

No. 6-38/2022 (FSS) CBCS (PG) -HPU (Acad.)
Himachal Pradesh University, Summer Hill, Shimla-5
(NAAC Accredited "A" Grade University)
"Academic Branch".

22 AUG 2023

To

Rele

1. The Dean, Faculty of Social Sciences, HPU, Shimla-5
2. The Controller of Examinations, HPU, Shimla-5.
3. The Director, ICDEOL, HPU, Shimla-5.
4. The D.R. Exam. (PG) HPU, Shimla-5.
5. The D.R. Eval. /Re-Eval. /Conduct, HPU, Shimla-5.
6. The D. R. Secrecy, HPU, Shimla-5. (with 2 spare copies.)
7. The S.O. Exam (M.A. History), HPU, Shimla-5.
8. The Librarian, HPU Main Library, Shimla-5
9. The Incharge, Computer Centre, Examination Wing (PG), HPU

22/8/23
Subject: PG Syllabi of M.A. History 3rd and 4th semesters under CBCS
w.e.f. July, 2022 onwards.

Sir/Madam,

I am sending herewith a syllabus of M.A. History 3rd and 4th semester under CBCS duly approved by the Vice-Chancellor on the recommendations of the Board of Studies (PG) in History and Faculty of Social Sciences in its meeting held on 20.06.2023 and 17.07.2023 respectively for its implementation w.e.f. July, 2022 onwards as per annexure-"A".

Yours faithfully,

Pranjwal
22.8.23

Deputy Registrar (Acad.)
HP University Shimla-5.

Dated: 22 AUG 2023

Endat. No. Even

Copy to:

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1. The Chairman, Deptt. of History, HPU, Shimla-5. for information and to send the soft copy in PDF format to web Admin, HPU, Shimla-5 immediately.
2. The Web Admin, HPU, Shimla-5, with the request to upload this letter with syllabus on the University website.

22/8/23

All the Principal, Govt./Non-Govt., Affiliated Colleges under the Jurisdiction of H.P. University/Department of Evening Studies, HPU, The Mall, Shimla-1/HPU Regional Centre Dharmshala, Distt. Kangra (HP) running above mentioned course and also requested to kindly download the above mentioned syllabus from the University website i.e. www.hpuniv.ac.in.

4. The Dealing Assistant Meeting (Acad.), HPU, Shimla-5, with the request to place the action taken in the ensuing meeting of Academic Council.
5. Guard file.

o/c

Pranjwal
22.8.23
Deputy Registrar (Acad.)

**Department of History
Himachal Pradesh University, Summerhill
Shimla-171005**



Annexure –A

**M.A. (History) 3rd and 4th Semesters' courses under CBCS as Approved on
20th June, 2023 by the Board of Studies**

DEPARTMENT OF HISTORY
NAAC Accredited 'A' Grade University
Himachal Pradesh University, Summerhill
Shimla - 171005

MEETING/PROCEEDINGS OF THE BOARD OF STUDIES (POST GRADUATE)
IN HISTORY HELD ON 20th June, 2023


A meeting of the Board of Studies (PG) History through online mode was held at the Department of History on 20th June, 2023 from 3.00p.m. onwards. The following were present:

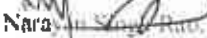
1. Prof. Heeraman Tiwari, Professor in Centre for Historical School of Social Sciences, JNU, New Delhi (External Expert)
2. Prof. Narayan Singh Rao, Professor and Dean, School of Social Sciences, Central University of Himachal Pradesh (External Expert)
3. Prof. B.K. Shivram, Department of History, HPU, Shimla-5 (Member)
4. Prof. Arun Kumar Singh, Department of History, HPU, Shimla-5 (Member)
5. Dr. Shobha Misra, Assistant Professor in History, HPUDES, Shimla-5 (Member)
6. Sh. Kartar Chand Assistant Professor in History, HPUDES, Shimla-5 (Member)
7. Dr. Ankush Bhardwaj, Chairman, Department of History, HPU, Shimla-5 (Convener/Member)


Agenda: Restructuring PG syllabi of MA (History) 3rd and 4th Semesters' courses under CBCS as implemented from July 2022.


Decision: PG syllabi of MA(History) 3rd and 4th Semesters' courses under CBCS were proposed, discussed and approved as per attached Annexure-A.


The meeting ended with a vote of thanks to the Chair.



Prof. Heeraman Tiwari,
Centre for Historical School of
Social Sciences, JNU, New Delhi
(External Expert)



Prof. Narayan Singh Rao,
Professor and Dean, School of
Social Sciences, Central
University of Himachal
Pradesh
(External Expert)


Prof. B.K. Shivram,
Department of History,
HPU, Shimla-5
(Member)


Prof. Arun Kumar Singh,
Department of History, HPU,
Shimla-5 (Member)


Dr. Shobha Misra
Assistant Professor in
History, HPUDES, Shimla-5
(Member)


Sh. Kartar Chand Assistant
Professor in History,
HPUDES, Shimla-5
(Member)


Dr. Ankush Bhardwaj
Chairman Member,
Department of History, HPU,
Shimla-5 (Convener Member)



DEPARTMENT OF HISTORY
NAAC Accredited 'A' Grade University
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History, HPUDES, Shimla-5
(Member)

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Chairman/Member,
Department of History, HPU,
Shimla-5 (Convener/Member)

Prof. B.K. Shivram,
Department of History,
HPU, Shimla-5
(Member)

Sh. Kartar Chand Assistant
Professor in History,
HPUDES, Shimla-5
(Member)

HISTORY
PG Programme in History
Academic Session July 2022 Onwards

In continuation to the Notifications No. 6-38/2022(FSS)CBCS(PG)-HPU(Acad) dated 22.08.2022 and even No. dated 24.12.2022 regarding revised syllabi for M.A.(History) under CBCS and amendment thereof (implemented from July, 2022), BoS in its meeting held on 20.06.2023 approved M.A. 3rd and 4th Semesters' courses under CBCS as per Annexure A(pp.1-43)

