. Pass

At the B.A. Pass level, the Committee has proposed four papers.

Paper I: History of India upto c. 1200.
Paper IV: Modern World - mid 15th century to World War II.

Each of these papers carries 100 marks and the course should be covered in 50 lectures of one hour each.

The Committee felt that even at the B.A. Pass level, students should be initiated to use historical sources and see historical facts in relation to a framework of study. They should study social and cultural patterns along with the polity and society.

B.A. Honours

The Committee has suggested that the B.A. Honours Course should have eight papers – two in the First Year, two in the Second Year and four in the Final Year. Of the eight papers, four should be in Indian History and four in Non-Indian. The Indian History Papers should be
compulsory. Students may opt for any four of the papers offered in non-Indian History. The papers offered by a college or university will depend on the expertise available and the infrastructural facilities.

The compulsory paper in the First Year should be History of India from the Earliest Times to c. 650, in the Second Year, History of India from c. 650-1550, in the Third Year, History of India from c. 1550 to 1750 and History of India from c. 1750 to 1950. The non-Indian papers could be any four of the following:

5. History of South East Asia, c. 1800-1970.
6. History of West Asia, mid-16th to mid-19th centuries.
10. History of Latin America, from mid-15th century to the present.

Each paper carries 100 marks and ideally should be covered in 60 lectures of one hour each.

Note: Details of the four compulsory Indian history papers and four optional non-Indian history papers are given. The universities may work out the details of the other papers.

M.A.

At the M.A. level, the Committee was of the view that ideally there may be four Core Papers which should be compulsory for all students doing M.A. History. These were:

1. **Historiography, Historical Concepts, Methods and Tools:** This should provide the student an understanding of the emergence of history as a discipline incorporating the different schools of thought right from ancient times and a knowledge of historical tools, concepts and methods that are applied to historical writing and analysis.

2. **Ancient Societies:** This should provide students an understanding of ancient societies, outside India. The syllabus includes trade, commerce, urbanization, religion, culture, state formation, etc. It was felt that such a paper would provide a comparative focus of ancient societies cutting across regional barriers.

3. **Medieval Societies:** This should lead to a deeper understanding of the transition and processes at work keeping in view the same objectives as mentioned above. This paper will have three units: Unit 1 will be Western Europe, 8th century-15th century; Unit 2 will be West Asia and Unit 3 will be Medieval China and Japan.
4. **Twentieth Century World:** To sensitise students to historical developments in the last century, of taking into account a comparative framework, the paper will deal with the two World Wars, ideologies such as Nazism, Fascism, Communism, Democracy, Liberalism; the Cold War; the Non-aligned movement and the Third World; United Nations; Collapse of Communism; end of the Cold War, etc. A student of history should have a comprehensive understanding of the previous century to enter into a meaningful dialogue with the present.

However, some members were of the view that it would be difficult for many universities to teach papers 2 and 3 as expertise in these areas is not easily available. Knowledge of languages such as Egyptian, Greek, Latin, etc. is also rare. It is, therefore, suggested that in such cases these papers may be offered as optional papers.

It was, therefore, felt that Paper 1 (Historiography) and Paper 4 (Twentieth Century World) may be taught as compulsory papers for all students doing M.A. History. The Committee was also of the view that students should opt for another two papers in their area of specialisation – ancient, medieval or modern Indian History or Archaeology. Accordingly, the Committee has framed two papers in each area of specialisation. These four papers may, if feasible, be taught in the first year. In the second year, the students may offer four other papers, two related to their area of specialisation and any other two from the open basket of optional papers. In order to make history more relevant and popular, a large number of thematic courses cutting across chronological periods and interdisciplinary in nature have been put in the open basket which may be introduced as optional papers.

The M.A. course will be for two years. There will be 8 papers in all. The student will offer two or four Compulsory papers of 100 marks each, two specialization papers of 100 marks each and four optional papers of 100 marks each. The Compulsory papers may be taught in the First Year.

2. **Specialization Courses**

These are aimed at giving students a deeper understanding of the period under study taking into account the polity, economy, society and culture of the period opted for specialization. The specialized courses are –

- Ancient Indian History – two papers
- Medieval Indian History – two papers
- Modern Indian History – two papers
- Indian Archaeology – two papers

Each paper would carry 100 marks and should be ideally covered in 80 lectures of one hour each. With an enormous amount of effort the Committee was able to compress vast and highly diversified historical changes and developments as specialized papers.
3. Optional Courses

These papers are based on themes not limited by chronological constraints in order to encourage comparative analysis.

3.1 Ancient Societies: This should provide students a comprehensive understanding of ancient societies, cutting across regional barriers. The syllabus includes trade, commerce, urbanization, religion, culture, state formation, etc.

3.2 Medieval Societies: This should lead to a deeper understanding of the transition and the processes at work keeping in view the same objectives as mentioned above. This paper will have three units – Unit 1 will be Western Europe, 8th century to 15th century; Unit 2 will be West Asia; and Unit 3 will be Medieval China and Japan.

3.3 History and Archaeology: theory; methods and tools (modern methods and trends); and regional archaeology.

3.4 History of Architecture

3.5 History of Art

3.6 Ancient Indian Epigraphy

3.7 Ancient Indian Numismatics

3.8 Medieval Indian Epigraphy

3.9 Medieval Indian Numismatics

3.10 History of Medieval Rajasthan

3.11 History of Science and Technology in Pre-colonial India

3.12 History of Science and Technology in Modern India

3.13 Business History

3.14 Women in Indian History

3.15 Archival studies: relevance; importance; and archival management

3.16 History of Ecology and Environment

3.17 History of Ideas

3.18 History of Indian Diaspora

3.19 History of Application in Tourism

3.20 State in India

3.21 Agrarian History of Colonial India

3.22 Economic History of India, 1757-1947

3.23 History of Literature*

3.24 Regional History*

(It is suggested that intra-regional studies should be encouraged)

*(Departments may work out the details of these papers keeping in view their specific requirements).

Universities may introduce courses in the History of music, dance, theatre and films.

There are 272 universities in India. History is taught in most of them. It was obviously not
possible to examine the curriculum of each and every university. But syllabi from a large number of universities from all over the country were called for, and taken into consideration, while restructuring the courses.

The curricula of ancient, medieval and modern Indian history, as well as of archaeology and non-Indian history of different universities were discussed and deliberated upon at length in the meetings. Regional specificities and requirements were kept in mind while framing the courses.

The draft syllabi prepared was circulated to members and other experts around the country to invite comments and suggestions. A number of experts were consulted for preparing the M.A. optional papers. It was decided that suggested reading lists be provided for every B.A. Pass and B.A. Honours Paper to ensure a minimum uniformity of academic standard in teaching history. The views of students and research scholars were kept in mind.

The CDC brought together a group of distinguished historians from different parts of the country. The first Committee held 17 meetings and the Members were kind enough to make themselves available in spite of their busy schedules. I would like to express my deep sense of gratitude to all members without whose cooperation this work would not have been possible.

I would also like to place on record my thanks to Professor Hari Gautam, Chairman, University Grants Commission, for giving me the opportunity to co-ordinate this effort at the national level, to Professor Arun Nigavekar, Vice-Chairman, UGC, who came and shared his views with the Committee, and to Dr Asha Kiran, Deputy Secretary, UGC, for her ready and constant help and cooperation in completing the task.

**Nodal Person:** Professor Aparna Basu (Formerly of University of Delhi)

**The Working Group and Members of the Committee**

Dr Imtiaz Ahmed (Patna University)
Professor Pratipal Bhatia (University of Delhi)
Professor B.B. Chaudhuri (University of Calcutta)
Professor S.P. Gupta (Aligarh Muslim University)
Professor Vidula Jayaswal (Banaras Hindu University)
Professor A.R. Kulkarni (Poona University)
Professor Kapil Kumar (Indira Gandhi National Open University)
Professor S. Manlckam (Madurai Kamaraj University)
Professor A.K. Mittal (Deen Dayal Upadhyaya University, Gorakhpur)
Professor V.N. Misra (Deccan College, Pune)
Professor M.G.S. Narayanan (Chairman, Indian Council of Historical Research)
The late Professor Ajay Mitra Shastri (Nagpur University)
Professor Dilbagh Singh (Jawaharlal Nehru University)
Professor K.L. Tuteja (Kurukshetra University)
Professor Y. Vaikuntham (Osmania University, Hyderabad)
Professor T.K. Venkatasubramanian (University of Delhi)

The Chairman, UGC, appointed a Committee of the following scholars for their expert comments – Professor Aparna Basu (Convener, CDC), Professor G.C. Pandey (Chairman, Institute of Advanced Studies, Simla), Professor S.P. Gupta (Chairman, Indian Archaeological Society), Professor M.G.S. Narayanan (Chairman, ICHR), Professor V.D. Misra (Allahabad University), Professor S.P. Gupta (AMU), Dr Devendra Swarup and Professor Kapil Kumar (IGNOU).

Shri B.R. Grover, former Chairman, ICHR, was nominated but unfortunately died before any meeting could be held. The same happened in the case of the former Vice-Chancellor, Himachal Pradesh University, Professor S.K. Gupta.

The valuable help of the following scholars was sought and obtained for drafting some of the optional papers:
Professor Deepak Kumar (Jawaharlal Nehru University)
Dr M.C. Joshi (Former Director, Archaeological Survey of India)
Dr Pradeepa Ranjan Kanungo (Fellow, Nehru Memorial Museum and Library)
Professor K.N. Panikkar (Vice-Chancellor, Shankaracharya Sanskrit University, Kerala)
Professor Rajat Kanta Ray (Presidency College, Calcutta)
Dr Kaushik Roy (Fellow, Nehru Memorial Museum and Library)
Dr Ravinder Kumar (Indira Gandhi National Open University)
Dr S. Sarkar (Former Director, National Archives of India).
B.A. (PASS) COURSE
PAPER I: HISTORY OF INDIA UPTO c. A.D. 1200

(100 Marks; 50 Lectures)

Unit 1: Social and Cultural Patterns

a. Survey of the sources, land; environment; and people.


d. Harappan Civilization – origin, extent, urban planning. Urban decline and the late Harappan cultures.

e. Society, polity, economy, culture and religion as reflected in Vedic literature.

f. Iron Age cultures in India: megaliths in the Deccan, far South and North.

g. Social developments – Varna, Jati and occupational categories, marriage and property relations. 16 Sanskaras and 4 Purusharthas.

h. Rise of new religious movements in north India. Doctrines and social dimensions of early Buddhism and Jainism.

i. The Mauryan Empire – Ashoka’s dhamma – its nature and propagation, Mauryan art and architecture.

j. Post-Mauryan social and cultural developments with special reference to the Kushanas and Satavahanas. Kushana (Mathura and Gandhara) art and architecture.

k. Sangam Age – literature, society and culture.

l. Developments in the Gupta and post-Gupta times (upto 1200 AD).
   i. North: society, art, architecture, literature, philosophy, science and technology.
   ii. South: temples, Bhakti movement, art and architecture.

m. Status of women: marriage, property rights, sati, purdah and devadasi systems.

n. Shifts in varna and proliferation of jatis, slavery and forced labour.

Unit 2: Political and Economic Patterns

a. The Harappan civilization – nature of political and economic organization; economic patterns in non-Harappan India.

b. Rise of territorial states.

c. The Mauryas: state, administration and economy.
d. Post-Mauryan period: Sungas, Western Kshatrapas; Satavahanas, Kushanas; chieftaincies, Chera, Chola and Pandyas, in the Far South. Urban growth; craft production, trade, coinage.

e. The Gupta empire and its contemporaries; administration; agrarian and revenue systems; changing patterns of urban settlements and trade.

f. Post-Gupta period upto 750 AD. Pallavas, Chalukyas and Vardhanas.

g. Polity and economy: (c. A.D. 750-1200):
   i. North India: Gurjara-Pratiharas; Palas; and Senas.
   ii. Deccan: Rashtrakutas and their contemporaries.
   iii. South India: Cholas and their contemporaries; relations with South East Asia and Sri Lanka.

Note: The above rubrics should be taught with reference to political institutions; economy; land grants and agrarian expansion; inter-regional and maritime trade; and merchant guilds.

h. Invasions of the Arabs, Ghaznavids and Ghorids; and their impact.
PAPER II: HISTORY OF INDIA FROM c. AD 1200 c. 1760

(100 Marks; 52 Lectures)

Unit 1: Survey of Sources of Medieval Indian History (2 Lectures)

Unit 2: Early Medieval Period (AD 1200-1556)

(40 Marks; 20 Lectures)

2.1 Foundation and consolidation of the Sultanate; causes of the success of the Turks; Ilutmish, Razia, Balban; the Mongols and the Sultanate.
2.2 Expansion:-
   2.2.1 Khaljis – conquests, administrative and economic reforms.
   2.2.2 Tughlaqs – Mohammad bin-Tughlaq, and Feroz Shah Tughlaq.
2.3 Fragmentation of the Sultanate and rise of provincial kingdoms:-
   2.3.1 Timur’s invasion.
   2.3.2 Malwa, Gujarat, Bengal, Jaunpur, and Mewar.
2.4 Advent of the Mughals and the Second Afghan Empire.
2.5 State and society: political and administrative institutions and ruling classes.
2.6 Economic and technological developments: agriculture, industry, trade, commerce; and urban centres.
2.7 Religion and culture: Bhakti and Sufi movements; art, architecture; and literature.

Unit 3: Later Medieval Period (AD 1556-1761)

(40 Marks; 20 Lectures)

3.1 Consolidation and territorial expansion: growth of composite ruling class.
3.2 Mughal Empire – 1707 – relations with Rajputs; Sikhs; Deccan kingdom; Marathas; Persia and Central Asia.
3.3 Mughal administration and institutions: administrative structure; land revenue system; mansabdari; and jagirdari.
3.4 Rajputs: Administrative Structure and Institutions.
3.5 Society and economy:
   3.5.1 Agriculture; trade; and commerce.
3.5.2 Social classes – ulema; nobility; zamindars; peasantry; artisans; agricultural labour; and slaves.
3.5.3 Status of women.
3.6 Religion and Culture: religious policies of Akbar and Aurangzeb; revivalist movements; and composite culture.
3.7 Decline and disintegration of the Mughal Empire.
3.8 Advent of European powers: Portuguese; French; and English.