Sr. No	Course Code	Course Title	Core/DSE/GE	Marks	Credits
SEMESTER I (All 4 Core Courses)					
1	HIST 101	History and Historiography	Core	100	6
2	HIST 102	Ancient Societies	Core	100	6
3	HIST 103	Aspects of Medieval Society	Core	100	6
4	HIST 104	Aspects of Society and Culture in Early Modern Europe, c. 1450-1700	Core	100	6
SEMESTER II (3 Core Courses +1GE=4 Courses)					
5	HIST 221	History of Early India (up to c. AD 1200)	Core	100	6
6	HIST 222	History of Medieval India (13 th to 18 th Centuries)	Core	100	6
7	HIST 223	History of Modern India (1757-1947)	Core	100	6
GE (One course either from out of department or from Open Elective course of the department)					
8	HIST 229	Aspects of Himachal History	GE	100	4
SEMESTER III (3 Core Courses 331, 332, 333/or 334 +1 DSE =4 Courses (+1AEC of NON CGPA)					
9	HIST 331	History of Ecology and Environment in India	Core	100	6
10	HIST 332	Modern World (c. 1780 to 1950)	Core	100	6
11	HIST 333	A Survey of Himachal History	Core	100	6
12	HIST 334	Contemporary World (1945-2000)	Core	100	6
DSE (One course from any one of the specializations, either Ancient, Medieval, or Modern)					
13	HIST 335 A	State and Society in Early India	DSE	100	6
14	HIST 335 B	State and Society in Medieval India	DSE	100	6
15	HIST 335 C	Constitutional and Administrative History of India (1765-1947)	DSE	100	6
AEC (One course on Ability Enhancement of NON CGPA of 2 credits)					
16	HIST 340 AEC	Research and Publication Ethics	AEC	100	2
SEMESTER IV (1Dissertation /or DSE course 442/or 443 + 2 DSE Courses from their specialization +1GE =4 Courses). It will be mandatory for regular students at Post-Graduate and Regional Centres /Foreign students to opt DSE HIST 441 Project work/Dissertation. However all other students instead shall study DSE course 442/or 443					
17	HIST 441	Dissertation	DSE	100	6
18	HIST 442	India Since Independence (1947-1990s)	DSE	100	6
19	HIST 443	Revolutions and Revolutionary Ideas	DSE	100	6
DSE (One course from their specialization)					
20	HIST 445 A	Religion and Philosophy in Early India	DSE	100	6
21	HIST 445 B	Mystical Movements in Medieval India	DSE	100	6
22	HIST 445 C	Social and Cultural Changes in Modern India	DSE	100	6
DSE (One course from their specialization)					
23	HIST 446 A	Economic History of Early India (up to c. AD 1200)	DSE	100	6
24	HIST 446 B	Economic and Social History of Medieval India (1200-1750)	DSE	100	6
25	HIST 446 C	Economic History of Modern India (1757-1947)	DSE	100	6
GE (One course either from out of department or from Open Elective course of the department)					
26	HIST 449	Indian National Movement (1858-1947)	GE	100	4

Note: 1. Department will decide in the beginning of the semester, which of the specialization(s) or course(s) will be offered.

हिमाचल प्रदेश विश्वविद्यालय, शिमला

History of Ecology and Environment in India
Core Course-HIST 331
Third Semester

Course Description

This course deals with the history of human impacts on nature and the interactions between humans and nature. It asks how nature influences humans, how humans intervene in nature and how nature and humans interact. Students will be familiar with the histories of environment and contemporary debates and tensions around ethics, agency, environment, and development. The course includes debate on colonial environmental agenda and the various view of conservation, and the roots of the current environmental crisis. The course will build an effective understanding of ecological concepts and terminology that are necessary to understand the contemporary ecological and environmental challenges.

Course Learning Outcomes

After completion of this course, the students will be able to

- a. Develop their understanding of the nature of environmental resources
- b. Analyse of the resource-use practices with reference to their impacts on human societies
- c. Understand the issue of water rights in the historical perspective
- d. Understand the colonial environmental agenda and the Indian view of conservation
- e. Explain the forests and water resource management
- f. Understand development and environmental concerns

Unit-I

1. Studying Ecology & Environment, an Introduction. Sources of study, Indian landscape and nature-human interface
2. Environment and early societies: Hunting gathering, pastoralism, nomadic and settled communities
3. Agriculture and environment: Early agriculture, diffusion & regional specificities, river valley civilization

Unit-II

4. Studying natural resources: Water and forest
5. Man-nature relationship: Reflections of classical traditions
6. Understanding conservation: Indian perspectives and practices

Unit-III

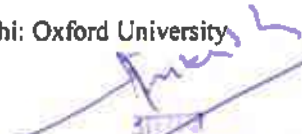
7. Colonialism and Industrialization: Environmental discourse and sustainable development
8. Colonial environmental agenda and post colonial situation
9. Colonial forest policies and the water policy in the colonial and contemporary India

Unit-IV

10. Development and environmental concerns, debate
11. Gandhian perspective on development
12. Modern environmental movement: Movements of *Chipko*, *Narmada bachao* and *New Chipko* movement in Himachal Pradesh

Essential Reading

- Agarwal, Anil and Narain, Sunita (eds.), *Dying Wisdom: Rise, fall and potential of India's traditional water harvesting systems*, New Delhi: Centre for Science and Environment, 1997.
- Carson, Rachel, *Silent Spring*, New York: Mariner Book, 1962.
- Carson, Rachel, *The Sea Around Us*, New York: Oxford University Press, 2003 (1951).
- David, Arnold, and Guha, Ramchandra (eds.), *Nature & Culture & Imperialism*, New Delhi: Oxford University Press, 1995.


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 २०१० विश्वविद्यालय शिमला

- Derry, T.K. & Williams Trevor I., *A Short History of Technology: From the earliest time to A.D. 1900*, Oxford: Oxford University Press, 1960.
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- Dwivedi, O.P. & Tiwari, B.N., *Environmental Crisis and Hindu Religion*, New Delhi: South Asia Books, 1987.
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- Guha, Ramchandra, *Environmentalism: a Global History*, New Delhi: Penguin Random House, 2016.
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- Mandala, Vijaya Ramadas, *Shooting a Tiger: Big Game Hunting and Conservation in Colonial India*, New Delhi: Oxford University Press, 2018.
- Manning, Charlotte, *Life in Ancient India*, London: Smith & Elder, 1856.
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- Rangarajan, Mahesh, *Fencing the Forest: Conservation and Ecological Change in India's Central Provinces, 1860-1914*, Delhi: Oxford University Press, 1996.
- Singh, Chhatrapati, *Water Law in India*, New Delhi: Indian Law Institute, 1992.
- Singh, Chhatrapati, *Water Rights and Principles of Water Resources Management*, Bombay: N.M. Tripathi, 2001.
- Strahorn, Eric A., *An Environmental History of Postcolonial North India*, New York: Peter Lane, 2009.
- Wernes, L. Wolfgang (ed.), *Aspects of Ecological Problems and Environmental Awareness in South Asia*, New Delhi: Manohar Publishers and Distributors, 1993.

Suggested Reading

- Agarwal, Anil and Narain, Sunita (ed.), *Dying Wisdom: Rise, fall and potential of India's traditional water harvesting systems*, New Delhi: Centre for Science and Environment, 1997.
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- Barton, Gregory, 'Empire Forestry and the Origins of Environmentalism', *Journal of Historical Geography* 27, no. 4 (2001), pp. 529 – 552.
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Anush
अनुश
इतिहास विभाग
श्रीलक्ष्मी विश्वविद्यालय, ग्वालियर

- Grove, Richard H., 'Conserving Eden: The (European) East India Companies and their Environmental Policies on St. Helena, Mauritius and in Western India, 1660-1854', *Comparative Studies in Society and History* 35 (1993), pp. 318-351.
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- Rangarajan, Mahesh, *India's Wildlife History*, Delhi, India: Permanent Black, 2001.
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Ankush
अध्यक्ष
इतिहास विभाग
हिन्दू विश्वविद्यालय शिमला

Modern World (c. 1780 to 1950)
Core Course-HIST 332
Third Semester

Course Description

This course contextualizes modern history by providing a framework in which major historical processes can be understood. It begins with the understanding of the modernity, the concepts like liberalism and imperialism and covers political and economic revolutions and tracks the transformation of the world during the 1800s-1900s. Throughout the course students try to grasp what is happening and ask: Why war? It is an endeavour to move away from a standard position towards a more global history that takes in different approaches and regions. Although the structure of the course is chronological, the main focus is on processes and themes. Students will be expected to use specific case studies to illuminate large themes such as modernity, feudalism, liberalism and nationalism. The divergence debate on the main events will help to draw parallels and subsequent differences between West and East, and broaden the understanding of the world.

Course Learning Outcomes

Upon successful completion of this course, students will be able to

- a. Contextualize the elements of modernity
- b. Analyze the relationship between trade, empire, and industrial capitalism
- c. Understand the geo-political conditions of the world between two world wars
- d. Appreciate the complex interrelationship that existed between the political, economic and socio-cultural elements
- e. Know the causes of the numerous wars and its repercussions
- f. Recognize the impact on the world of the changes occurring during this period

Unit-I

1. Capitalist industrialization and political and economic transformation from late 18th century to 1914, new method of warfare
2. Absolute state and its functioning, the French revolution of 1789
3. Eastern Question and diplomacy in the 19th and early 20th centuries. European imperialism and the Partition of Africa.

Unit-II

4. Russian revolution and the emergence of socialist economy; collective security and league of nations, its failure
5. The Great Depression, New Deal, emergence of U.S. economy, liberal ideas
6. Authoritarian regimes in Italy, Japan and Germany

Unit-III

7. The Second World War and the end of the Authoritarian regimes
8. United Nations in world politics
9. Anticolonial resistance in Asia and Africa, and decolonization

Unit-IV

10. The Cold War and the problems of international relations
11. Sovietization of Eastern Europe and Americanization of Western Europe
12. Mao Zedong and People's Republic of China

Ankush

अध्यक्ष
 इतिहास विभाग
 सि० प्र० विश्वविद्यालय शिवनी

Essential Readings

- Anderson, M.S., *The Eastern Question, 1774-1923*, London: Macmillan, 1996.
- Andrews, Stuart, *Enlightened Despotism*, New York: Barnes and Nobles, 1968.
- Arendt, Hannah, *The Origins of Totalitarianism*, London: Penguin, 2017
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- Chakrabarti, Ranjan, *A History of the Modern World*, New Delhi: Primus Books, 2012.
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- Dev, Arjun and Indira Arjun Dev, *History of the World From late Nineteenth to the Early Twenty- First Century*, New Delhi: Orient BlackSwan, 2009
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- Hobsbawm, E. J., *The Age of Empire, 1875- 1914*, London: Weidenfeld and Nicolson, 1987.
- Hobsbawm, E.J., *The Age of Extremes, 1914-1991*, New York: Vintage Books, 1994.
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- Hsu, Immanuel Chung-Yueh, *The Rise of Modern China*, Oxford: Oxford University Press, 2000
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- Lehman, Jean Pierre, *The Roots of Modern Japan*, New York: Palgrave Macmillan, 1983.
- Loomba, Ania, *Colonialism/Post colonialism*, New York: Routledge, 2005
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 कि० प्र० विश्वविद्यालय शिमला

A Survey of Himachal History
Core Course-HIST 333
Third Semester

Course Description

Regional history has been suggested as an active way of history learning and has become popular with debates on globalisation and postmodernism in recent years. It will review relevant literature to elicit the potential benefits and problems of using regional history. Throughout this course students will analyze and demonstrate knowledge of the history, or change over time, of the regions, comprise of present Himachal Pradesh. The history of this region is complex and fragmented. Students shall examine the different stages of social and political transformation. Students will assess the historical importance of Himachal history and culture besides various changes in size and administrative form between 1948 to the achievement of statehood in 1971.

Course Learning Outcomes

After completion of this course, the students will be able to

- a. Identify the social, political and economic transformation
- b. Appreciate the region as results of historical evolution
- c. Think about the region's formation and changes
- d. Emphasize integral consideration of various factors that affect the course of history
- e. Examine the relationship between one region and other regions
- f. Reveal certain rules of historical development in by presenting logics of historical developments of all regions

Unit I

1. Regional history and the regions in history
2. Survey of sources of Himachal history
3. Pre and Proto-history of Himachal Pradesh

Unit II

4. Tribalism to state formation
5. The emergence of early medieval states in Himachal Pradesh: Chamba, Kangra, and Kulu
6. Hill states and external powers: Relations with Delhi sultans, Mughals and Sikh chiefs

Unit III

7. The Gorkha invasion: Process of repulsion and consequences of the Anglo-Gorkha War of 1814-15
8. Himachal under the British reorganization of the hill states, grant of *sanads* and territorial aggression
9. The uprising of 1857 and Himachal. The questions of *begar*, *beth*, *dhoom*, *jugga* and *reet*

Unit IV

10. Hinduism in practice: Shaktism and tantrism, the cults of Naga and Mahasu
11. Popular protest in Himachal Pradesh with special reference to Praja Mandal movement
12. The birth of modern Himachal, 1948-71

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- Bhardwaj, Shiv, *Swaraj Sangharash Main Himachal Ke Nepathya Nayak*, Hamirpur: Thakur Jagdev Chand Samriti Shodh SansthanNeri, 2021.
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 इतिहास विभाग
 किराठ विश्वविद्यालय शिमला

Contemporary World (1945-2000)
Core Course-HIST-334
Third Semester

The aim of the course is to help students to become interested in contemporary world problems and issues that all societies face, develop competencies and construct knowledge. It examines the major political and ideological developments that shaped the world order aftermath of the Second World War. It explores the complex legacy of the cold war conflicts, the politics, ideologies, and religions in the Middle East, the formation of military alliances, the rise of the non-aligned movement, and the emergence of a unipolar world dominated by the United States. The course also covers the territorial impact of globalization, the disintegration of the Soviet Union, and the challenges posed by non-traditional threats, economic development, and environmental sustainability. It also delves into modern political philosophy and the search for alternative ideologies in the context of modernity and post modernity.