Unit 4: Peninsular India

(20 Marks; 10 Lectures)

Bahmani; Vijayanagar; Marathas and Tamil Kingdoms:
4.1 Society; and economy.
4.2 Religion and culture: Bhakti and Sufi movements in the Deccan; art; architecture; literature; and education.
4.3 Emergence of modern Indian languages and literature.
PAPER III: HISTORY OF INDIA FROM C. AD 1760-1950

(100 Marks; 50 Lectures)

Unit 1:

1.1 Understanding the mid-eighteenth century: political; economic; social; and cultural trends.
1.2 Expansion and consolidation of British Empire:
   1.2.1 Ideologies of expansion: Mercantilism; Orientalism; Utilitarianism and Evangelicalism.
   1.2.2 Tools of expansion: war and diplomacy; Bengal, Mysore, Marathas, North East, Rohillas, Awadh, Central India, Sind and Punjab; Subsidiary Alliance; and Doctrine of Lapse.
   1.2.3 Growth of colonial administrative apparatus; ideological influences; central, provincial, district and judicial administration.
1.3 Economic changes:
   1.3.1 Land revenue settlements: permanent settlement, ryotwari and mahalwari; condition of peasants; rural indebtedness; and recurrent famines.
   1.3.2 Commercialization of agriculture and its effects.
   1.3.3 Decline of cottage industries; and ‘de-industrialization’.
   1.3.4 Nature of colonial economy: rise of modern industry; volume and composition of trade; British fiscal policy; and India’s poverty.
1.4 Social changes:
   1.4.1 Spread of western education.
   1.4.2 Rise of professional classes and the emerging intelligentsia.
   1.4.3 Growth of press: English; and in Indian languages.
   1.4.4 Indian Renaissance.
   1.4.5 Socio-religious movements.
   1.4.6 Status of women.
1.5 Popular Resistance to Company’s Rule:
   1.5.1 Peasant and tribal movements.
   1.5.2 Revolt of 1857: causes; nature; and results.

Unit 2:

2.1 National Movement:
   2.1.1 Emergence of organized nationalism.
2.1.2 Political associations and the Indian National Congress: Moderates; Extremists; and Revolutionaries.
2.1.3 Emerging communal trends.
2.1.4 Constitutional developments upto 1919.
2.1.5 Impact of the First World War.
2.1.6 Rise of Gandhi and the nature of Gandhian movements.
2.1.7 Revolutionary Left Wing movements; peasants’ and workers’ movements; depressed class movements.
2.1.8 Government of India Act, 1935; and Provincial Ministries.
2.1.9 Indian Polity (1939-45) and the Quit India Movement.
2.1.10 Subhash Chandra Bose and the Indian National Army.
2.1.11 Communal politics and Partition.
2.1.12 Princely States.

2.2 India; 1947-1950:
2.2.1 Integration of the Indian States.
2.2.2 Making of the Constitution.
2.2.3 Foreign Policy.
2.2.4 Society, economy, culture; problems and issues.
PAPER IV: WESTERN WORLD—MID 15TH CENTURY TO WORLD WAR II

(100 Marks; 50 Lectures)

Unit 1:
1.1 Decline of Feudalism and the rise of the modern era—Renaissance and Reformation.
1.2 Economic origins of the modern western world—Mercantilism; and Commercial Revolution; Beginnings of Colonialism.
1.3 Rise of the absolutist state: France; Spain; and Britain.
1.4 Scientific Revolution; Agricultural Revolution; Industrial Revolution; and emergence of new social classes.
1.5 Glorious Revolution (1688).
1.6 American Revolution (1776).
1.7 French Revolution (1789).
1.8 Age of Conservatism.
1.9 European exploitation of Asia and America.

Unit 2:
2.1 Liberalism in England; American Civil War; Socialist and Marxist thought.
2.2 Nationalism in Europe:
   2.2.1 Ideology of nationalism: comparison between West and East.
   2.2.2 Germany and Italy.
2.3 Rise of new Imperialism: beginnings of First World War; and peace settlements.
2.4 Russian Revolution (1917), Civil War and Dictatorship.
2.5 Economic and social crisis in the inter-War years and emergence of new ideologies: Nazism and Fascism.
2.6 Second World War, Decline of Imperialism and Decolonisation.
SUGGESTED READINGS

Paper I: History of India upto c. A.D. 1200

3. Origins of a Civilization (Delhi, Viking, 1997).
20. Niplanta Sastri, K.A., A History of South India from pre-historic times to the fall of Vijaynagar (Chennai, OUP, 1983).
22. Srinivasan, K.R., Temples of South India (Delhi, NBT, 1972).
23. Stein, Burton, Peasant State and Society in Medieval South India. (Delhi, OUP, 1980).
Paper II: History of India, c. A.D. 1200-1760

1. Beach, Milo Cleveland, Mughal and Rajput Paintings, New Cambridge History of India. I.3 (Delhi, Foundation Books, 1992).
10. Sastri, K.A.N., History of South India (Delhi, OUP, 1975).
11. Satish Chandra, Medieval India, From Sultanate to the Mughals (Delhi, Har Anand Publications, 1997).
12. Stein, Burton, Peasant State and Society in Medieval South India (Delhi, OUP, 1980)
15. __________, Madhya Kailn Bharat 750-1540, Part I (Delhi, Hindi Directorate, 1983).

Paper III: History of India, c. AD 1760-1950

8. IGNOU Course Material, EH 1.1 and EH 1.5 (English & Hindi) (1858-1964) (1757-1857).
Paper IV: Modern World – mid 15th century to World War II

B.A. HONOURS COURSE
The Committee suggests that the B.A. Honours Course should have eight papers – two in the First Year, two in the Second Year and four in the Final Year. Of the eight papers, four should be on Indian History and the other four on Non-Indian. The Indian History Papers should be compulsory. Students may opt for any four of the papers offered in non-Indian History. The papers offered by a college or university will depend on the infrastructure and expertise available.

The compulsory paper in the First Year should be History of India from the Earliest Times to c. AD 650. In the Second Year – History of India from AD 650-1550. In the Third Year – History of India from AD 1550 to 1750 and History of India from AD 1750 to 1950. The non-Indian papers could be any four of the following:

2. History of Modern Europe, c. AD 1789-1939.
6. History of West Asia, mid-16th to mid-19th centuries.
7. History of Africa and Latin America from mid-15th century to the present.

Details of the four compulsory Indian history papers and four optional non-Indian history papers are given. The universities may work-out the details of the other papers.
PAPER I: HISTORY OF INDIA UP TO c. AD 650

(100 Marks; 60 Lectures)

Unit 1: Geographical background
Physiography; major routes of communication; environment; peoples and languages.

Unit 2: Survey of sources and approaches to ancient Indian history
Sources: literature; archaeology; epigraphy; numismatics.

Unit 3: Prehistory
a. Paleolithic cultures – sequence and geographical distribution; topographic and climatic changes; evolution and uses of stone industries and other technological developments.

b. Mesolithic cultures – regional and chronological distribution; new developments in technology and economy; rock art.

c. Food production – concept of the Neolithic. Understanding the complexities of its beginnings.

Unit 4: Protohistory
a. Growth of Chalcolithic village societies from Baluchistan to Gujarat.

b. The Harappan civilization – origin, distribution, morphology of major sites (Mohenjodaro, Harappa, Kalibangan, Lothal, Dholavira), agrarian base, craft production and trade, religious beliefs and practices, art and architecture, and script. The problem of urban decline and the late Harappan cultures.

c. Neolithic-Chalcolithic cultures in non-Harappan India.

Unit 5: Background to the emergence of early historic India
a. Society, economy, polity and religion as reflected in Vedic literature.

b. Iron Age cultures with special reference to Painted Grey Ware and Northern Black Polished Ware cultures. Megaliths.

Unit 6: a. Material and ideological background.

b. Jainism, Buddhism, Ajivikas and other systems.

c. Expansion of settlements and urbanization.

d. Social structure.
Unit 7: Janapadas and Mahajanapadas
   a. Early monarchical states and gana-sanghas.
   b. Craft production, trade and coinage.

Unit 8: The Mauryan Empire
   Empire – its nature and bases; political and cultural relations with special reference to Sri Lanka and West Asia; Ashoka’s dhamma – its nature and propagation; society and economy; art and architecture.

Unit 9: Post-Mauryan developments (c. 200 BC – c. 300 AD).
   a. Invasions and their impact: Bactrian Greeks; Scythians; Kushanas.
   b. Polity, Economy, Society, Religion; and Culture.
      i. Polity: Post Mauryan polities with special reference to the Kushanas and Satavahanas; Tamil Chieftaincies – Chera, Chola, Pandya.
      ii. Economy: land grants and agricultural expansion; urban growth; craft production; trade and trade routes; coinage and currency; Indo-Roman trade.
      iii. Society: peasantization of tribes; assimilation of incoming people.
      iv. Religion: spread of Jainism and Buddhism; emergence of Mahayana Buddhism; Vaisnava and Saiva forms of worship; beginning of Tantric practices.
      v. Culture: art and architecture; sculpture; literature; scientific and technical treatises.
      vi. Sangam Age: society, language and literature, Megaliths, Tamilagam.

Unit 10: Age of the Guptas
   a. State and administrative institutions.
   b. Social and economic changes with special reference to urban patterns; agrarian structure; land grants; coinage and currency system; trade.
   c. Cultural developments: art; architecture; sculpture; painting, literature; religion; Sanskrit theatre.
   d. Cultural contacts with Central Asia.
   e. Maukharis, Vakatakas, Chalukyas and later Guptas.

Unit 11: Post-Gupta period
   a. Harshavardhana: political system and administrative institutions.
   b. Peninsular India: Chalukyas, Pallavas; polity, society and economy. Cultural developments with special reference to art and religion.
PAPER II: HISTORY OF INDIA, c. AD 650-1550

(100 Marks; 60 Lectures)

Unit 1: c. AD 650-1200 (40 Marks; 25 Lectures)

a. Historiography and recent debates; sources and their interpretation; epigraphy, numismatics, and literature.

b. Polity:-
   i. Arab invasion.
   ii. Political developments: nature of regional politics with special reference to the Pratiharas, Palas, Rashtrakutas, Cholas and other contemporary dynasties.
   iii. Ghaznavid and Gharid invasions: nature; and impact.

c. Economy:-
   i. Land grants and agrarian expansion; changes in land tenure; peasants; intermediaries and landed magnates; their regional variations.
   ii. Urban centres; trade and trade networks; itinerant trade; coinage and currencies; trade contacts with South East Asia and West Asia; crafts, guilds and industries.

d. Culture:-
   i. Literature – rise and growth of regional languages.
   ii. Art, architecture, painting, sculpture, arts; and crafts.
   iii. Schools of philosophy; and religious cults.
   iv. Science and technology.

Unit 2: Sultanate AD 1200-1550 (40 Marks; 25 Lectures)

a. Sultanate:-
   i. Historiography and Sources.
   ii. Political Structure: 1200-1290; 1290-1450; and 1450-1550.
      Ruling elites; central structure and military organization; iqta; territorial changes; Mongol threat; relations with rural intermediaries; legitimation of political authority; theories of kingship; symbols and rituals of sovereignty;
relations with autonomous chieftains; Sufis, Bhaktas and political authority.

c. Society and economy in north India:-
   i. Environmental context; agricultural production; technology.
   ii. Rural society; revenue system.
   iii. Urbanization, technology and non-agricultural production.
   iv. Monetization; market regulations; and trade.

d. Religion and Culture:-
   i. Sufism: doctrines; Silsilas; and practices.
   ii. Bhakti movements: Nathpanthis; Kabir, Nanak; and the Sant tradition.
   iii. Sultanate architecture.
   iv. Literature: Persian; and indigenous.

Unit 3: Regions (20 Marks; 20 Lectures)

a. Historiographical issues; sources: regional chronicles; bardic narratives; Sufi and bhakti texts; and travelogues.

b. Societies and Political Formations: A Regional Perspective:-
   i. Rajasthan.
   ii. Vijayanagar.
   iii. Warfare and Society.

c. Societies and Economy; A Regional Perspective:-
   i. Vijayanagar.
   ii. Deccan and Rajasthan.
   iii. Trade and urbanization with special reference to South India.
   iv. Indian Ocean trade.

d. Religion, Culture and Regional Identities:-
   i. Religious cults: Vaishnavite movements in eastern India; Jagannath cult in Orissa; Warkari movement and cult of Vithoba in Maharashtra.
   ii. Sufis.
   iii. Regional art and architectural forms; regional literature.
PAPER III: HISTORY OF INDIA, c. AD 1550-1750

(100 Marks; 60 Lectures)

Unit 1: The Mughals
   a. Historiography and sources
      i. Historiography; different approaches.
      ii. Sources: Abul Fazl, Badauni, Abdul Hamid Lahori, Bernier.

Unit 2: Polity
   a. Evolution of the administrative system: mansab; and jagir.
   b. The Mughal ruling classes: nobility; and zamindars.
   c. State and religion: Akbar’s religious ideas; Sulh i Kul; relations with religious elites; Aurangzeb’s relations with religious groups and institutions.

Unit 3: Rural Economy and Society
   a. Environmental context; forests; and agricultural zones.
   b. Agricultural production; management of water resources; agricultural technology and crop patterns; growth of cash nexus and rural credit; and role of the state.
   c. Agrarian structure: land ownership and rights; revenue system; the village community; and peasantry.

Unit 4: Trade, Commerce and the Monetary System
   a. Trade routes and the pattern of internal commerce.
   b. Indian ocean trade network in the 17th century.
   c. Markets; monetary system.

Unit 5: Urban Centres
   b. Administration of cities and towns.
   c. Urban economy; crafts; industries; organization of production; imperial karkhanas and textiles.
d. Urban social structure: merchant communities; bankers; artisans; craftsmen; and labourers.

Unit 6: Cultural Developments
a. Language and Literature.
b. Architecture.
c. Visual and performing arts.

Unit 7: Decline of the Mughal Empire and Emergence of Successor States

Unit 8: Patterns of Regional Polity
a. Rajasthan.
b. Maharashtra.