Course Learning Outcomes

After completion of this course, the students will be able to

- a. Understand the different approaches to studying history
- b. Learn how to find, evaluate and organize different sources of information
- c. Think of our contemporary world globally, spatially, and chronologically
- d. Analyse major events, critique and interpret both secondary and primary sources
- e. Appreciate the political, ideological, and religious dynamics in the Middle East
- f. Value the formation and significance of military alliances across world

Unit-1

1. Aftermath of World War II: The legacy of the Cold War conflicts
2. Politics, ideology, and religions in the Middle East
3. Military Alliances: NATO, CENTO, SEATO, ANZUS, Warsaw Pact

Unit- II

4. Non-aligned movement and world hegemony
5. Conflicts in West Asia: Oil and the Arab-Israel conflict, 1948-1963, Palestine issue, Suez crisis, Kuwait-Iraq wars and its impact
6. Southeast Asia and the Vietnam war

Unit- III

7. Disintegration of the Soviet Union and the rise of the Unipolar World, US ascendancy in the world
8. Territorial impact of Globalization: European Union and the BRIC countries
9. i) Post-cold war non-traditional security threats, terrorism's threat (case of India)/or ii) Proliferation of weapons of mass destruction and efforts to halt it

Unit- IV

10. Economic development and environmental challenges, sustainable development
11. Modern political philosophy & their suitability: Democracy, Liberalism and Totalitarianism
12. History of search for alternative ideology: Modernity and postmodernity

Essential Readings

- Barracough, G., *An Introduction to Contemporary History*, London: C.A. Watts & Co. Ltd., 1964.
 Carver, Michael, *War Since 1945*, London/New Jersey: The Ash field Press, 1990.
 Chaliand, Gerard and Arnaud Blin, *The History of Terrorism from Antiquity to Al Qaeda*, California: University of California Press, 2007.
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- Cameron, James, *The African Revolution*, New York: Random House, 1961.
- Davenport, T.R.H., *South Africa: A Modern History*, London: 1977.
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- Hsu, Immanuel C.Y., *Rise of Modern China*, New York: Oxford University Press, 1990.
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- Oliver, Roland and Anthony Atmore, *Africa Since 1800*, New York: Cambridge University Press, 1981.
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Ankur

अध्यक्ष
इतिहास विभाग
हि० प्र० विश्वविद्यालय शिमला

State and Society in Early India
DSE-HIST 335 A
Third Semester

Course description

The course will analyse and evaluate the historiography and sources to develop an understanding of the beginning and development of the state and society preliminary from Vedic age to early medieval age. The course shall provide a detailed study and analysis of the ideas, growth and outcome of several aspects related to state and society starting from finding tribal genesis to the state formation. It shall further work on development of kingship, establishment of authority and role of various state tools involved in its development. The course intends to appreciate several inter-woven threads between the establishment of state and society. Additionally course shall cover the concepts such as *purusharth*, *varna*, *ashramas* etc.

Course Learning Outcomes

Upon successful completion of this course, students will be able to

- a. Conceptualise the historical processes through which Indian society took turns from tribal to main society
- b. Appreciate the evolution of the idea of state formation
- c. Demonstrate broad knowledge of state formation
- d. Assess the transition of state from centralized to decentralised and to feudal state
- e. Assess the present day society through its beginning

Unit-I

1. Various approaches to the nature of state in ancient India
2. Idea of state and society in classical literature, *Arthashastra of Kautilya*
3. Chiefdoms of vedic period and subsequent development of territorial states

Unit-II

4. Republican trends in ancient India
5. *Saptanga* theory of state origin
6. Changing concept of monarchy: Mauryan to Kushans

Unit-III

7. Absolute monarchy of Gupta empire and aftermath
8. Indian society through *purusharth*, *varna* and *Ashrama*
9. From *Varna* to *Jati* : The historical process of the formation of *jatis*

Unit-IV

10. State formation in early medieval India, debate
11. The origin and historical development of Devadasi system
12. Feudalism debate in Indian history

Essential Readings

Altekar, A.S., *State and Government in Ancient India* (2nd edn.), Delhi: Motilal Banarsidass, 1955.

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 केंद्र प्रो. विठ्ठलराव विद्यालया

State and Society in Medieval India
DSE-HIST 335 B
Third Semester

Course Description

This course is intended to familiarize students with the state and society of medieval period of Indian History. The course covers the period roughly between 13th to 18th centuries. It gives the students an understanding of state and the building of empires in this period. It aims to develop a critical understanding of how Sultanate, Vijayanagar and the Mughal empires grew and developed. Course critically analyses the important aspects of state and the society as well. Student will understand and be able to explain the basic concepts associated with central, provincial, local administration and the land revenue. Students will also estimate the composite culture of medieval period.

Course Learning Outcomes

After completion of this course, the students will be able to

- a. Understand the nature of sovereignty
- b. Estimate the difference between Sultanate, Vijayanagar and Mughal state system
- c. Make students understand the various facets of state and society
- d. Demonstrate historical concepts such as *mansabdari* and *jagirdari*
- e. Estimate the nature of medieval Indian history, and identify the relation between history and society
- f. Develop a critical understanding of the subject

Unit-I

1. Nature of State in the Delhi sultanate, debate. Textual sources on statecraft in Delhi sultanate, Fakhr-i Mudabbir's *Adab ul harb wa'sh Shujat* and Ziauddin Barani's *Fatawa-i-Jahandari*
2. The Kingdom of Vijaynagar : Martial character of the state, *nayaka* system, Brahmins and temples and the concept of segmentary state
3. Theory of Mughal sovereignty, imperial ideology under Akbar, debate on the nature of Mughal state

Unit-II

4. Delhi sultanat and the capital city, ulema and the learned
5. Sultans and the saints
6. Central, provincial and local administrations of Delhi sultans. Revenue administration

Unit-III

7. Reworking of Mughal revenue system and the antagonism of the Indian peasants to the revenue collectors
8. *Mansab* and *Jagir* system
9. Central, provincial and local administrations of Mughals

Unit-IV

10. Delhi sultans and Hindu subjects, *jizya*. An assessment of Hindu-Muslim relations
11. Intellectuals at the Mughal court, Brahmins and Jains
12. Sanskrit into the Indo-Persian culture

Essential Readings

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- Ziauddin Barani, *Fatawa-i Jahandari*, trans. by Mohammad Habib and Afsar U. S. Khan in *Political Theory of the Delhi Sultanate*, Allahabad: Kitab Mahal, n.d.

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अध्यक्ष
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विश्वविद्यालय शिमला

Constitutional and Administrative History of India (1765-1947)
DSE-HIST 335 C
Third Semester

Course Description

The broad aim of this course is to acquaint students with the in-depth understanding of the process, events and policies that brought the gradual evolution of constitution in India. The students shall examine important administrative and constitutional experiments that were introduced aiming at streamlining the British Indian administration. The students shall understand the practice of these institutions, their shortcomings and challenges that they threw to the architects of the modern constitution of India. The historical underpinnings and evolution of the India constitution can be traced to many regulations and acts passed before Indian Independence. Students shall study the growth of central and provincial legislatures in India as well.

Course Learning Outcomes

After completion of this course, the students will be able to

- a. Know the beginning of the administrative and legal structure of East India Company and its salient features
- b. Assess the historical process of constitution making
- c. Know the local, national, international and British factors which were at work in the making of constitutional acts
- d. Examine the larger implications of these acts in the changing milieu of a resurgent India
- e. Appreciate the growth of central and provincial legislatures in India

Unit-I

1. Administrative structure and functions of East India Company in Bengal, 1765-1772
2. Regulating Act of 1773 and Pitts India Act of 1784
3. Evolution of Central and Provincial structure through renewal of company Charter Acts from 1793 to 1853

Unit-II

4. Transfer of Indian governance from Company to Crown, Queen's Proclamation and Act of 1858
5. Forward representative Government; Indian Council Act of 1861 and 1892
6. Morley Minto Reforms of 1909

Unit-III

7. Montague Chelmsford reforms 1919
8. Nature and working of diarchy
9. Administration: Civil Service, Police, Judiciary and Local self-government

Unit-IV

10. Provincial Autonomy and the Act of 1935
11. India Independence Act 1947
12. Understanding separatism and Independence from constitutional perspective: Congress, Muslim League, Right Wing Hindus, 1935-1947

Essential Readings

- Agarwal, R.C and Bhatnagar, M., *Constitutional Development and National movement of India*, New Delhi: S. Chand 7 Co., 2006.
- Banerjee, A.C., *Constitutional History of India*, Vol.9, Calcutta: Mukherjee & Company, 1948.
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- Tara Chand, *History of the Freedom Movement in India*, Vols.II-III New Delhi: Publications Division, Government of India, 1967/1973.
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- Appadorai A. and M. Gwyer (eds.), *Speeches and Documents on the Indian Constitution, 1921-47*, Bombay: Oxford University Press, 1957.
- Bayly, C.A., *Indian Society and Making of the British Empire*, Cambridge: Cambridge University Press, 1990.
- Bhattacharya, S., *Financial foundation of the British Raj*, Shimla: Indian Institute of Advanced Study, 1971.
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- Gupta, D. C., *Indian National Movement*, New Delhi: Vikas, 1970.
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- Mishra, Shree Govind, *Constitutional Development and National Movement in India, 1919-1947*, Patna: Janki Prakashan, 1978.
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- Prasad, Bisheshwar, *Bondage and Freedom: Freedom, 1858-1947*, Vol. II, New Delhi: Rajesh Publications, 1979.
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भारत विश्वविद्यालय शिमला

Research and Publication Ethics
AEC -HIST 340
Third Semester

Course Description

This course is important not only when conducting research but also when publishing it. It is one of the crucial pillars for maintaining scientific integrity and credibility. The onus to implement fair practices lies with researchers, universities/institutions, and publishers. Through this course we intend to provide a short yet inclusive resource to graduate/post-graduate students and early-stage researchers. We have identified common areas where researchers often face doubts and challenges. This course has total 12 short modules focusing on basics of research and ethics, research integrity, publication ethics, and identifying research misconduct and predatory publications. Citation database, publications, research misconduct and plagiarism tools and policy has been discussed in the course. Class room teaching, guest lectures, group discussions, and practical sessions will be the part of the pedagogy. There will semester-end examination for successful completion.

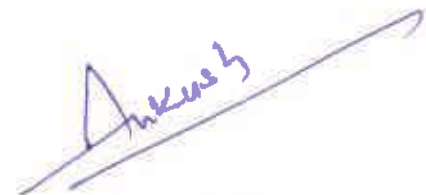
1. Understanding research ethics
2. What is plagiarism and ethical writing
3. Ethics in general publications
4. Ethics in quality academic publications. COPE & CARE
5. Academic misconduct
6. How to deter academic misconduct and the code of ethics
7. Avoiding plagiarism by using design thinking process
8. Managing references in ms-word, mendely etc.
9. Type of citation styles
10. How to cite and write
11. Literature review and proper use of e-resources
12. Plagiarism check tools/and software: Shodhshuddhi, urkund etc.

General Readings

- Adams D, Pimple K.D., 'Research Misconduct and Crime: Lessons from Criminal Science on Preventing Misconduct and Promoting Integrity', *Accountability in Research*, 12(3) 2005, pp. 225-240.
- Anderson, M.S. et al., 'What Do Mentoring and Training in the Responsible Conduct of Research Have To Do with Scientists' Misbehavior? Findings from a National Survey of NIH-Funded Scientists'. *Academic Medicine*, 82(9), pp.853-860.
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- LaFollette, M.C., *Stealing into Print: Fraud, Plagiarism, and Misconduct in Scientific Publishing*, Berkeley, 1996.
- MacIntyre, Alasdair, *A Short History of Ethics*, London, 1967.
- Meskel, L. and P. Pels (eds.), *Embedding ethics*, . Oxford, 2005.
- National Academy of Sciences, National Academy of Engineering and Institute of Medicine: *On Being a Scientist: A Guide to Responsible Conduct in Research*, National Academies Press, 2009.
- Pimple, K.D., 'Six Domains of Research Ethics: A Heuristic Framework for the Responsible Conduct of Research', *Science and Engineering Ethics*, 8(2)2002, pp.191-205.
- Regan, T., *Matters of Life and Death: New Introductory Essays in Moral Philosophy*, 3rd edition, New York, 1993.
- Singer, P., *Practical Ethics*, 2nd ed., Cambridge, 1993.
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 अध्यक्ष
 इतिहास विभाग
 शिक्षण निदेशकालय शिमला

India since Independence (1947-1990s)

DSE-HIST 442

Fourth Semester

Course Description

This course examines social, political and economic developments in India since independence and places these developments in a historical and comparative context. It begins with the understanding the partition and framing of new constitution. It focuses the political and economic consolidation and integration of early post-independent Indian princely states and the language problems. The course covers the nature of Indian democracy & secularism and the challenges that it has confronted over the decades including the challenge of emergency and communalism. It shall discuss as well the India's foreign policy and the wars that India had to fight with China and Pakistan.

Course Learning Outcomes

After completion of this course, the students will be able to

- a. Evaluate the characteristic features of the contemporary India
- b. Comprehend key themes and debates related to politics in contemporary India
- c. Appreciate the nature and stages of socio-political transformation of post-independent India
- d. Create a better understanding of the fundamental structures and ideologies of post-independent India
- e. Assess the India's foreign policy and the wars that India had to fight
- f. Interpret contemporary concerns in the light of a critical understanding of history

Unit-I

1. Rehabilitation after partition: Refugee problem, integration of princely states
2. The making of the constitution and establishment of republic
3. Structure of governance: Bureaucracy, police and the judiciary

Unit-II

4. National integration: Integration of princely states, reorganisation of Indian states
5. Linguistic re-organisation
6. Foreign policy and making of non-alignment

Unit-III

7. Parties and politics: Indian National Congress, other national parties, left and right wing parties and major regional parties
8. Electoral system: Major trends in national general elections 1951-77
9. J.P. movement and emergency

Unit-IV

10. Communalism and Indian politics
11. Economic policies and trends of development: Concept of mixed economy, process of planning, trends in economic development through Five Year Plans, policy and process of nationalisation
12. India's foreign policy: Major trends and wars with China and Pakistan

Essential Readings

Appadurai, Arjun, *Domestic Roots of India's Foreign Policy 1947-1972*, New Delhi: Oxford University Press, 1979

Bandyopadhyay, Sekhar, *From Plassey to Partition and after A History of Modern India*, New Delhi: Orient Black Swan, 2004 (reprint 2015).