Unit 9: Religion and Culture
a. Sufis.
b. Sant tradition; Vaishnava bhakti and its regional variants, sants and their cults; shrines; and pilgrimages.
c. Formation of religious identities: Sikh; Kabirpanthis; and Dadupanthis.
c. Regional languages and culture.

Unit 10: Interpreting the Eighteenth Century
PAPER IV: HISTORY OF INDIA c. AD 1750-1950

(100 Marks; 60 Lectures)

Unit 1: Understanding Modern India
Concepts, terminologies and approaches.

Unit 2: Expansion and consolidation of British rule with special reference to
a. Bengal.
b. Mysore.
c. Marathas.
d. Punjab.
d. Awadh.

Unit 3: Colonial state and its ideology
a. Orientalism.
b. Utilitarianism.
c. Classical political thought in relation to India; theory of rent; laissez faire; and colonial paternalism.
d. Colonial state's attitude to social institutions such as caste, tribe and communities.

Unit 4: Rural economy and society
a. The rural agrarian social structure.
b. Land revenue settlements.
c. Commercialization of agriculture.
d. Peasants and landless labour.
e. Rural credit and indebtedness.
f. Changing rural landscape and environment; the issues concerning ‘forestry’; and an environmental view of rural change.
g. The tribal dimension: the changing economy and society of the tribal world.
Unit 5: **Trade and Industry**
   a. Changes in the trading economy of India in the 18th century: Surat, Bengal, Coromandel; trade; and trade routes.
   b. Banking – indigenous; and modern.
   c. Emergence of modern industries – cotton; jute; and steel.
   d. National income; demography; and occupational structure.

Unit 6: **Cultural Changes and Social and Religious Reform Movements**
   a. Rise of modern education; and press.
   c. Socio-religious revivalist/reform movements.
   d. Women: changing position and attitudes.
   e. Sanskritization; caste movements; Brahmanical and Depressed Classes.

Unit 7: **Nationalism**
   a. Historiography of Indian nationalism.
   b. Trends upto 1919.
   c. Political ideology and organizations; formation of the Indian National Congress.
   d. Moderates and Extremists.
   e. Swadeshi.
   f. Revolutionaries.
   g. Emergence of communal consciousness.
   i. Gandhian ideology and movements; Rowlatt satyagraha; Khilafat, non-cooperation; civil disobedience; Quit India; role of social groups and classes, ideological trends in the Congress.
   j. Revolutionaries; Left movements; and States’ Peoples’ movements.
   k. Constitutional changes and response – Morley Minto Reforms; Govt. of India Act of 1919; Swarajists and regional political parties; Simon Commission and Nehru Report; Communal Award; Govt. of India Act, 1935, working of Provincial Ministries; Cripps Mission; Wavell Plan; and Cabinet Mission.
   l. INA; Telangana; and Naval Mutiny.
Unit 8: Communal politics and partition
   a. Demand for Pakistan.
   b. Responses to Pakistan Demand – national and regional.
   c. British policies.
   f. Partition.

Unit 9: India 1947-1950
   a. Displaced persons; and rehabilitation.
   b. Agrarian reforms.
   c. Integration of princely states.
   d. Framing of the constitution.
   e. Situating India in the global context.
NON-INDIAN HISTORY PAPERS
PAPER V: THE RISE OF MODERN WEST (MID 15TH TO MID 18TH CENTURIES)

(100 Marks; 60 Lectures)

Unit 1:

a. Renaissance: its social roots; humanism and its spread in Europe; and art.
b. Reformation: origins; course and results; the Thirty Years’ War and its significance.
c. European State system: Spain; France; England; and Russia.
d. Colonial expansion and economic developments: motives; voyages, explorations and early colonial empires of Portugal and Spain; shift of economic balance from the Mediterranean to the Atlantic; commercial revolution; and price revolution.

Unit 2:

a. Crisis in Europe in the 17th century: economic, social and political dimensions.
b. The English Revolution: major issues; and political and intellectual currents.
c. Scientific revolution upto the 18th century.
d. Mercantilism and European economies: 17th and 18th centuries.
e. American War of Independence: political and economic issues; and significance.
f. European political patterns in the 18th century: parliamentary monarchy; and patterns of Absolutism in Europe.
g. The Industrial Revolution.
g. Debate on transition from feudalism to capitalism: problems; and theories.
PAPER VI: HISTORY OF MODERN EUROPE c. AD 1780-1945

(100 Marks; 60 Lectures)

Unit 1:

a. French Revolution: crisis of the ancient regime; intellectual currents; participation of social classes; role of women; art; and culture.

b. Emergence of Napoleon Bonaparte: expansion, consolidation and downfall; and the Congress of Vienna, 1815.

c. Social and political developments, 1815-1848: Metternich – forces of conservatism and restoration of old hierarchies; social; political and intellectual currents; revolutionary movements of 1830 and 1848.

d. Changes and developments, 1848 to 1871: processes of economic change with reference to Britain, France, the German States and Russia; political developments in France (Louis Napoleon and Paris Commune); making of the nation-states of Italy and Germany; liberalism and democracy in Britain.

Unit 2:

a. Europe between 1871-1914: Bismarckian diplomacy and system of alliances; Eastern question; scramble for African and Asian colonies; theories and mechanisms of imperialism; power blocks and alliances; and World War I.

b. Europe 1914-1945: Russian Revolution, 1917; peace settlements and post-1919 world under economic crises; the Great Depression and recovery; Fascism and Nazism; Spanish civil war; and origins of World War II.
PAPER VII: HISTORY OF U.S.A. c. AD 1776-1945

(100 Marks; 60 Lectures)

Unit 1:

a. American revolution: colonial background; sources of conflict; revolutionary groups and ideological basis; and War of Independence – its nature, significance and interpretations.

b. Making of the Constitution: issues and debates; and nature and significance.

c. Evolution of American democracy: Jeffersonianism and Jacksonianism; political parties, 1840 to 1860; role of judiciary; Monroe doctrine and Turner’s thesis of expansion of frontier; and limitations of the American democratic system – Blacks and women.

d. Sectional conflict and Civil War: basis of conflict; plantation economy; slave society and resistance; abolitionism and sectionalism; Civil War – issues and interpretations; and Lincoln’s role in the war and emancipation of slavery.

Unit 2:

a. Reconstruction: varieties – Presidential; Radical and Congressional plans; the emergence of New South; and social tensions and reactions.

b. Economic change: growth of capitalism and big business; labour movements and unionization; changes in agriculture; and populism.


d. Emergence of USA as an imperial power: Monroe doctrine in practice; Spanish-American War; interests in the Far East and Latin America; and World War I and Fourteen Points.

e. America between the two World Wars: economic depression and the New Deal; Black and women’s movements; emerging cultural and intellectual trends; and entry into World War II and its consequences.
PAPER VIII: HISTORY OF CHINA AND JAPAN c. AD 1839-1949

(100 Marks; 60 Lectures)

Unit 1: (China)

a. China and imperialism during the 19th century:-
   i. Chinese society – social groups and classes; Confucian value system.
   ii. Sinocentrism.
   iii. Canton commercial system.

b. China as an ‘informal colony’:-
   i. Opium wars; treaties with imperialist powers; and struggle for concessions in China.
   ii. Increasing western economic interests.
   iii. Open door policy.

c. Popular and reform movements: Taiping; self-strengthening; and reforms in the Chinese state, 1860 to 1898.

d. Emergence of nationalism in China:-
   i. Boxer rebellion and its consequences.
   ii. Reforms of 1901-08.
   iii. Revolution of 1911 – role of social classes; Sun Yat Sen – principles and politics; emergence of the republic and Yuan-Shi-Kav; warlordism - 1916-1928.
   iv. New intellectual ideas and May Fourth movement – its nature and significance.

e. Nationalism and communism in China:-
   i. Political crisis in the 1920’s.
   ii. Nature of industrialisation and changing social structure.
   iii. KMT and the first united front.
   iii. Communist movement: 1928 to 1949; rise of Mao Tse Tung; making of the Red army; the second united front; civil war; Chinese revolution – ideology, causes and significance.
Unit 2: (Japan)

a. Meiji Restoration: Tokugawa Baku-han system – nature and crisis; encounter with the west; Meiji restoration; and processes of modernization – social, military, political and economic.

b. Popular and democratic movements: Satsuma rebellion; popular rights movement; and Meiji constitution.

c. Emergence of Japan as an imperial power: Sino-Japanese relations; Anglo-Japanese alliance; Russo-Japanese war; World War I and after; and Manchurian Crisis.

d. Democracy and Militarism: rise of political parties and failure of the democratic system; rise of militarism; and second Sino-Japanese war.

e. Japan and World War I – its consequences.
HISTORY OF INDIA UPTO c. AD 1200

Suggested Readings for Papers I and II

1. Agarwal, D.P., The Archaeology of India (Delhi, Select Book Services Syndicate, 1984).
3. Allchin, Bridget and F. Raymond, Origins of a Civilisation: The Pre-history and Early Archaeology of South Asia (Delhi, Oxford and IBH, 1994).
4. ________________, The Rise of Civilisation in India and Pakistan (Delhi, Select Book Service Syndicate, 1983).
9. ________________, The Archaeology of Ancient Indian Cities (Delhi, OUP, 1997).
11. Champakalakshmi, R., Trade, Ideology and Urbanisation: South India 300 BC-AD 1300 (Delhi, OUP, 1996).
12. Chanana, Dev Raj, Slavery in Ancient India (Delhi, PPH, 1960).
13. Chattopadhyaya, B.D., A Survey of Historical Geography of Ancient India (Kolkata, Manisha, 1984).
14. ________________, The Making of Early Medieval India (Delhi, OUP, 1994).
15. ________________, History of Science and Technology in Ancient India. (Kolkata, Firma KLM, 1986).
19. Hiriyanna, M., Essentials of Indian Philosophy (Delhi, Motilal Banarsidass, 1995).
22. __________, Economy and Society in Early India: Issues and Paradigms (Delhi, Munshiram Manoharlal, 1993).
23. Karashima, N., South Indian History and Society, (Studies from Inscriptions AD 850-1800) (Delhi, OUP, 1984).
29. Mukherjee, B.N., Rise and Fall of the Kushana Empire (Kolkata, Firma KLM, 1988).
37. Raychaudhuri, H.C., Political History of Ancient India (Rev. edn. with commentary by B.N. Mukherjee) (Delhi, 1996).
39. Sahu, B.P. (ed.), Land System and Rural Society in Early India (Delhi, Manohar, 1997).
40. _________, From Hunters to Breeders (Delhi, Anamika Prakashan, 1988).
42. _________ (ed.), A History of South India, edn 4 (Chennai, OUP, 1983).
44. Sharma, R.S., Aspects of Political Ideas and Institutions in Ancient India, (Delhi, Motilal Banarsidass, 1991).
45. _________, Indian Feudalism ed. 2 (Delhi, Macmillan, 1981).
46. _________, Material Culture and Social Formations in Ancient India (Delhi, Macmillan, 1983).
47. _________, Perspectives in Social and Economic History of Early India ed. 2 (Delhi, Munshiram Manoharlal., 1995).
48. _________, Shudras in Ancient India. rev edn 2 (Delhi, Motilal Banarsidas, 1980).
49. _________, Urban Decay in India c. 300-1000 (Delhi, Munshiram Manohararl, 1987).
50. Stein, Burton, Peasant, State and Society in Medieval South India (Delhi, OUP, 1980).
51. Thapar, Romila (ed.), Asoka and the Decline of the Mauryas (Delhi, OUP, 1997).
52. _________, From Lineage to State: Social Formations in the Mid-First Millenium BC in the Ganga Valley (Delhi, OUP, 1984).
53. _________, Recent Perspectives of Early Indian History (Mumbai, Popular Prakashan, 1995).
54. Thapar, Romila, Ancient Indian Social History – Some Interpretations (Delhi, Orient Longman, 1984).
55. Veluthat, Kesavan, The Political Structure of Early Medieval South India (Delhi, Orient Longman, 1993).
PAPER III: HISTORY OF INDIA c. AD 1200-1750

Suggested Readings

4. Arasaratnam, S., Maritime India in the Seventeenth Century (Delhi, OUP, 1994).
8. Beach, Milo, Mughal and Rajput Paintings: The New Cambridge History of India Series (Delhi, Foundation Books, 1992).
9. Champakalakshmi, R., Trade, Ideology and Urbanization: South India 300 BC to AD 1300 (Delhi, OUP, 1997).
11. Chattopadhyaya, B.D., Representing the Other (Delhi, Manohar, 1998).
13. Dasgupta, Ashin, Indian Merchants and the Decline of Surat, c. 1700-1750 (Delhi, Manohar, 1994).
22. ________, Agrarian System of Mughal India, 1526-1707 (Mumbai, Asia, 1963).
23. ________, An Atlas of the Mughal Empire, edn 2 (Delhi, OUP, 1966).
24. ________, Essays in Indian History: Towards a Marxist Perception (Delhi, Tulika, 1995).
25. Habib, Mohammad, Politics and Society in Early Medieval Period, Vols. I & II (Delhi, PPH, 1974).
27. Hasan, S. Nurul, Thoughts on Agrarian Relations in Mughal India (Delhi, PPH, 1973).
28. Husain, Iqbal., Rise and Decline of the Ruhela Chieftanacies (Delhi, OUP, 1994).
30. Karashima, N., South Indian History and Society, (Studies from Inscriptions AD 850-1800) (Delhi, OUP, 1984).
34. _________, Mughal Art and Imperial Ideology (Delhi, OUP, 2001).
36. Kulke, Hermann, The State in India (AD 1000-1700) (Delhi, OUP, 1995).
38. Moosvi, Shireen, Economy of the Mughal Empire: A Statistical Study (Aiglarh, AMU, 1987).
41. Mukhia, Harbans, Historians and Historiography During the Reign of Akbar (Delhi, Vikas, 1976).
42. Naqvi, H.K., Urbanisation and Urban Centres Under the Great Mughals, 1556-1707 (Simla, IIAS, 1971).
45. Qaiser, A.J., The Indian Response to European Technology and Culture, 1498-1707 (Delhi, OUP, 1982).
46. Qureshi, I.H., The Administration of the Moghal Empire (Delhi, Low Price Publication, 1990).
49. _________ (ed.), The Imperial Monetary System of Mughal India (Delhi, OUP, 1987).
50. _________, New Cambridge History of India: The Mughal Empire (Delhi, Cambridge, 1993).
51. _________, The Mughal Empire (Delhi, Foundation Books, 1993).
52. Rizvi, Syed Athar Abbas, History of Sufism, Vol I (Delhi, Munshiram Manoharlal., 1983).
53. _________, Muslim Revivalist Movements in Northern India in the Sixteenth and Seventeenth Centuries (Delhi, Munshiram Manoharlal., 1993).
54. _________, Religious and Intellectual History of the Muslims in Akbar's Reign (Delhi, Munshiram Manoharlal, 1975).
55. Satish Chandra, Historiography, Religion and State in Medieval India (Delhi, Har Anand, 1996).
56. _________, Medieval India: From Sultanate to the Mughals, Part I, Delhi Sultanate (1205-1526) (Delhi, Har Anand, 1997).
57. _________, Medieval India: Society, The Jagirdari Crisis and the Village (Delhi, Macmillan, 1982).
59. __________, Parties and Politics at the Mughal Court, 1707-1740 (Delhi, PPH, 1972).
60. __________, The Eighteenth Century in India: Its Economy and the Role of the Marathas, the Jats, the Sikhs and the Afghans (Kolkata, K.P. Bagchi, 1986).
64. Siddiqi, Noman Ahmad, Land Revenue Administration under the Mughals, 1700-1750 (Delhi, Munshiram Manoharlal, 1989).
67. __________, Peasant State and Society in Medieval South India (Delhi, OUP, 1980).
68. Streusand, Douglas E., The Formation of the Mughal Empire (Delhi, OUP, 1989).
72. Vanina, Eugenia, Ideals and Society in India from the Sixteenth to the Eighteenth Centuries (Delhi, OUP, 1996).
73. Vaudeville, Charlotte, Myths, Saints and Legends in Medieval India (Delhi, OUP, 1996).
PAPER IV: HISTORY OF INDIA c. AD 1750-1950

Suggested Readings

3. Bipan Chandra, Communalism in Modern India (2nd edn) (Delhi, Vikas, 1987).
5. Bipan Chandra, Nationalism and Colonialism in Modern India (Delhi, Orient Longman, 1981).
6. __________, Rise and Growth of Economic Nationalism in India (Delhi, PPH, 1966).
10. __________, Modern India: The Origin of an Asian Democracy (Delhi, OUP, 1987).
20. Guha, Ranajit and Gayatri C. Spivak (eds), Selected Subaltern Studies (Delhi, OUP, 1988).
21. Guha, Ranajit, Elementary Aspects of Peasant Insurgency in Colonial India (Delhi, OUP, 1983).
38. Panigrahi, D.N. (ed.), Economy, Society and Politics in Modern India (Delhi, Vikas, 1985).
40. __________. Social History of Modern India (Delhi, OUP, 1983).
45. Sarkar, Sumit, Modern India, 1885-1947 (Delhi, Macmillan, 1985).
47. Seal, Anil, Locality, Province and Nation (Cambridge, Cambridge University Press).
48. __________. The Emergence of Indian Nationalism (Cambridge University Press, 1971).
52. __________, The English Utilitarians and India (Delhi, OUP, 1959).
PAPER V: THE RISE OF MODERN WEST – (MID 15TH TO MID 18TH CENTURIES)

Suggested Readings

11. de Vries, Jan, Economy of Europe in an Age of Crisis 1600-1750.
16. Hall, R., From Galileo to Newton.
34. Scammell, G., The First Imperial Age: European Overseas Expansion, 1400-1715 (Unwin Hyman, 1989).
PAPER VI: HISTORY OF MODERN EUROPE c. AD 1780-1945

Suggested Readings

5. __________, The Age of Revolution (NAI, 1964).
12. Lichtheim, George, A Short History of Socialism (Glasgow, 1976).
PAPER VII: HISTORY OF U.S.A. c. AD 1776-1945

Suggested Readings

16. Pratt, W., A History of the United States Foreign Policy.
17. Randall, James, et. al., The Civil War and Reconstruction (Health & Co. 1969).
PAPER VIII: HISTORY OF CHINA AND JAPAN c. AD 1839-1949

Suggested Readings

5. ________________, The Making of the Meiji Constitution (Greenwood, 1975).
9. Chesneaux, Jean, et al., China from the 1911 Revolution to Liberation (Delhi, Khosla Publishing, 1986).
13. Hail, John W., Japan From Prehistory to Modern Times (Rutland, VT, and Tokyo, Tuttle, 1971).
36. __________, Triton and Dragon: Studies on the Nineteenth Century China and Imperialism (Delhi, Gyan Publications, 1986).
40. Yanaga, Chitoshi, Japan since Parry (Greenwood, 1975).
41. Yu-teng, Ssu, and John K. Fairbank, China’s Response to the West (Cambridge, 1954).
M.A. HISTORY COURSE
COMPULSORY PAPER I: HISTORIOGRAPHY, CONCEPT, METHODS AND TOOLS

(100 Marks; 80 Lectures)

Unit 1: Meaning and Scope of History
   a. Collection and selection of data; evidence and its transmission; causation; and 'Historicism'.

Unit 2: History and other Disciplines
   a. Archaeology; Geography; Anthropology; Linguistics; Sociology; Economics; Philosophy; Politics; Natural Sciences; Applied Sciences and Literature.

Unit 3: Traditions of Historical Writing
   a. Greco-Roman traditions; Chinese tradition; Ancient Indian tradition; Medieval Historiography – Western; Arabic; Persian; and Indian. Modern – Positivist; Whig; Classical Marxist; and Annals.

Unit 4: Approaches to History
   a. Theological; Orientalist; Imperialist; Nationalist; Marxist; Recent Marxist; Subaltern; and Post-Modernist.

Unit 5: Major Theories of History
   a. Cyclical; Historical Materialism; Sociological; Comparative; Structural; World-system; Ecological; and Post-modernist critiques of history.

Unit 6: Themes in Indian History
   a. Economic; labour and peasant; varna, jati, janajati and gender; religion; culture; environment; and science and technology.

Unit 7: Debates in History
   a. Representative study of at least four major debates on the social and economic history of the world.
COMPULSORY PAPER II: TWENTIETH CENTURY WORLD

(100 Marks; 80 Lectures)

Unit 1:  Legacy of the Nineteenth Century
a.  Growth of Capitalism and Imperialism: U.K.; France; Germany; and Japan.
b.  Liberalism and Socialism.
   b.  Nationalism.

Unit 2:  World Order up to 1919
b.  Making of the Russian Revolution – establishment of a Socialist State; its economic and political aspects; and responses and reactions in the West.

Unit 3:  World Between the two Wars
a.  Working of the League of Nations and Collective Security; crisis in capitalism; Great Depression; liberal ideas and social movements; and ideologies of Nazism and Fascism: Germany, Italy and Japan.

Unit 4:  Second World War and the New Political Order
a.  Origins, nature and results of the War.
b.  Nationalist Movements and Decolonization.
b.  Communist Revolution in China and its impact on world politics.

Unit 5:  Cold War and its effects
a.  Ideological and political basis of Cold War; Pacts and Treaties; tensions and rivalries.
c.  UNO and the concept of World Peace; and regional tensions – Palestine, Kashmir, Cuba, Korea, Vietnam.
Unit 6: Age of Progress: Economic and Social
   a. Industry; Agriculture; Science and Technology; and Communication and Information.
   b. Cultural Revolution; Civil Rights Movement; Apartheid; and Feminism.

Unit 7: Disintegration of Socialist block and end of Cold War
   a. Genesis and process of disintegration – its impact on society and politics.
   b. Changes in the political order: from bipolar to unipolar World System.
   c. Socialism in decline; globalization and its economic and political impact.
M.A. HISTORY
SPECIALISATION COURSES

ANCIENT INDIA
PAPER I: HISTORY OF INDIA UPTO c. AD 650

(100 Marks; 80 Lectures)

Unit 1: Reconstructing ancient Indian history
   a. Sources and interpreting historiographical trends.

Unit 2: Stone age hunters and gatherers
   a. Palaeolithic and Mesolithic cultures; and rock art.

Unit 3: Early farming communities
   a. Pastoralism and incipient farming; and Neolithic and Chalcolithic village cultures.

Unit 4: Bronze age, first urbanization
   a. Early Harappan.
   b. Mature Harappan.
   b. Late and post-Harappan.

Unit 5: Debate on Harappan chronology and ethnic identities

Unit 6: Vedic society
   a. Polity; economy; religion; role of Vedas in Indian history.

Unit 7: Early Iron Age
   a. Disposal of the dead, Megalithic culture.
   b. Economic development; social stratification – beginnings of varnashram; jati; gender; marriage; property relations; samskaras.

Unit 8: Janapadas and Mahajanapadas
   a. Territorial states: monarchical; and republican.
   b. Religious movements: Jainism; Buddhism; Ajivikism; and other sects.
c. Second Urbanization: urban centres; new classes; and changing social relations.

Unit 9: Towards empire: Nandas and Mauryas
   a. Polity: nature and extent of centralization; and foreign relations.
   b. Economy – trade and trade routes, currency and coinage.
   c. Art and architecture.
   d. Asokan edicts, dhamma, scripts.
   d. Kautilya’s Arthashastra; and Megasthenes’ India.

Unit 10: Post Mauryan developments
   a. Sungas and Kanvas; Indo-Greeks and Saka-Pallavas – social conditions.
   b. State formation in Central India and in the Deccan: Satavahanas and Western Kshatrapas – land grants and agricultural expansion; trade and trade guilds; Indo-Roman trade; coins and currency; architecture; sculpture; and cave paintings.
   c. Kushanas: society; religion; art and architecture; and sculpture – Gandhara, Mathura, Amaravati. Mahayana Buddhism and Tantricism; interactions with Central and Western Asia; trade and trade routes, including silk routes and spice routes; coins and currency; syncretic elements in Indian society.
   d. Sangam age: chiefdoms; literature; society; Indo-Roman trade; and integration of cultures.

Unit 11: Guptas, Vakatakas and Vardhanas
   a. Guptas
      i. political consolidation – extent and structure.
      ii. administrative organization, provisions and feudatory states.
      iii. land grants, expansion of agriculture.
      iv. religion – revival of Vedic and Puranic religious traditions, temples.
      v. sculpture, painting, architecture, Sanskrit literature, science and technology.
      vi. coins and currency.
   b. Huna invasions
c. Vakatakas and other dynasties of peninsular India: land grants; art and architecture; painting; society; and religion.

d. Harsha, Chalukyas, Pallavas: extent of kingdoms; administration; religion; society; and cultural activities.

Unit 12: Educational ideas and institutions

Unit 13: Status of women; family; and marriage and property rights

Unit 14: Slavery; labour; untouchability; and Varnasanskar

Unit 15: Debate on feudalism.
PAPER II: HISTORY OF INDIA c. AD 650-1200

(100 Marks; 80 Lectures)

Unit 1: Interpreting the period
   a. Changing patterns of polity, economy and society.
   b. Historiography and recent debates: feudal; segmentary; and integrative approaches.
   c. Sources: Sanskrit, Tamil and other literatures; and archaeology, epigraphy and numismatics.

Unit 2: Polity
   a. Political structure and forms of legitimation; regional variations: northern and eastern India; western and central India; and Deccan and south India.

Unit 3: Economy
   a. Agrarian economy: land grants; agricultural expansion; agrarian organization; irrigation; and technology.
   b. Urban economy: trade and trade routes; inter-regional and maritime trade; urban settlements; trade and craft guilds; forms of exchange; coinage and currency; interest and wages; and traders, merchants and craftsmen.

Unit 4: Society
   a. Social stratification; proliferation of castes; untouchability; status of women; matrilineal system; marriage; property rights; inheritance; educational ideas and institutions; everyday life; migration and settlement of Aryan groups in different regions of India.

Unit 5: Religion and Philosophy
   a. Religion: Bhakti movements: Shaivism; Vaishnavism; Tantricism; Jainism; Buddhism; Judaism; Christianity; Islam; popular religious movements.
   b. Philosophy: schools of Vedanta and Mimamsa.
Unit 6: Literature
   a. Sanskrit, Prakrit, Tamil and Apabhramsha.
   b. Rise of regional language and literature: Marathi; Kannada; Telugu; and other languages.

Unit 7: Art and Architecture
   a. Temple architecture: evolution of major regional styles; sculpture; bronzes; and painting.
M.A. HISTORY

MEDIEVAL INDIA
PAPER I – POLITY AND ECONOMY OF INDIA c. AD 1200-1750

(100 Marks; 80 Lectures)

Unit 1: Primary Sources and Historiography
   a. Sources:
      i. Inscriptions
      ii. Commentaries on Dharma Shastras
      iii. Monuments and Sculpture
      iv. Tarikh-i-Firozshahi, Fatawa-i-Jahandari, Babarnama, Akbarnamah, Ain-i-Akbari, Muntakhab ut-Tawarikh, Tuzluk-i-Jahangiri, Muntakhab ul-Lubab
      v. Bernier; European Factory Records
      vi. Selections from Peshwa Daftar
      viii. Rayavachakamu, (ed.), Philip Wagoner
      ix. Malfuzat and Bhakti literature
   c. Historiography: different approaches.

Unit 2: State
   a. Nature; theory of kingship (Central, West Asian and Persian legacies); problem of legitimacy; pressure groups; state and regional identities; and evolution of indigenous theories.

Unit 3: Evolution of the Institutional Structure and System of Government
   a. Iqta; amaram; mansab and jagir; centre and provinces; state and rural society; and village administration.

Unit 4: Ruling Classes
   a. Evolving composition; immigration; local alliances; and conflicts.
Unit 5: Systemic Crisis and Collapse
   a. Tensions and conflicts inherent in the imperial system; patterns of resistance; collapse of empire; and emergence of regional states – patterns of state formation.

Unit 6: Agrarian Economy and the State
   a. Control over land and relations of production; resource base and the pattern of resource use in agrarian production; nature and magnitude of taxation; and agrarian relations.

Unit 7: Trade, Commerce and the Monetary System
   a. Inland and maritime trade; structure and volume of trade; role of Arab and European traders; Indian merchants and their commercial practices; medium of exchange, currency, coinage; and banking – indigenous methods.