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Arjun

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- Sumit, Sarkar, *Modern India 1885-1947*, New Delhi: Pearson India Education Services Pvt. Ltd., 2014.

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इतिहास विभाग
सिद्धविद्यालय जिनला

Revolutions and Revolutionary Ideas
DSE-HIST 443
Fourth Semester

Course Description

This course explores a range of contemporary sociological approaches to the study of social movements and revolutions to understand the interplay between theoretical perspectives and methodological approaches. The course provides a representative cross-section of many of the most significant revolutions of the modern era. The case studies shall help students to understand the circumstances that led to their success. Students shall trace the historical development of select revolutions using an analytical framework. Attention will be devoted to clearly explaining all relevant concepts and events, the roles of key leaders, and the interrelation of each revolutionary movement with international economic and political developments and conflicts.

Course Learning Outcomes

After completion of this course, the students will be able to

- a. Have well-informed overviews of major revolutionary movements
- b. Assess the theoretical approaches in social movement and revolutions
- c. Understand what revolutions are and why they matter
- d. Examine what revolutions mean to change the world
- e. Critique the interrelation of each movement with international economic and political developments
- f. Evaluate the crucial insights and indispensable information concerning modern-day political turmoil

Unit-I

1. Social movements, revolutions, and transformation: An overview of concepts and theoretical perspectives
2. The English revolutions: Civil wars and the glorious revolution, bill of rights and acts of settlements

Unit-II

3. The American revolution: Constitution making, despotism and republicanism, democracy and slavery
4. The French revolution: Representation and the body-politic, supreme reason and general will, terror and virtue

Unit-III

5. The Russian Revolution: Class, state and revolution
6. The Chinese Revolution: New democracy and the cultural revolution

Unit-IV

7. Revolution through democracy
8. Ahimsa and revolutionary practice: Swaraj, Swadeshi and Satyagraha

Essential Readings

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- Gandhi, M. K., *Hind Swaraj and Other Writings*, Cambridge: Cambridge University Press, 2009.
- Lichbach, Mark and Alan Zuckerman (eds.), *Comparative Politics: Rationality, Culture, and Structure: Advancing Theory in Comparative Politics*, Cambridge: Cambridge University Press, 2007.
- Oommen, T.K. (ed.), *Social Movements*, 2 Vols, New Delhi, Oxford University Press, 2010.
- Richards, Michael D., *Revolutions in World History*, New York : Routledge, 2004.
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इतिहास विभाग
शिवम विद्यालय शिमला

Religion and Philosophy in Early India
DSE-HIST 445 A
Fourth Semester

Course Description

One of the greatest issues for historians has been the religious understanding of India particularly its cultural and civilisational edifice. The present course studies the foundation of early Indian religious traditions with reference to the historical contexts in which institutionalized religions emerged, evolved and transformed over centuries. Religious movements along with sectarian developments of the sixth century BCE shall be studied with several threads extended to the study of Buddhism and Jainism. Various reasons of evolution of Puranic religions with emphasis upon image worship and associated rituals; the concepts of bhakti; the process of brahmanization of tribal cults; the concepts of acculturation, Sanskritization; the typologies of Viṣṇu, Śiva and Durgā shall be discussed to make students understand religious developments taking place at various junctures in ancient past.

Course Learning Outcomes

Upon successful completion of this course, students will be able to

- a. Conceptualize the religious processes and transformation from vedic to sectarian and non-sectarian forms
- b. Appreciate the evolution and development of various religious waves
- c. Demonstrate broad knowledge of religious base of the Indian society
- d. Assess the impact of various sects on society in early India
- e. Understand the change from Puranic religions to the concepts of bhakti
- f. Develop an understanding of the process of brahmanization and sanskritization

Unit-I

1. Early Indian Religious Trends: Vedic and Post-vedic period
2. Schools of Hindu philosophy
3. Dhamma: Growth and development of Buddha's teachings

Unit-II

4. Jainism and the concept of *kaivalya*
5. Charvaka philosophy and the ancient Indian atheistic materialism
6. History and doctrines of the Ajivikas

Unit-III

7. Materialism of the ancient Tamils
8. Kashmiri shaivism & tantra and its extension and entrenchment in Himachal Pradesh
9. Religious institutions in complex societies : Mutations within vishnuism and shivaism

Unit-IV

10. Origin of the Bhakti movement: Alvars and Nayanars
11. The rise of regional culture and cults and the process of acculturation & sanskritization
12. Brahmanization of popular cults : Lord Jagannath, Vithal and the Hidimba of Kullu

Essential readings

- Banerjee, J.N., *Pauranic and Tantric Religion: Early Phase*, Calcutta: University of Calcutta, 1966.
 Bhandarkar, R.G., *Vaiṣṇavism, Śaivism and Minor Religious Systems*, Varanasi: Indological Book House, 1965.
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 Chakrabarti, Kunal, *Religious Process: The Purānas and the Making of a Regional Tradition*, New Delhi: Oxford University Press, 2001.
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- Pintchman, Tracy, *The Rise of the Goddess in the Hindu Tradition*, New Delhi: SriSatguru Publishers. 1996.
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- Sircar, D.C., *Studies in the Religious Life of Ancient and Medieval India*, Delhi: Motilal Banarsidass, 1971.
- Thapar, Romila, *Ancient Indian Social History: Some Interpretations*, New Delhi: Orient Blackswan, 1978.
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- Sahay, Shiv Swaroop, *Prachin Bhartiya Dharma aum Darshan*, Delhi: Motilal Banarsidass, 2001.
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- Bhattacharji, Sukumari, *The Indian Theogony: A Comparative Study of Indian Mythology from the Vedas to the Purānas*, Calcutta: Firma KLM, 1978.
- Bhattacharya, N.N., *The Indian Mother Goddess*, Delhi: Manohar, 1999 (1970).
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- Coburn, Thomas, *Devi Mahatmya: The Crystallization of the Goddess Tradition*, Delhi: Motilal Banarsidass, 1984.
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विश्वविद्यालय दिल्ली

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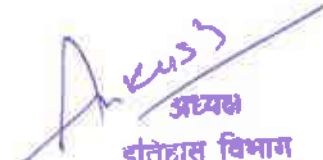
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अध्यक्ष
इतिहास विभाग
श्री गुरु नानक देव विश्वविद्यालय शिमला