Unit 8: Growth of Cities and Towns
   a. Nature and classification; demographic changes; administration; urban communities; and morphology of cities.

Unit 9: Industries and Production Technology
   a. Textiles; agro-industries; metal technology; and artisans, mercantile groups and their role in production.

Unit 10: Interpreting the Eighteenth Century
PAPER II: SOCIETY AND CULTURE OF INDIA c. AD 1200-1750

(100 Marks; 80 Lectures)

Unit 1: Structure of Rural Society
a. Composition and stratification of rural society; village community; forms of dominance; resistance; and conflict and mechanisms of resolution.

Unit 2: Urban setting and Structure of Urban Society
a. Composition; classes and communities; rural-urban relationships; and urban life.

Unit 3: Formation of Regional Identities
a. Movements and cults – Jagannath cult in Orissa; Vaishnavite movement in Eastern India; Warkari movement and Vithoba Cult in Maharashtra; Rishi tradition in Kashmir; Vira-Saivism in Karnataka; Acharyas and Madhos in Tamil region; Ascendancy of Namboodris in Kerala; and clan and community solidarity.

Unit 4: Bhakti and Sufi Movements
a. Sufism – its origins, concepts and practices; relation with other religious groups.
   b. Bhakti – Nathpanthi; Kabir, Sant tradition, Nanak; Dadu, Chaitanya; Tulsidas; and Namdev.

Unit 5: Patriarchy, Gender Relations and Women Bhaktas
   c. South India: Mahadevi, Akka.

Unit 6: Sultanate and Mughal Architecture
a. Mamluk; Khalji; Tughlaq; and early and mature phases of Mughal architecture.
Unit 7: Regional Architecture and Sculpture
   a. Vijaynagar; Bahmani; Sharqi; and Sur styles.

Unit 8: Visual and Performing Arts
   a. Mughal, Rajput, Kangra, Nayak and the Maratha and Jaunpur schools of Painting; Devdasis; drama, dance and music.

Unit 9: Language and Literature
   a. Persian: language; and literature.
   b. Sanskrit and regional languages; and literature.

Unit 10: Elements of Conflict and Synthesis in Medieval Indian Society
   a. Ruling groups; state and orthodoxy; religious and sectarian communities; and evolution of composite culture.
M.A. HISTORY

MODERN INDIA
PAPER I: HISTORY OF INDIA 1757-1857

(100 Marks; 80 Lectures)

Unit 1: Understanding Modern India
   a. Sources: archival records; private papers; newspapers; periodicals; and oral tradition. Approaches and Interpretation – different schools of thought.

Unit 2: India in the mid-18th Century
   a. Late pre-colonial order: polity; economy; society; and culture.

Unit 3: Expansion and consolidation of British power
   a. Ideology of expansion and mercantilism.
   b. Policies and programmes of expansion.
   b. Instruments of expansion – war and diplomacy.

Unit 4: Colonial Construction of India: Structures and Institutions
   a. Administrative structure.
   b. Arms of the state-police, army and law.
   c. Ideologies of the raj and racial attitudes.

Unit 5: Social Policies and Social Change
   a. British understanding of Indian society – Orientalist; Evangelical; and Utilitarian.
   b. Ideas of change.
   c. Education – indigenous and modern.
   d. Social reform and emerging social classes.

Unit 6: Economic organization: changes and continuity
   *a. Rural economy:
      i. Eastern India.
      ii. South India.
      iii. Western India.
iv. Central and northern India
v. Princely States

*Note: This should be studied with special emphasis on new types of land revenue administration, commercialization of agriculture, rural indebtedness, rural power relations, landlords, peasants and agricultural labour and institutions of finance.

b. Urban Economy
   i. Artisans and industrial production.
   ii. Debate over de-industrialization – regional variations.
   iii. Rise of internal markets and urban centres; and communication – posts and telegraphs, railways, etc.

Unit 7: Resistance to Colonial Rule
   b. Pre-1857 – Peasant, tribal and cultural resistance.
   c. Revolt of 1857: ideology; programmes; leadership at various levels; people’s participation; and British repression and response.
PAPER II: HISTORY OF INDIA 1858-1964

(100 Marks; 80 Lectures)

Unit 1: Strategies of Imperial Control
   a. British government and its control over Indian administration – central, provincial and district.
   b. Relations with Princely States.
   c. Principles and policies governing foreign relations.
   d. India and its neighbours:
      i. Afghanistan and Central Asia.
      ii. Tibet.
      iii. Nepal.
      iv. Burma.
      iv. Persia and the Persian Gulf.

Unit 2: Economy
   a. India in the Imperialist world system: volume and composition of urban flow of capital; balance of payments and the drain; and currency problems.
   b. Agrarian relation: regional diversities and their administration; social and economic origins of commercialization and its effects; nature and extent of stratification within the peasantry; and landlords, tenants and the state.
   c. Agricultural output; levels and brands; and natural and regional explanations.
   d. Domestic and craft industry; rise of modern industry and capitalist class; state and industrial growth, and rise of the working class (formal and informal sectors).
   d. Trends in population and national income.

Unit 3: Society
   a. Social composition: ethnic groups – tribes (creation of new categories of 'criminal tribes and castes'); and class and community.
   b. Colonial intervention and social change: reform movements; modern education; rise of middle classes; and caste movements.
c. Women: status; property rights; reform legislation; and political participation.

e. Tradition and modernity.

Unit 4: National Movement

a. Approaches to Indian nationalism: conceptual debates.
b. Emergence of organized nationalism.
c. Trends till 1919.
d. Gandhian movements – nature, programme, social composition, limitations and challenges.
e. Revolutionary and Left Movements.
f. States’ Peoples’ movements.
g. Working of Congress and non-Congress Provincial ministries.
h. Communal politics and partition.
i. Subhash Bose and INA; and Telengana.

Unit 5: Independent India

a. Visions of new India.
b. Integration of Princely states.
c. Beginnings of planned economy.
d. Land question and industrial policy.
e. Education; health; science; and technology.
f. Foreign policy – non-alignment.
g. Women – Hindu Code Bill.
M.A. HISTORY

ARCHAEOLOGY
PAPER I: PRINCIPLES AND METHODS

(100 Marks; 80 Lectures)

Unit 1: Nature and History of Archaeology
   a. Definition and Scope of Archaeology
   b. Relationship of archaeology with history, anthropology and the pure sciences.
   c. History of archaeology from the 19th century till the present. Development of field techniques. Rise of archaeological science.
   d. History of Indian archaeology: the colonial background; new issues and perspectives since 1947.

Unit 2: Methods of data retrieval
   a. Discovering archaeological sites and features: ground reconnaissance, aerial reconnaissance including satellite imagery. Aims and methods of exploration.
   b. Excavation: purposes and methods; Non-destructive methods.
   c. Recording the context of excavated remains; preparation of sections and plans; three dimensional recording.
   d. Under-water archaeology with special reference to developments in India.
   e. Retrieval of botanical and ecofactual data; plant and animal remains; soil and pollen analysis.
   f. Study of faunal plants and remains, human bones.

Unit 3: Chronology and dating methods
   a. Stratigraphy: causes of formation of layers; their nature and order. Determining the chronology and periods of excavated remains; study of pottery - different aspects like techniques of manufacture, vessel forms and decorations.
   c. Methods of absolute dating: Calendars and historical chronologies; clay varves and tree-rings. Radioactive clocks: radiocarbon, thermoluminiscence, potassium argon, uranium series, fission-track and other scientific techniques.
Unit 4: Approaches for Documentation and Reconstruction of past lifeways
a. Social and economic organization: settlement patterning at the macro- and micro-level; site catchment analysis; site formation processes.
b. Ethnoarchaeology: methods; interpretative technique.
c. Technology and trade: microwear studies of stone tools; pyrotechnology; archaeometallurgy; technology of prehistoric art; scientific analysis of raw materials.
e. Cognitive Archaeology: archaeological indicators of rituals; conventions of representation in art; symbols of organization and power in complex societies.

Unit 5: Conservation and preservation of archaeological remains
b. Museums and the storage and display of antiquities.
c. Architectural conservation: preservation of excavated structures with special reference to those of stone and baked and unbaked bricks. Monument conservation.
f. Principles and techniques of transplantation of monuments: Nagarjunakonda and Srisailam.

Unit 6: Archaeology and the Public
a. Threats to archaeological sites: damage by development projects, damage due to ignorance, negligence, greed for land and wanton destruction.
b. Legislative basis of conservation and protection of heritage.
c. Archaeology and public awareness. Return of cultural property.
g. Role of archaeology in Indian education.

Suggested Readings
PAPER II: ARCHAEOLOGICAL CULTURES AND SEQUENCES

(100 Marks; 80 Lectures)

Unit 1: Palaeo-environmental Studies
b. Geoarchaeology, Palaeontology, Palaeobotany and Archaeozoology.
b. The problem of human evolution in global and Indian contexts.

Unit 2: Stone Age hunter-gatherers
a. Stone Age technologies. Tool types of the Palaeolithic, Mesolithic and Neolithic cultures.
b. Palaeolithic cultures: regional distribution, stratigraphy and cultural evidence. The Himalayan context: Soan valley, Himachal Siwaliks, Nepal, the Peninsular context: Madhya Pradesh, Maharashtra, Tamil Nadu and other regions.
c. Mesolithic cultures: alluvial plain adaptation; Baghor; Chopani-Mando, Bhrbhanpur; horse-shoe lake sites; Sarai-Narah-Rai, Mahadaha; sand-dune landscape: Langhnaj, Bagor; plateau occupation: Paisra.

Unit 3: Beginnings of food production
a. Interpretative models. Understanding the origin and growth of food production in India, the role of ecology and geomorphology.
b. Agricultural communities in north west India from Baluchistan to Kashmir.
c. Ash mounds and other Neolithic village sites of Karnataka, Tamil Nadu and Andhra Pradesh.
d. Early farming communities in Uttar Pradesh and Bihar.
d. Neolithic remains in Orissa and Northeastern states

Unit 4: Early Chalcolithic Cultures and Bronze Age Civilization
a. Landscape: Rivers and Mountains.
b. The Chalcolithic cultures: Pre- and Early Harappan cultures from Baluchistan to Haryana. Highland-Lowland interaction.

c. The Bronze Age Civilization: The Harappan Civilization: origins, extent, chronology, nature and character of settlements, metals and minerals, trade and commerce, art, craft, seals, sealings, glimpses of rituals and beliefs.

d. Contemporaries of the Harappans in Gujarat and Rajasthan.

e. Ochre Coloured Pottery and Copper Hoards.

f. Urban decline and cultural transformations: Late Harappan horizons.

h. Post-Harappan Chalcolithic village communities: Rajasthan, Eastern Uttar Pradesh, Bihar, West Bengal, Madhya Pradesh, Maharashtra, Deccan and Far South.

Unit 5: Iron Age Cultures

a. Assessing the beginning and consequences of the use of Iron in India.

b. Regional distribution of early Iron Age settlements in North and Northwest India.

b. Megalithic culture: Vindhyas, Vidarbha, Deccan and the peninsular South.

Unit 6: The Archaeological Foundations of Early Historical India

a. Painted Grey Ware culture and Pre-NBP Ware cultures of Uttar Pradesh, Bihar and West Bengal: Chronology and cultural characteristics.

b. Northern Black Polished Ware culture: extent, chronology and cultural characteristics.

c. Early historic urban growth: processes, phases and character: archaeology and literature.


Suggested Readings


13. Tripathi, V. The Painted Grey Ware: An Iron Age Culture of Northern India. Delhi: Concept Publishing House.
M.A. HISTORY

OPTIONAL COURSES
ANCIENT SOCIETIES*

(100 Marks; 80 Lectures)

Unit 1: Origins
   a. Tool making and earliest humans; hominid behaviour and scavenging; hunting and gathering; territorial consciousness; food production and village settlements; division of labour and craft specialisation.

Unit 2: Bronze Age Civilizations
   i. Economy: industry and trade
   ii. Social stratification
   iii. Religion
   iv. State structure
   b. Any two of the following may be studied:
      i. Egypt (old kingdom)
      ii. Mesopotamia (up to the Aqqadian Empire)
      iii. China (Shang)
      v. Eastern Mediterranean (Minoan and Mycenaean*)

Unit 3: Nomadic groups in Central and West Asia

Unit 4: Iron Age Cultures
   Greece and West Asia.
   Note: Distinctive features; democratization of agriculture; small currency; alphabetic scripts; settled agriculture; revealed religions; morality; crafts; and warfare.

Unit 5: Slave societies in ancient Greece and Rome
   a. Agrarian economy; urbanization and trade; Athenian democracy; Roman Republic; Roman Empire; and Greek and Roman cultures.

Unit 6: Decline of Roman Empire
   a. Disappearance of Latifundia and emergence of colonate and patrocinium systems; Germanic social formations up to AD 406; Germanic invasions – first and second phase; and origins of feudalism.

* This paper may be introduced as a compulsory paper where the expertise is available.
MEDIEVAL SOCIETIES*

(100 Marks; 80 Lectures)

Unit 1: Western Europe: 8th century to mid 15th century
a. Transition from ancient society to medieval society.
b. Medieval state and church.
c. Agrarian structure and relations – feudalism.
d. Demographic trends.
e. Technological developments.
f. Organization of non-agricultural production.
g. Trade, trade routes and commerce.
h. Urbanization and urban centres; and artisans and merchants.
i. Cultural developments.

Unit 2: Islamic World
a. Rise of Islam: Socio-political background; and contemporary and later sources – Quran and Hadith literature.
b. Evolution of Islamic State: Constitution of Medina; nature of state; relations with Arab tribes, Jews and Christians; and state under Ummayids and Abbasids.
c. Society: under the Prophet; under the Caliphs; under the Ummayids; under the Abbasids; and slavery.
d. Economy: trade and trade routes; revenue administration with special reference to taxation system.
e. Islamic city.
f. Art and architecture; ceramics; textiles; ivories; music; and calligraphy.
g. Intellectual contributions; language and literature; historiography; geography; astronomy; medicine; mathematics; and philosophy.

Unit 3: Medieval China and Japan
a. China:-
   i. Transition from classical to early modern China.
   ii. Commercial revolution.
iii. Society and culture.
iv. Neo-Confucianism.
v. State and society under the Ming dynasty.
vi. China under the Ching dynasty.

b. Feudal Japan:
   i. Rise of the provincial warrior class.
   ii. High feudal society.
   iii. Zen culture.

* This paper may be introduced as a compulsory paper where the expertise is available.
HISTORY OF ARCHAEOLOGY

Unit 1: Growth of archaeology as a discipline
a. Definition and scope of archaeology.
b. History of earlier discoveries; and changing attitude and development of scientific temper.
c. History of Indian archaeology.
d. Recent trends and their application in India.

Unit 2: Stratigraphy
a. Factors and process of formation of layers.
b. Identification and recording of strata.
c. Reconstruction of culture sequence.

Unit 3: Methods of Dating
a. Relative dating methods.
b. Dating the past: Radio-carbon; Thermoluminescence; Potassium-argon; Pollen analysis; etc.

Unit 4: Methods of discovering the past
a. Map and satellite image studies.
b. Aims and methods of explorations.
c. Aims and methods of excavations: multi-cultural settlement; village settlement; and city site.
d. Methods of recording of excavated finds.
e. Spatial distribution and contextual studies.
f. Under-water archaeology: method and important studies.

Unit 5: Interpretation of archaeological remains
a. Methods of study and significance of pottery, tools, beads, etc. in archaeology.
b. Reconstruction of shelters and architectural remains: post-holes; floors; foundation; superstructures of buildings; etc.

c. Methods of retrieval of non-artefactual remains and their interpretations: botanical, zoological; human bones; etc.

Unit 6: Terminologies and definitions

a. Technological stages: Stone Age, Bronze Age and Iron Age.

b. Techno-economic stages: Palaeolithic; Mesolithic; Neolithic; Chalcolithic; Bronze age; etc.

c. Naming cultures based on – site; geographical distribution; chronology; major artefact categories; etc.

d. Terms related to important techniques and culture traits.

Unit 7: Archaeology and Public Awareness

a. Monuments and sites: religious, secular: explored and excavated; and preservation and their cultural and historical significance.

b. Antiquities: cleaning; storing; and display.

c. Museums: significance of site museums; museums of national and state importance; exhibitions of new discoveries.

d. Antiquarian Laws and monument acts.

Note: Students will be required to visit museums and sites under excavation for proper understanding of the subject.
HISTORY OF ARCHITECTURE OF INDIA

(100 Marks; 80 Lectures)

Unit 1: Architecture of Ancient India
   a. Harappan Architecture – town planning, private loans, public buildings including
dockyards and granaries; domestic architecture.
   b. Architecture in Vedic literature.
   c. Early Historical architectural forms and techniques: stupas, chaityas, temples:
rock cut and structural.
   d. Gupta Architecture.
   e. Post Gupta Architecture – regional styles.

Unit 2: Medieval Architecture:
   Tombs, mosques; public works. forts; temples; domestic architecture.

Unit 3: Regional Architectural Styles:
   Vijayanagar; Jaunpur, Malwa; Rajputana, Gujarat, Deccan, South India.

Unit 4: Colonial Architecture
   a. Eighteenth Century.
      i. The new towns: Lucknow, Pune, Murshidabad, Hyderabad, Jaipur,
         Madras, Calcutta, Bombay.
      ii. Colonial forts (Portuguese, Danish, French, British).
   b. Nineteenth Century
      i. P.W.D. Architecture.
      ii. 'Indo-Saracenic' style.
   c. Twentieth Century
      i. New Delhi.
      ii. Jamshedpur, Bhopal, Patna.
   d. Post-1947
      i. Indian Architects.
      ii. Public Architecture, private housing.
HISTORY OF ART

Unit 1:  A) Art and Craft


(b) Early unfavourable European Response to Indian Art and the contributions of A.K Coomaraswamy and others to dispel this notion.

(c) Different Contexts of Arts: (1) Belief, Belief systems, and organised Religions with literature (ii) Religious Art (iii) Secular Art (iv) Tribal Art (v) Folk Art.

(d) Art Appreciation and Basic Principles of Aesthetics: Indian and Greek (i) Single figures (ii) Portraits (iii) Compositions-Unity, Balance, Perspective (iv) Sadanga theory, or Six Limbs of art of painting according to ancient Indian System.

(e) Symbols and Symbolism in Indian Art: Forms and underlying concepts Iconography and Iconometry.

(f) The Concept of 'Classicism' in Greek and Indian Art

B) Architecture and Sculpture

a) What is Architecture? Piecing together the parts-masonry. (i) Understanding architecture: Plan, Section, Elevation (ii) Different types of Arches: Corbelled arch and Four Centered arch. (iii) Different kinds of domes and vaults (iv) Different kinds of pillars and their capitals. What is ‘Sculptural’ or ‘Rock-cut’ Architecture?

(b) The Concept of Hindu Temple: Vastu-purusha, Miniature Cosmos.

(c) Secular Architecture: (i) Houses, Palaces and Forts (ii) Water reservoirs and Baolis.

(d) Religious Architecture: Brahmanical, Buddhist, Jain and Islamic: (i) Temples (ii) Stupas (iii) Chaityas and Chaityagrihas (iv) Devakulikas (v) Mosques (vi) Tombs, Mausoleums and Memorials.

Unit-2:  A) Stone Age Art

(a) Prehistoric Rock Art: Painting, Engraving and Sculpture: (i) Cave paintings of Altamira in Spain, and Lascaux in France, etc. (ii) Engravings and Sculptures in European caves (iii) Rock Art of Bhimbetaka and other sites in India.
(b) Neolithic Art: (i) Paintings and sculptures at Catal Hayuk (Turkey) (ii) Engravings and teracottas from Maski, Piklihal, etc. in India.

B) Bronze Age Art and Architecture

(a) Pyramids of Egypt and Ziggurates of Mesopotamia.

Unit 3: Greco-Roman and Persian Art (700 B.C.-600 A.D.)


Unit 4: Early Indian Art and Architecture (Maurya, Sunga-Satavahana and Kushana Art: 300 B.C.-300 A.D.)

(a) Mauryan Art and Architecture: Pillars, Caves, Stupa, Stone sculpture, Wooden Palace, Terracotta. (i) Northern India: Pataliputra, Barabar, Sarnath, Bairat, etc. (ii) Eastern India: Dhauli, etc.
(b) Sunga-Satavahana Art and Architecture: Stone sculpture, Caves, Monasteries, Painting, Bronzes, Terracotta. (i) Northern India: Mathura, Kausambi, Bodhgaya, Pataliputra, Bharhut, Sanchi, Vidisha, etc. (ii) Eastern India: Udaigiri-Khandagiri, etc. (iii) Western India: Bhaja Karla, Ajanta, Pithalkhora, etc. (iv) South India: Gudimallam, Amaravati, Guntpall, etc.
(c) Saka-Kushana Art and Architecture: Temples, Monasteries, Stone sculpture, Engraving, Painting, Terracotta, Ivory. (i) Mathura School: Mathura, Sonkh, etc. (ii) Gandharan School: Peshawar and Swat Valley sites, Taxila, etc. (iii) Bactrian School: Khalchayan, Dalverzin, etc. (iv) Amaravati School: Amaravati, Nagarjunakonda, etc. (v) Kashmir School: Harvan, etc. (vi) Karakoram Highways: Chilas, etc. (vii) Roman Art in India: Ter, Brahmapuri, Arikamedu, etc.
Unit 5: Classical Indian Art and Architecture (Gupta-Vakataka, Maitraka and Early Chalukya: 400 A.D.-600 A.D.)

(a) Temple, Stone sculpture and Painting, Terracotta, Bronzes. (i) Gupta Art Mathura Style, Sarnath Style: Ahichhatra, Sarnath, Kausambi, Deogarh, Bhumara, Udayagiri, Bagh, etc. (ii) Vakataka Art: Ajanta, Ellora, Aurangabad, etc. (iii) Indo-Afghan Art: Hadda, Tapa Sardar, etc. (iv) Maitraka Art: Shamalaji, Roda, etc. (v) Early Chalukya Art: Ter, Aihole, Pattadakal, Badami, Ellora, etc.

Unit 6: Late Classical Indian Art and Architecture (Rashtrakuta, Pala, etc. 700 A.D.-1000 A.D.)

(a) Temples, Stone sculpture, Painting, Bronzes. (i) Rashtrakuta Art: Aurangabad, Ellora, Elephanta, Virupaksha, etc. (ii) Gurjara-Pratihara Art: Kannauj, Osian, Sirpur, etc. (iii) Pallava Art: Mahabalipuram, Kanchipuram, etc. (iv) Pala Art: Nalanda, Vikramshila, etc.

REGIONAL ART STYLES

(a) Kashmir Art: Martanda, Avantipura, etc. 
(b) North-eastern Art: (I) Assam (Upper, Middle and Lower) (ii) Tripura (iii) Meghalaya. 
(c) Himalayan Art: Chamba, Kangra, etc.

Unit 7: Medieval Indian Art and Architecture: Hindu Tradition (1000 A.D.-1700 A.D.)

Temple, Sculpture, Painting, Bronzes

(a) Northern India 
   (i) Paramara Art: Dhar, Udaipur, Hingalajgarh, etc. (ii) Chandella Art: Khajuraho, Mahoba, etc. (iii) Soma and Eastern Ganga Art: Bhubaneswar, Puri, Konark, etc. (iv) Pala-Sena Art: Kurkihar, Rajashahi, Rangpur, Vishnupur, etc.

(b) Western India 
   (i) Western Chalukya and Solanki Art: Modhera, Palitana, Mt. Abu, etc. (ii) Western Indian Manuscript Paintings.

(c) Southern India 
   (i) Chola Art: Thanjavur, Gangiacholapuram, etc. (ii) Pandyana Art: Srirangam, Chidambaram, etc. (iii) Hoysala Art: Belur, Halebid, etc. (iv) Vijayanagara Art: Hampi, etc. (v) Kakatiya Art: Warangal, etc. (vi) Nayaka Art; Madura, etc. (vii) Kerala Art: Padmanabhaswami, Vadakkunath, Tiruvanchikkulam temples, etc. and Mattancheri Palace.
Unit 8: Medieval Indian Art and Architecture: Muslim Tradition (1100 AD-1800 AD)

Mosques, Mausoleums, Palaces, Forts, Decorative Art, Painting

(a) Muslim Art and Architecture: Sultanate (i) Delhi (Early Sultan, Khilji, Tughlaq, Lodhi, Sur)
(ii) Regional Styles: Deccan, Gujarat, Malwa, Bengal

(b) Muslim Art and Architecture: Mughal
   (i) Mughal Architecture: Agra, Delhi
   (ii) Mughal Decorative Art: Agra, Delhi
   (iii) Mughal Painting: Court Art
   (iv) Later Mughal Painting: Provincial Schools
   (v) Deccani Styles

(c) (i) Rajasthani Painting (ii) Pahari Painting
EPIGRAPHY

(100 Marks; 80 Lectures)

Unit 1: Value of inscriptions for historical reconstruction; origin and the antiquity of the art of writing in India; writing materials; and Prashastis, land grants and charters.

Unit 2: Scripts: Harappan script, Brahmi; and Kharoshthi.

Unit 3: Stages of evolution of Brahmi up to Nagari and regional scripts.

Unit 4: Preparation and preservation of records; classification of documents; general features of copper-plate charters; and stone inscriptions.

Unit 5: Dating and Eras: Pre-era dating methods. Eras: Kali, Vikrama; Saka, Kalachuri-Chedi; Gupta; and regional eras.

Unit 6: Historical and cultural study of the following inscriptions
i. Rock Edict XIII of Asoka.
ii. Bairat Edict of Asoka.
iii. Pillar Edict VII of Asoka.
iv. Rumminderi Pillar Inscription of Asoka.
v. Panguraria Edict of Asoka.
vi. Shinkot Relic Casket Inscription of the time of Menander.
viii. Ayodhya Inscription of Dhanadeva.
ix. Hathigumpha Inscription of Kharavela.
x. Ara Inscription of the time of Kanishka II.
xi. Mathura Inscription of the time of Huvishka.
xii. Naneghat inscription of Vedisri.
xiii. Nasik Inscription of Vasishthiputra Pulumavi.
xiv. Nasik Inscription of Ushavadata.

xv. Girnar Rock Inscription of Rudradaman.

xvi. Allahabad Pillar Inscription of Samudra Gupta.

xvii. Mehuari Iron Pillar Inscription of Chandra.

xviii. Mathura Pillar Inscription of the time of Chandra Gupta II.

xix. Bhitari Pillar Inscription of Skanda Gupta.


xxi. Miregaon Plates of Prabhavati Gupta, Year 20.

xxii. Washim Plates of Vindhyasakti II.

xxiii. Mayidavolu Inscription of Sivaskandavarman.

xxiv. Mandasor Pillar Inscription of Yasodharman Vishnuvardhana.

xxv. Haraha Inscription of Isanavarman.

xxvi. Dubi Plates of Bhaskaravarman.

xxvii. Aphased Inscription of Adityasena.

xxviii. Aihole Inscription of Pulakesi II.

xxix. Gwalior Inscription of Mihirabhoja.

xxx. Lakhimpur Plates of Dharmapala.

xxxi. Sanjan Plates of Amoghavarsha.

xxxii. Tiruvalangadu Plates of Rajendra Chola.

xxxiii. Purushottamapuri Plates of Ramachandra.