Mystical Movements in Medieval India
DSE-HIST 445 B
Fourth Semester

Course Description

This is a survey course intended to familiarize students with the mystical movements in Medieval India. It looks at the intellectual trends, sectarian debates, theological disputations, Bhakti and Sufi thoughts. The debates between the Ulema and the Sufis, the patronage extended to them by individuals and the state from time to time in order to reach to the public society would also be studied. The monotheistic thought, Bhakti tradition and the devotional literature in the Indian sub continent will be a part of the study. It will be pertinent to train the students to be sensitive to these developments and inculcate the sense of objectivity and morality. It also looks the development of historiography during the medieval India

Course Learning Outcomes

After completion of this course, the students will be able to

- a. Understand the various facets of mysticism
- b. Appreciate the diversity in the Indian culture
- c. Develop a critical insight to examine the development of religious thoughts and movements
- d. Be sensitive to religious developments
- e. Inculcate the sense of objectivity and morality
- f. Distinguish between the major arguments of the historians

Unit-I

1. Popular devotional movements in South India: Bhakti of *Nayanars* and *Alvars*
2. Shaktism and Tantricism
3. Shankaracharya and Advaita philosophy. Consolidation of the religious traditions (10th to 13th centuries), role of the *acharyas*

Unit-II

4. Rise of socio-religious non-conformism: The development of the Nāth Sampradāya
5. Characteristic features of monotheistic movements of North India, Kabir and Dadu
6. Trends of Vaishnava bhakti movements in North India, *nirgun* and *sagin* bhakti. Vaishnavas of Bengal (Gaudiyas) and the Maharashtra

Unit-III

7. Growth of Sufi movement in Islamic world and its introduction in India
8. Sufi orders in India: Be-shara and Ba-shara, Chishti, Suhrawardi and Naqshbandi silsilas; popularity of Chistis
9. Social role of Sufis: State, ulema, conversions and the *khanqahs*

Unit-IV

10. Guru Nanak and Early Gurus: Socio-political contexts within which Sikhism evolved over centuries
11. Sufi transformation: Baba Bulleh Shah and his Kafis
12. Interaction between Sufi and Bhakti movements and cultural synthesis

Essential Readings

- Ahmad, Aziz, *Studies in Islamic Culture in the Indian Environment*, London: Oxford University Press, 1964.
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Ankur
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 इतिहास विभाग
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Suggested Readings

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Anush
अध्यक्ष
इतिहास विभाग
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 अध्यक्ष
 इतिहास विभाग
 विद्युत् शिक्षण मंत्रालय, दिल्ली

Social and Cultural Changes in Modern India
DSE-HIST 445 C
Fourth Semester

Course Description

The broad aim is to know the various factors responsible for the socio-religious movements and its wider impact on Indian people and society. Human society across world shows that various types of exploitative practices that were prevalent there take the form of social evils in the long run and become a scar on the face of any civilized society. The Indian society too was suffering from social evils such as casteism, superstitions, sati pratha, female education, widow remarriage and child marriage etc which stood in the way of our progress. The students will appreciate the reforms that began to manifest from the early decades of the 19th century. Students shall evaluate how majority reformers upheld Indian philosophy and culture. That instilled in Indians a sense of pride and faith in their own culture.

Course Learning Outcomes

After completion of this course, the students will be able to

- a. Know how every social custom and institution derived sustenance from religious injunctions and sanctions
- b. Understand how Indian reformers well understood the close interrelation reforms must precede demand for social reforms
- c. Appreciate how reformers propagated the idea of basic unity of all religions
- d. Examine how reform movements fostered feelings of self-respect, self-reliance and patriotism
- e. Know the history of socio-religious movements in colonial India.
- f. Understand about its growth, features, nature and outcome

Unit-I

1. Historiography and sources
2. Social structure of Indian society in the 18th century
3. Social impact of British rule.

Unit-II

4. The growth of western learning: The new education, its objectives, content and impact. British policies and Indian response.
5. The press and the public opinion: Journalistic activity, levels and contents of Anglo-Indian and vernacular press, British legislation and its reaction.

Unit-III

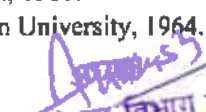
6. The new middle class: Its emergence, growth of professional classes, its role in social and cultural aspects of the national movement.
7. Socio-religious reform movements in the 19th century: Raja Ram Mohan Roy, Swami Vivekanand, Ramakrishna Paramhansa, Swami Dayanand, Sir Syed Ahmed Khan

Unit-IV

8. The depressed classes movements
9. Position of women: British legislation concerning women, role in the freedom struggle, legal position at the time of independence.

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 Brass, Paul, *Language, Religion and Politics*, New Delhi: Vikas, 1975.
 Datta, K.K., *A Social History of India*, New Delhi: Macmillan, 1975.
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Economic History of Early India (up to c. AD 1200)
DSE-HIST 446 A
Fourth Semester

Course description

The course will analyse and evaluate the historiography and sources used to develop an understanding of the theoretical perspectives on ancient Indian economy starting preliminary from Vedic age to early medieval age based on historical references/sources. The course shall provide a detailed study and analysis of the agrarian structures, cultivation, irrigation and major crops. It shall provide an overview of revenue system from Mauryas to Gupta age. The course shall probe into various reasons of origin and development of land grant system and how it affected ultimately the state and temple economy. Trade activities shall be studied mainly focussing on routes, commodities and economic impact. The development of corporate and banking system shall provide a panoramic view of the concept. The course covers the study of urban centres and various stages of urbanization as well.

Course Learning Outcomes

Upon successful completion of this course, students will be able to

- a. Develop an understanding of theoretical perspectives on ancient Indian economy
- b. Analyse the agrarian structures, cultivation, irrigation, major crops and the revenue system
- c. Conceptualize the historical processes through which land grant system originated and developed
- d. Appreciate the development of corporate and banking system in Chola empire
- e. Assess the transitional stages of urban centres based on theory of metal and other characteristics
- f. Understand the important fragments of economic developments in early Indian.

Unit-I

1. Theoretical perspectives on ancient Indian economy
2. Theories on ownership of land
3. Historical survey of development of various industries in ancient India

Unit-II

4. Agrarian structures: Cultivation, irrigation and the major crops
5. Revenue system: Origin, emphasis on Mauryan to Gupta revenue systems, modes and methods of collection and the utilisation
6. Land grants and changes in economy in Satavahana period

Unit-III

7. Trade, commerce and industrial development: Internal, external trade routes from Harappan to Kushana period
8. Roman trade and contacts with Southeast Asia, imports and exports
9. Corporate system: Origins of guilds, their organisation, functions, relations with members and state, decline

Unit-IV

10. Temples as centres of economic activities
11. Urbanisation: Phases of urbanisation, urban decay or continuum
12. Revenue system under Chola

Essential Readings

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Economic and Social History of Medieval India (1200-1750)
DSE-HIST-446 B
Fourth Semester

Course Description

This course deals with the economic, social and urban life during the Sultanate and Mughal period. The course shall focus on the nature of agrarian and urban economy and, society in medieval India. It also covers the some very significant developments in its agrarian and urban economy, emergence of new classes in rural and urban settings. Topics are proposed in such a way so that it will meet the recent demand for a critical and comprehensive study of social and economic history of medieval India. The course presents a comprehensive picture of the multi-dimensional life of man in medieval India. It tells us how the common man in medieval India had lived, thought and worked in social and economic spheres.