Note: This is a general syllabus with an attempt to cover as many major dynasties of India as possible. But additions and omissions may be made in keeping with the regional requirements of individual universities. Detailed study of at least a few inscriptions is desirable.
NUMISMATICS

(100 Marks; 80 Lectures)

Unit 1:

a. Scope of the subject: the origins of money and coinage; and coins and the study of the past.

b. Numismatic terminology; types; inscriptions; accessory symbols; coin description; documentation and photography; accession registers; and catalogue arrangement.

c. Numismatic scholarship: coin collecting; public collections or coin cabinets of museums; private collections; and coin dealers.

d. Making of a coin: choice and availability of metal; issue of coin; making of flans or blanks; dies/punches, striking, verification, weight or metrology; mints and moneyers; coins, trade, traders and trade routes; minting and state; mint output; counterfeits; and forgeries; contemporary and modern.

f. Coin finds: individual finds; casual or stray finds; hoards and their classification – accidental hoards, emergency hoards, saving hoards, abandoned hoards; coin finds in excavations/exploration; recording and preservation; geographical distribution of coin finds; and mapping of the data.

g. Numismatic techniques: dating and attributing coins; grouping coins on the basis of types, stylistic developments, die studies, die-links; palaeography or lettering of inscriptions/legends; and localization, imitation and immobilization.

h. Metrology – histograms, frequency tables, graphs, statistical analysis, coin fineness: different methods – touchstone, chemical analysis, gravimetric analysis, neutron activation analysis, microchemical analysis, ocular spectrometry; and X-ray crystallography and X-ray spectrometry.

i. History of Numismatic studies in India; coins as source of Indian history upto c. AD 1200. Coin collecting in India; public coin collections or coin cabinets of museums and research; Treasure Trove Act and subsequent laws; and private coin collectors and coin dealers.

j. Origin and evolution of coinage in India; literary evidence; extant coin finds; archaeological evidence; epigraphic evidence; and folk lore and folk tradition.

k. Debate about the antiquity of Indian coinage.
I. Techniques of manufacturing coins: Punch-marked, casting, die striking; literary evidence; epigraphic and archaeological evidence; availability of metals; sources of metals used; and denominations.

m. Weights and weight standards in north India and south India; and coin names in north and south India.

Unit 2: Survey of coin series in India

a. Punch-marked and cast coins.

b. Greek, Bactrian Greek and Indo-Greek coins; and Shaka Pahlava coins.

c. City coins; Tribal coins; and Janapada coins.

d. Kushana coins and their successors: Sasanian coins in Sind and north western India; Kushano Sasanian, Kidarite, Hepththalite Sasanian, Kota and Puri Kushana coins.

e. Early coins of south and western India: Satavahana; Western Ksatrapa; Roman and Byzantine coins.

f. Gupta coins and currency system; coins of Traikutakas, Later Guptas, Vardhanas, Maukharis, and rulers of Bengal and Assam; and coins of Hunas.

g. Coins of Kalachuris, Gurjaras, Amirs of Sind, Gurjara Pratiharas; coins of Shahis of Kabul, Gandhara and Punjab; coins of Kashmir; and coins of the Nagas.

h. Coins of Tomaras, Chandellas, Chahamanas, Paramaras, Gahadvalas Chalukyas; coins of Ghaznavids and Ghurids; and coins of Maharajas of Kangra.

i. Coins of south India from post-Satavahana to Chalukya period.


Note: All the coin series listed above must be taught with the help of coin photographs/slides, so that students get trained to identify the coins of different series/periods/regions, etc. Efforts should be made to collaborate with the local public collections/museums so that numismatic material is made available to students for their study. The Committee suggests that coin series of at least three dynasties may be studied.
MEDIEVAL EPIGRAPHY

(100 Marks; 80 Lectures)

1. Medieval epigraphy and its introduction in India:
   a. Languages and Scripts – Kufic, Thulth, Tauqī, Muhaqqaq, Naskh, Riqa, Ta’liq, Nasta’liq and Nagari.
   b. The Calligraphy – evolution of Tughra form of script.
   c. Bilingual inscription – its linguistic and historical importance.
   d. Epigraphical contribution to Persian language and literature in India.

2. Epigraphical format of documentation:
   a. Style of transcriptions and transliterations.
   b. Methods, technique and material used for engraving inscriptions.
   c. Locations – royal monuments, forts and public buildings.
   d. Dates and Dating – various eras, viz. Hijri, Shuhur san, the Ilahi, the Fasli (North Indian, Bengali and Deccani), the Jalus and Samvat (Vikram, Saka and Plava). DATING in figure and numeral.

3. Medieval Indian epigraphy as a source of history:
   a. Direct and indirect epigraphical evidence.
   b. Kinds and nature of the evidence – purely religious, personal, edictal, commemorative and indicatory.
   c. Extant and geographical place names.
   d. Dynastic information – political, administrative, economic, social, cultural and architectural.

4. Inscriptions of the Delhi Sultans:
   a. Find places – political and administrative value.
   c. Re-assessment of the history of the Delhi Sultans on the basis of the inscriptions.
   d. Regional epigraphical study – viz. inscriptions of Bengal, Rajasthan, Gujarat and Deccan.
5. **Inscriptions of the Mughal Emperors:**
   a. Territorial boundary on the basis of epigraphical extent.
   b. Brief history of the composer and tracer of the Mughal period.
   c. Significance of the titles of the emperors, zamindars and administrative officials.
   d. Epigraphical evidence for the history of the Mughal emperors – Babur to Aurangzeb.
   e. Significance of Urdu inscriptions of the later Mughal emperors.
   f. Regional inscriptions of the Mughal period, with especial reference to Rajasthan, Gujarat and Deccan.

**Suggested Readings**

3. Corpus Inscriptions of Bengal – Abdul Karim.
4. Corpus Inscriptions of Bihar – Qeyamuddin Ahmad.
10. Sanskrit Inscriptions of Delhi Sultanate (1191-1526) - Pushpa Prasad.
11. Study of Muslim Inscriptions – V.S. Bendrey.
MEDIEVAL NUMISMATICS

(100 Marks; 80 Lectures)

1. Medieval Indian Coinage as a source of history:
   a. Scripts, legends and placing of inscriptions on the coins. Types of calligraphy; bilingual legend.
   b. Islamic type coins – its feature: Kalima and names of caliphs. Significance of names and titles.
   c. Dates and place of dating. Minting place, mint marks and mint technology.
   d. Importance of regional and lesser known coins.

2. Coin circulation in Northern and Central India prior to the establishment of Delhi Sultanate:
   a. Coinage and Metrology – Bull and Horseman type.
   b. Ghaznavid coins issued from Lahore.
   d. Debate on Qutbuddin Aibak's coins.

3. Islamic type coins a.d its introduction in India by Delhi Sultans:
   a. Coinage and Metrology of Early Turkish and Khalji Sultans.
   b. Ilutmish as an introducer of Islamic type coins – Tanka, Jital, Billon and Copper with legend in Nagari.
   c. Coins of Ilutmish's successors with special reference to Razia, the only regent queen. Balban discarded Bull/Horseman type. Continuation of Nagari legend.
   d. Coins of Khaljis. Continuation of Balban pattern. Omission and re-introduction of the name of caliphs. Typology of gold, silver, billon and copper coins of Alauddin Khalji.

4. Continuation of Islamic type coins:
   b. Coins of Firuz Shah Tughlaq and his successors. Induction of the name of Abbasid caliph of Egypt.
c. Coinage and Metrology of Sayyid and Lodi Sultans.

5. Introduction of Mughal coinage in India:
b. Coinage and Metrology of Akbar. Shah-rukhi type, Kalima type, Ilahi type, Alf type, Commemorative type, Ram-Sita type, and bird type. Weight standard. Heavy copper coins Double-Dam, i.e. Tanka-i-Akbar Shahi.
c. Jahangir’s coins – Kalima type, couplet type, Portrait type, Zodiac type and the name of Nurjahan, Coins with increased weight standard.
e. Coinage and Metrology of later Mughals. Meaning, use and purpose of Nisar coins.

Suggested Readings

2. B.L. Bhadani, Literary Evidence for Lesser-known Coins of Medieval Rajasthan, in Medieval Indian Coinages.
3. I.A. Zilli, Saiyid Sultans of Delhi and the Issue of Coins in the Name of Timurids – Fact or Fiction in Medieval Indian Coinages.
7. R.S. Poole, The Coins of the Mughal Emperors of Hindustan in the British Museum.
8. S. Jabir Raza, Nomenclature and Titulature of the Early Turkish Sultan of Delhi found in Numismatic Legends in Medieval Indian Coinages.
9. S. Lane-Poole, Catalogue of Oriental Coins in British Museum.
MEDIEVAL RAJASTHAN (c. 1400-1708)

(100 Marks; 80 Lectures)

1. Rajasthan
   Identity of Rajasthan, geography, demarcation of Eastern and Western Rajasthan.

2. The Rajputs
   Evolution into a recognised ruling and warrior caste. Principal states in Rajasthan, 10th-13th century. The ‘feudal’ structure of superior rights in pre-Sultanate Rajasthan. Rajasthan in the 14th century.

3. The Rise of Mewar and Marwar

4. Akbar’s Relations with the Rajputs
   b. Rajputs as mansabdars: Bhagwandas and Man Singh.
   c. Composition of Rajput segment of Mughal nobility.

5. Rajput Principalities, 1605-1658

6. Rajput Polity and Administration in the 17th Century
   Position of ruler; pattawats, bhumias. Rajput soldiery and its links to land; concept of tan and rekh. Tankhwah and Watan jagirs: Rajput administration, sub-assignments.

7. Aurangzeb and the Rajputs
8. The Emergence of the Amber Principality as a Major State in Rajasthan

Mirza Raja Jai Singh, early career of Jai Singh Sawai. The Rajputs in the War of Succession, 1707-8; and the settlement with Bahadur Shah.

9. Economy in the 17th Century

Extent of cultivation; agricultural production. Trade and Commerce, Mahajans; the rise of the business community; commercial linkage between village and town.

10. Urban and Rural Structure of Society


11. Culture in Rajasthan


12. Sources


Note: This is a suggested model. Universities may draft similar papers according to their respective requirements.

Suggested Readings

7. E.B. Havell. Indian Architecture (Selected Portions).
21. V.S. Bhargava, Marwar and the Mughal Emperors.
22. V.S. Bhatnagar. Life and Times of Sawai Jai Singh.
HISTORY OF SCIENCE AND TECHNOLOGY IN PRE-COLONIAL INDIA

(100 Marks; 80 Lectures)

Unit 1: Science and Technology – the beginnings


c. Science and technology during Vedic and later Vedic times including physical and biological sciences.

d. An outline of the development of concepts: doctrine of five elements, theory of atomism and attributes of matter in ancient India.

Unit 2: Developments in Science and Technology in India, AD 1st century to 17th century

a. Major developments in the history of science and technology from AD 1st century to c. 1200.

b. Developments in astronomy with special reference to Aryabhata, Varamihira and Bhaskara I.

c. Developments in medicine and surgery: Charaka and Sushruta Samhitas and subsequent developments in human anatomy, physiology and materia medica.

d. Development of mathematics: geometry of the Shulbha Sutra; mathematics of Bakshali Manuscript; mathematics of the classical period.

e. Concept of rationality and scientific ideas in Arab thought and its reception in India.

f. New developments in technology – Persian Wheel; gun-powder; textiles; bridge building; etc.

g. Developments in medical knowledge and interaction between unani and ayurveda; and alchemy.

h. Astronomy in the Arab world and its impact on India with special reference to Sawai Jai Singh.
Suggested Readings

SCIENCE AND TECHNOLOGY IN COLONIAL INDIA

(100 Marks; 80 Lectures)

Unit 1: Science and Empire: Theoretical Perspectives
   a. Conceptual aspects of western science.
   b. Debates regarding the nature and growth of western science, technology and medicine (STM).
   c. The role and place of STM in the colonial process.

Unit 2: Science and Colonial Explorations
   a. State of science and technology on the eve of British conquest.
   b. East India Company and scientific explorations.
   c. Early European scientists: surveyors, botanists, doctors under the Company's service.

Unit 3: Growth of Techno-Scientific Institutions
   a. Scientific and technical education: establishment of engineering and medical colleges and institutes. Teaching of science in universities.
   b. Establishment of scientific institutions: Survey of India; Geological Survey of India; and agricultural experimental farms.

Unit 4: Indian Response to Western Science
   a. Indian response to new scientific knowledge: interactions and predicaments.

Unit 5: Science and development discourse
   a. STM for development – ideas of British government, Mahatma Gandhi and other Indian nationalists.
   b. Professionalisation of science and their new personnel.
   c. Royal Commissions and their Reports.
d. Planning for development: National Planning Committee; Bombay Plan; National Planning Advisory Board; and Central Advisory Board of Education.

e. Transition from ‘dependent to ‘independent’ science.

Suggested Readings

BUSINESS HISTORY OF INDIA (c. AD 1700-1991)

(100 Marks; 80 Lectures)

Unit 1: Background: Business in Pre-Colonial India
   a. Caste and business communities.
   b. Manufacturers and trade – internal and external. Surat as trade centre.
   c. Credit and indigenous banking.
   d. Potentialities of capitalist growth.

Unit 2: Trade and East India Company
   a. European trading interests in India.
   b. The East India Company and trade and manufactures up to 1757.
   c. British private trade in eighteenth century.
   d. East India Company's trade, 1757-1833.

Unit 3: Trade, Credit and Agency Houses
   a. European Agency Houses - 1793-1848.
   b. Currency credit and indigenous bankers, 1800-1850.

Unit 4: Expansion of Trade and Business
   a. Reform of corporate law, railways and telegraphs - their impact on business and trade.
   b. Emergence of Modern Banking: Presidency banks and Exchange banks.
   c. History of the Presidency Banks of Bengal, Madras and Bombay – 1800-1921.

Unit 5: New Merchant Communities - 1800-1914

c. National Planning Committee; Bombay Plan.

Unit 6: Business Expansion in Independent India

a. Decline of European Managing Agency Houses.


d. Multinationals.

e. Shifts in policy and their critique.
WOMEN IN INDIAN HISTORY

(100 Marks; 80 Lectures)

Unit 1: Survey of Approaches and Sources

a. Approaches
   i. Liberal
   ii. Marxist
   iii. Psychoanalytical
   iv. Socialist
   v. Existential
   vi. Radical

b. Sources
   i. Archival – Government files, Official reports, Census, Private papers, etc.
   ii. Non-archival – sacred and non-sacred texts, epigraphs, diaries, memoirs, autobiographies, fiction, songs, folk lore, photographs, paintings, oral history.

Unit 2: Religion and Women

a. Brahmanical and non-Brahmanical.

b. Jainism

c. Buddhism

d. Islam

e. Sikhism

f. Christianity

Unit 3: Reform Movements and Women

a. Bhakti movements

b. Vira Saivism

c. Brahma Samaj

d. Arya Samaj
e. Aligarh movement
f. Theosophical movement
g. Satya Shodhak Samaj
h. Sri Narayan movement
i. Self-respect movement

Unit 4: Customary and Legal Status
a. Ancient India.
b. Medieval India.
c. Colonial India.
d. Post Independence.
e. Tribal societies.

Unit 5: Women and Work
a. Household.
b. Agriculture.
c. Industry – formal and informal sectors.
d. Professions.
e. Wages.
f. Property rights.

Unit 6: Education and Women
a. Ancient India.
b. Medieval India.
c. Colonial India.
d. Post Independence.

Unit 7: Women's Organisations
b. Post-Independence.

Unit 8: Political Participation
a. Gandhian Satyagraha.
b. Revolutionary movements.
c. Peasant and Workers' movements.
d. Tribal movements.
e. Panchayats and municipal councils.
g. Feminist movement.

Unit 9: Women and culture

a. Women's representation and participation in:
   i. Literature.
   ii. Art and Sculpture.
   iii. Music.
   iv. Dance.
   v. Films.
   vi. Theatre.
   viii. Historical writing.
   ix. Media.

Suggested Readings


17. Minault, Gail, Secluded Scholars: Women's Education and Muslim Social Reform in Colonial India. OUP, Delhi, 1998.


ARCHIVAL STUDIES

(100 Marks; 80 Lectures)

Unit 1: Definition of Archives and allied terms like Manuscripts, Documents, Records, Archives. Characteristics of Archives.

Unit 2: Archives and allied institutions and their functions
Museum, Library, Gallery of Art, and Archives.

Unit 3: History of Archives
a. France, Great Britain, United States of America and People’s Republic of China.
b. Origin and development Archives in India.

Unit 4: Physical forms of archives
Clay tablets, stone inscriptions, metal plates, palm leaf to paper records, seals, photographs, cartographic records, film, video-tapes, sound-records, machine-readable records and other electronic records.

Unit 5: Acquisition and accession of archives

Unit 6: Arrangement of Archives
a. Record group.
b. Archives group.

Unit 7: Access to Archives
Evolution of access policy-legal, ethical and scholarly considerations, governmental guidelines in the form of Public Record Act and Archival Law – principle of privacy and right to information.

Unit 8: Reference media
Macro level and micro level, viz. guide, index, calendar, catalogue, inventory, subject and check list.
HISTORY OF ECOLOGY AND ENVIRONMENT : INDIA

(100 Marks; 80 Lectures)

The recent growth in public consciousness about matters pertaining to environment may be treated as good enough reason for a full-fledged postgraduate course in history on ecology and environment. It is with a welcome rapidity in recent times that monographs exploring all the different facets of ecological and environmental history are getting published. It is, therefore, time that this new found concern is translated into a curricular framework.

A comprehensive curriculum at the postgraduate level would encompass illustrations of various environmental problems and the possible remedies and would also highlight the inherent resilience of local folk traditions which evolved in response to the local needs. It would simultaneously focus on the neglect of ecological variables in development planning.

The curriculum would foreground the above within the overall perspective of the historical exploration of the South Asian environment. Some of the following may compose the course outline:

Unit 1: Environment and Ecology in Indian ethos and philosophy.

Unit 2: Settlement archaeology.

Unit 3: Expansion of agriculture.

Unit 4: Geographical zones (forests, mountains, river systems, oceans, deserts).

Unit 5: Climatic factors in the evolution of societies.

Unit 6: Nature based activities and social formations.

Unit 7: Indigenous knowledge systems, nature and societies.

Unit 8: Management of environment in history.
Unit 9: Colonial intervention and environment.

Unit 10: Tribalization of communities.

Unit 11: Impact of modern industry on ecology.

Unit 12: Oriental systems and development alternatives.

This course may be developed keeping in view the specific requirement of the region in which it is taught.
HISTORY OF IDEAS

Instead of following the conventional division of ancient, medieval and modern, we think it is preferable to adopt a thematic pattern, each theme covering the entire period. We may divide the paper for the sake of easy organization into three courses dealing with political ideas, social ideas and religious ideas. The topics in each need not be comprehensive, but selective, concentrating on some key areas.

Unit 1: Political

   i. Ancient.
   ii. Medieval.

b. Rights and duties of subjects.

c. Legitimacy of political power.
   i. Texts
   ii. Practice

d. Colonialism and the emergence of new political ideas
   i. Liberalism; democracy
   ii. Utilitarianism
   iii. Positivism

e. Nationalism and Socialism.

f. Communalism and Secularism.

Unit 2: Social Ideas

a. Formation of early ideas on hierarchy.

b. Rationalization and justification of hierarchy.
   i. Varna
   ii. Jati
   iii. Family
   iv. Women
c. Anti-caste movements during the colonial period – Satya Shodhak Samaj, Sree Narayana movement, Self-respect movement.
d. Social basis of nationalism.

Unit 3: Religious and Philosophical Ideas

a. Formation of religious ideas in early India
   i. Vedas, Upanishads and Vedanta
   ii. Six Schools of Indian Philosophy
   iii. Jainism
   iv. Buddhism
b. Ideas of dissent and protest – heterodox sects.
c. Forms of religious thought and cultural synthesis.
   i. Bhakti Movement: Shaivite and Vaishnavite Regional Developments
   ii. Sufism
   iii. Sikhism
d. Reform and Revivalism – Brahmo Samaj, Prarthana Samaj, Arya Samaj, Deoband and Aligarh Movement, Singh Sabha Movement.
e. Ideas of religious universalism and fundamentalism in modern India.
HISTORY OF INDIAN DIASPORA

(100 Marks; 80 Lectures)

Unit 1: Diaspora
The concept; origin, evolution and contemporary usage. Diasporic identities and their nature.

Unit 2: Stages of Migration
a. Classical
   i. Indians abroad in the days of remote antiquity.
   ii. Early Indian migration; Ceylon and South-East Asia; Central Asia; Iran; and Afghanistan.
   iii. Merchants, labour and craftsmen in India; South East Asia.
   iv. Indian Ocean trading system; migration of Indians to East Africa, South-East Asia, Indonesia and West Asia.

b. Colonial Migration
   i. Emigration to British Plantation colonies – Fiji, Surinam, Guyana, Mauritius, Malaysia, Trinidad, and South Africa.

c. Migration in the 20th century
   i. Migration to Canada and USA in late 19th and early 20th century.
   ii. Migration between 1920s-1947.
   iii. Migration of professionals to the United States, Canada, Australia and other developed nations.
   iv. Migration to the Gulf countries.

Unit 3: Categories of Indian Diaspora
a. Peoples of Indian Origin (PIOs) and Non Resident Indians (NRIs).

b. Regional, linguistic, religious, caste divisions.

c. First generation and second generation divide.
Unit 4: Indian Diaspora in Host Society

Important Zones
a. Western countries (USA, UK, Canada)
b. Caribbean (Trinidad, Guyana, Surinam)
c. Indian Ocean States (Sri Lanka, Mauritius)
d. South-East Asia, Fiji
e. West Asia.

The Indian diaspora in these zones have to be studied with reference to their
i. Social status
ii. Race and ethnicity
iii. Economic, business, professional position vis-à-vis other ethnic communities
iv. Political participation
vi. Cultural, religious and community activities

Unit 5: Indian Diaspora and Homeland
a. Cultural, intellectual, religious, economic, political connections.
b. Influence on domestic politics and foreign policy.

Unit 6: India in the Diasporic Age
a. India’s policy towards her diaspora.
b. Economic, scientific, technological, cultural, and political collaboration and adjustments.
HISTORICAL APPLICATION IN TOURISM

(100 Marks; 80 Lectures)

Various aspects of history (monuments, archaeological sites, museums, etc.) have been for ages tourist attractions and history is being used as a tourism product for a long time. This course should be aimed at the application of history in tourism. It should take into account an understanding of tourism, designing of tourism products and the packaging of history as a tourism product. Many aspects of history like art, architecture, handicrafts, textiles, folklore, historical events, sites, monuments, etc., can be studied for this purpose. Besides, this course should also incorporate guiding skills in order to develop an understanding among the learners of how to guide at historical monuments/sites, etc.

The course may also include study of specific cultures, religious and historical events that can be used to explain to tourists the characteristics of Indian society keeping in view the regional requirements.

Unit 1: Characteristics of tourism.

Unit 2: Characteristics and designing of tourism products.

Unit 3: History as a tourism product.

Unit 4: Monuments, major and minor.

Unit 5: Historical sites.

Unit 6: Historical events.

Unit 7: Folk cultures and arts.

Unit 8: Festivals and religions.

Unit 9: Handicrafts, textiles, etc.

Unit 10: Guiding skills.
Suggested Readings

1. Chris Cooper and Fletcher, Tourism: principles and practices.
2. S. Wahab, Tourism Marketing.
4. James W. Morrison, Travel Agent and Tourism.
8. Krishna Deva, Temples of North India.
STATE IN INDIA

(100 Marks; 80 Lectures)

Unit 1: Towards formation of the State:
Proto-States; chiefdoms of later Vedic times; and Territorial States in the Age of Buddha.

Unit 2: The Mauryan State:
Socio-economic basis; nature and functions; and theory and practice.

Unit 3: Gupta polity:
Administrative organization; tributary system; and socio-economic basis.

Unit 4: State formation in the South:
Chiefdoms and the Cholas.

Unit 5: Nature and functions of the State under the Sultans of Delhi; and Islamic theory of state.

Unit 6: Vijayanagara state:
Structure; features; and nature.

Unit 7: The Mughal State’s Administrative institutions; Mansabdari system: socio-economic basis.

Unit 8: Colonial State:
Political economy; state apparatus; and instruments of legitimation.

Unit 9: Stages of development of the nation-state in India.

Unit 10: State in independent India:
Continuity and change.

Unit 11: Historiographical debates on the nature of the state in India.
AGRARIAN HISTORY OF COLONIAL INDIA

(100 Marks; 80 Lectures)

Unit 1: Historiography of agrarian history:
Some leading interpretations of the nature and process of agrarian change during British rule.

Unit 2: Organization of the pre-colonial rural economy:
Examinations of the notions of ‘village self-sufficiency’ and ‘village community’ – elements of conflict and solidarity in the village community – late pre-colonial India’s agrarian economy, a growing economy?

Unit 3: Major agricultural trends:
Co-existence of decline and growth increasing commercialization of agriculture – a ‘forced commercialization’? – organization of cash crop cultivation and its impact on the small peasant economy.

Unit 4: Explanations of recurring famines and scarcities.

Unit 5: Price movements and the nature of peasant response to price changes: a detailed study of the impact of the Great Depression on the rural economy.

Unit 6: Major trends in demographic changes (with particular reference to the period 1872-1947).

Unit 7: The rural agrarian structures:
The new land systems and the reshuffling of the upper levels of tenurial hierarchy; and the process of replacement of the old proprietary groups (with special reference to U.P., Maharashtra, Punjab, Bengal and South India).

Unit 8: Growth of agricultural labourers during British rule – system of bonded labour (‘agrestic serfdom’).

Unit 9: The changing rural credit scene as it affected the rural agrarian structure (with particular reference to Maharashtra, U.P., Bengal and Punjab); and examination of the notion of social and economic constraints on the powers of moneylenders.
Unit 10:  Process of differentiation within the peasantry
Rise of 'a rich peasantry' to be explained (with particular reference to Punjab, Maharashtra, Bengal and South India) – growth of the tenancy system – examination of the notion that tenancy contributed to 'peasant stability'.

Unit 11:  Changing rural landscape and environment; and the issues concerning 'forestry' – 'ecological approach' to rural changes in colonial India.

Unit 12:  The tribal dimension
The changing economy; and social organization in the tribal world.
ECONOMIC HISTORY OF INDIA c. AD 1757-1947

(100 Marks; 80 Lectures)

Unit 1: Introduction
a. Issues and problems of Indian Economic History. Different approaches and their limitations.
b. Sources of Economic History of British India.

Unit 2: Indian Economy in the Mid-Eighteenth Century
c. Trade and indigenous banking.
c. Debate on the potentialities of capitalist change in the pre-colonial economy; question of ‘growth’ in the late pre-colonial Indian economy.

Unit 3: Early Phase of Colonial Economy
a. Mercantilism and European economic interests in India. The East India Company and its rule in Bengal.
b. The early Drain of Wealth and its mechanism, magnitude and effects.
c. Indian manufactures for external market – internal commerce; the later debate on the question.

Unit 4: Agrarian Settlements and Agrarian Production
a. Agrarian conditions – Regional variations.
b. The Permanent Settlement – objectives, operations, effects and official critiques.
c. Ryatwari Settlements and Mahalwari system.
d. Consequences of periodic settlements.
e. Increase in the cultivation of export crops. New elements in the organization of production of export commodities.
Unit 5: Ecological changes and rural society (with particular reference to the implications of increasing control of the colonial state on forests as distinguishable from 'settled peasant villages').

Unit 6: Traditional Handicraft Industry and the question of De-industrialization
   a. Artisans and handicraft product-background.
   b. Industrial capitalism and import of English cloth and yarn.
   c. Debate over de-industrialization — regional variations.
   d. Handicraft industry in transition under colonialism.
   e. Capital and labour in handicraft industry.

Unit 7: Railways and Indian Economy
   a. Economic and political compulsions.
   b. Unification and subjugation of Indian market.
   c. Effects on agrarian production and export of raw material — commercialization of agriculture.
   d. Famines and British policy, nationalist criticism.

Unit 8: Large Scale Industry
   a. Conditions before the emergence of modern industry.
   b. Capitalist investment in India — indigenous and British effects.
   c. Modern industry in pre-1914 phase — nature — main industries: cotton, jute, iron and steel and others. Impediments to growth, nationalist critique, industry and the First World War phase with special reference to economic depression.
   d. Colonial state and industrial growth.
   e. Rise of industrial labour; labour force in large scale industry; types of labour movements; changing social composition of industrial labour.

Unit 9: Foreign Trade and Balance of Payments
   b. Drain of Wealth and British overseas trade.
Unit 10: The Fiscal System
   a. Shift from direct to indirect taxation.
   b. Tariff and excise.
   d. Monetary policies and credit system.

Unit 11: Price Movements
   a. Main trends in the movements of prices.
   b. Impact on rent of landlords.
   c. Impact on State revenues and trade.

Unit 12: National Income
   Movements of national income after 1858 – the divergent assumptions and estimates.

Unit 13: Population
   b. 'De-Urbanization' controversy.
   c. Trends in demographic changes.