Course Learning Outcomes

After completion of this course, the students will be able to

- a. Understand the social and economic processes of medieval India
- b. Have a fair idea about agrarian system, land revenue policies, trade and commerce etc.
- c. Assess the notions of economic theory informing the working of the state and society in medieval India
- d. Evaluate the underlying rules framed by the sultans for regulating the economy in medieval India
- e. Explain the social contradictions manifested in Indian history
- f. Apprise how urban settlements was important to understand the socio-economic pattern of the medieval period

Unit-1

1. Agrarian production: Agricultural practices, agricultural technology and types of crops, means of irrigation and water lifting devices
2. Agrarian measures: Alauddin Khalji and Tughlaq's
3. Agrarian taxation: Methods of revenue assessment and magnitude of revenue demand, the machinery of land revenue administration.

Unit-II

4. Agrarian Society: Conditions of peasantry, property rights, village community
5. Agrarian relations: The origin and nature of the *zamindari* rights, political role of chieftains and *zamindars* in the Mughal empire
6. Village industries: Manufactures, artisans, production technology and organisation.

Unit-III


7. Trade: Inland and foreign trade, trade routes, organisation of production, personnel of trade and commercial practices
8. Monetary system: Banking, credit, mints and money
9. European companies: Advent of European companies and their impact on Indian economy

Unit-IV

10. Urban centres: The growth of cities and towns, urban life
11. Urban societies: Ruling class, middle and lower classes, urban administration and organisation
12. Potentialities of capitalistic development in the economy of Mughal India.

Essential Readings

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 Chitnis, K.N., *Socio-economic History of Medieval India*, New Delhi: Atlantic Publishers & Distributors, 1990.


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Economic History of Modern India (1757-1947)

DSE-HIST 446 C

Fourth Semester

Course Description

This course envisages providing a broader perspective on the Indian economy from a historical point of view. The shifts that occurred from time to time in the structure of the Indian economy during the colonial phase and how the country had adjusted to such changes will be studied. It helps to familiarize the terms like colonialism, drain of wealth, land settlements, economic nationalism etc. which created a mark on Indian economy and society. The colonial period marked a great impact on almost all sectors of the country. The hardships caused by colonial policies and their consequences on the economic structure will be studied here. Thus the course helps to gain knowledge on the historical dimensions and their interlinkages on the socio-economic and political framework and how all these enabled the Indians to adapt to these changes.

Course Learning Outcomes

After completion of this course, the students will be able to

- a. Assess the detail of the impacts of British rule over India
- b. Examine the development of social and economic scenario of India during colonial rule
- c. Critique the Colonial agriculture land revenue policies
- d. Re-examine the debate of drain of wealth, free trade and development of banking system etc.
- e. Understand and elucidate different approaches of the economic history of British India
- f. Critique the modern form of financing system, free trade and drainage of wealth from the colonies to colonialist states

Unit I

1. Historiography and the sources of economic history of modern India
2. Nature of pre-capitalist agrarian economy, village community, peasantry, artisan and taxation.
3. Stages of colonialism and the colonial state

Unit II

4. British agrarian policies and the land right, Permanent settlement, Ryotwari and Mahalwari
5. Agricultural production: Commercialization and capital in agriculture.
6. Indebtedness in colonial India: Nationalist attitude and British policies

Unit III

7. Transportation and Communication: Railways, Postal & Telegraph, and Shipping
8. Development of industries: Coal, Iron & Steel, Cotton textile
9. Industrial labour and trade union movement

Unit IV

10. External trade and price movements, modern banking
11. Economic critique of colonialism and the rise and growth of economic nationalist
12. British versus Indian views of development

Essential Readings

- Bhattacharya, Dhires, *A Concise History of Indian Economy From Mid-Eighteenth Century to Present*, New Delhi : Prentice Hall of India, 1989.
- Chandra, Bipan, *The Rise and Growth of Economic Nationalism in India*, New Delhi: People's Publishing House, 1966.
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- Desai, A.R. (ed.), *Peasant Struggles in India*, Bombay: 1978.
- Dewey, Clive (ed.), *Arrested Development in India: A Historical Dimension*, New Delhi: 1988.
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Indian National Movement (1858-1947)

GE-HIST 449

Fourth Semester

Course Description

Indian national movement is a mass movement where the people of India started having a feeling of nationalism inside their hearts which helped them to speak up. The course aims to provide a historical understanding of the factors, events, acts, policies, manoeuvres and real politics that led to the emergence of a powerful force of nationalism in India. Through a survey of the course the students will be sensitized to the complex process through which modern politics was introduced in India. The national movement was a crucial element in the transformation of the Indian society and polity. A study of the movement will therefore enable them to appreciate the complex nature of this transformation. It also has a well-off and comprehensive historiography. Therefore it has to be taught in a way that is selective rather than exhaustive. As course weightage is four-credit thus we have adopted a thematic approach instead of a chronological one.

Course Learning Outcomes

After completion of this course, the students will be able to

- a. Appreciate the Indian national movement's multifaceted nature
- b. Understand the historical factors for Indian nationalism
- c. Know the various factors which were at work in the making of a nationalist movement in India
- d. Comprehend and critique the ideologies of revolutionary nationalists
- e. Understand the factors that contributed to the growth of communalism
- f. Understand the larger perspectives behind partition

Unit-I

1. Historiography of the Indian national movement: Nationalist, marxist and subaltern schools.
2. Rise of political consciousness: Impact of the 1857 uprising. Peasants and tribal movement.

Unit-II

3. Social and religious reform movement: Growth of western education and the influence of socio-religious movement on the rise of Indian nationalism.
4. Rise of economic nationalism: British economy politics, drain theory and emergence of Indian capitalists.

Unit-III

5. Growth of Nationalism: Foundation, programmes and policies of Indian national congress. Role of revolutionary nationalists.
6. Understanding communalism: Factors responsible for growth of communalism in colonial period, divide and rule and communal riots.

Unit-IV

7. Gandhian mass movement: Doctrine of satyagraha, non co-operation, civil disobedience and quit India movement.
8. Towards Independence: Indian national army and naval mutiny of 1946, International response to the Indian national movement. Freedom and partition.

Essential readings

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