

# **SYLLABUS**

***For***

## **ONE YEARS MA History PROGRAMME**

**(Programme Structure & Syllabus)**

**(As per Uttar Pradesh NEP-2020 P.G. Course Structure aligned with FYUGP of UGC)**

**w.e.f. Academic Session 2025-26**



**Glocal School of Arts and Social Science**

**GLOCAL UNIVERSITY**

Delhi-Yamunotri Marg (State Highway 57), Mirzapur Pole,  
Dist - Saharanpur, U.P. - 247121, India

## **Preamble**

The University Grants Commission (UGC) has initiated several measures to bring equity, efficiency and excellence in the Higher Education System of country. The important measures taken to enhance academic standards and quality in higher education include innovation and improvements in curriculum, teaching-learning process, examination and evaluation systems, besides governance and other matters.

The UGC has formulated various regulations and guidelines from time to time to improve the higher education system and maintain minimum standards and quality across the Higher Educational Institutions (HEIs) in India. The academic reforms recommended by the UGC in the recent past have led to overall improvement in the higher education system. However, due to lot of diversity in the system of higher education, there are multiple approaches followed by universities towards examination, evaluation and grading system. While the HEIs must have the flexibility and freedom in designing the examination and evaluation methods that best fits the curriculum, syllabi and teaching–learning methods, there is a need to devise a sensible system for awarding the grades based on the performance of students. Presently the performance of the students is reported using the conventional system of marks secured in the examinations or grades or both. The conversion from marks to letter grades and the letter grades used vary widely across the HEIs in the country. This creates difficulty for the academia and the employers to understand and infer the performance of the students graduating from different universities and colleges based on grades.

The grading system is considered to be better than the conventional marks system and hence it has been followed in the top institutions in India and abroad. So, it is desirable to introduce uniform grading system. This will facilitate student mobility across institutions within and across countries and also enable potential employers to assess the performance of students. To bring in the desired uniformity, in grading system and method for computing the cumulative grade point average (CGPA) based on the performance of students in the examinations, the UGC has formulated these guidelines.

## **M. A. HISTORY PROGRAMME DETAILS**

### **Introduction**

The objective of this programme is to prepare the students with a new vision to all the Under Graduate courses of History. It imbibes a Learning Outcome-based Curriculum Framework (LOCF) for the all Post Graduate programme in History to be adopted by different universities.

The LOCF approach is envisioned to provide a focused, outcome-based syllabus at the undergraduate level with an agenda to structure the teaching-learning experiences in a more student-centric manner. The LOCF approach has been adopted to strengthen student's experiences as they engage themselves in the program of their choice. The Under-Graduate Program will prepare the students for academia and also prepare them to use this knowledge for employment.

The given program elaborates its nature and promises the outcomes that are to be accomplished by studying the courses. The program also state the attributes that it offers to inculcate at the graduation level. The graduate attributes encompass values related to well-being, emotional stability, critical thinking, social justice and also skills for employability. The program prepares students for sustainability and lifelong learning. This also tries to change the perception towards studying History.

The of M.A. History (Honors) Program offers students access to recent historiography in the field organized in a pedagogical form that is accessible and interesting. It is structured for students in an inter-disciplinary program providing them with a concise and thorough introduction to the discipline of History and remaining sensitive to the cognate discipline that they are also studying. It seeks to provide multiple points of intersection with disciplines in the Humanities and the Social Sciences, communicating modes by which a historical sensibility can enrich analysis and problem solving.

It is designed to bring out the best intellect of the student and also allow the student to keep pace with the contemporary development.

### **Learning Outcome based Curriculum Framework**

This course is designed to break the stereotypes of History learning and create interest amongst students to study History. This program is organized to provide the greatest flexibility to its students. There are Core Disciplinary papers that provide the fundamental

knowledge in the discipline of history and in the study of the History of India and the World. The program is otherwise envisaged to provide a large amount of choice so that students can tailor their education on the basis of their interests. These provide not just knowledge and skills in history and contemporary history but also a vital skill in other disciplines as well. The M.A. History Program course is keeping in mind that specialization in History is the key to access cognate skills from all specialization namely in Indian History and an over view of the world history.

### **Nature and Extent of the Programme**

The M.A. History Programme has grown in the number of courses that it offers, the number of options available to students, the type of pedagogy that we impart and evaluative interactions with our students. The expansion in our courses reflects the new discipline of history where its association with the state and hegemonic power structures are no longer the major subjects of instruction. While we are still interested in state formations the enlarged understanding of politics to fields of power relations has meant that social, cultural, literary, religion, art and architectural fields are present with varying degrees of emphasis in these and all courses. Our courses are organised chronologically and thematically. This has the advantage of looking at aspects of human experience through new chronologies, opening up the historiographical space to questions that are epistemological and challenging to the ways in which the discipline of history has been conceptualized over time.

To underline this aspect of training, students are required to take three compulsory papers and one optional paper in both the semesters in first year. There will be One compulsory and Three Optional paper in both the semesters during second year. It eases all students into the larger conceptual milieu of the discipline – the major historiographical interventions in the discipline. Different segments of the course introduces students to specific methodologies and their variations, like Marxism or the Annales; particular rubrics chart out developments within the discipline in fields like economic, archaeological or intellectual history; other rubrics highlight specific kinds of historiographical interventions of import like the study of early Modernity's or history and literature. The second course sums up the second year of MA instruction by leading students through some of the major historians writing on Ancient, Medieval and Modern History. Many of these readings might have been partially referenced in the Elective courses; in

this course it is the historian's methodological intent, their research and arguments that is the subject of study. The readings are divided thematically and a range of readings on Indian History are taught keeping in mind the research interests of students. We see this course as a final completion of the Masters programme. Scheduled for the fourth semester it removes ambiguities, provides the summa of scholarship that a Post Graduate student must possess at graduation.

### **Post Graduate Attributes**

On completion of their Post Graduate courses students are expected to have acquired the skills of critical thinking, rational enquiry, effective communication, comprehensive knowledge of the historiographical debates on the study of different aspects of human society and knowledge of the archives used by different historians in their research. The attributes expected from the graduates of the M.A. History Programme are the following:

- 1) Ability to track the critical genealogies of historiographical interventions that shaped the discipline of History from the earliest times up to the present.
- 2) Ability to compare and differentiate significant patterns of human experience across time and between different cultures and societies.
- 3) Ability to carefully read a complex historical narrative, evaluate its deployment of evidence, and understand its argument as well as critically analyse the same
- 4) Ability to identify patterns of change and continuity with regards to issues of contemporary significance over long durations as well as across diverse geo-cultural zones
- 5) Ability to understand teleology and anachronism and the ways in which they can hamper historical analysis
- 6) Greater ability to distinguish between that which is historical -- time-place-context driven, hence changeable and challengeable -- from that which is not.
- 7) Recognise the different registers within language systems and sources and understand the significance of their presence in literary, art and audio materials.
- 8) Possess the ability to understand that history and power are cognates and hence the silences in sources are just as revelatory as the documented evidence.
- 9) Display sensitivity to gender and social inequities as well as acquaintance with the historical

trajectories of these issues

- 10) Possess greater respect for basic human values and ideals of equality, freedom, respect for diversity, and other constitutional values
- 11) Possess skills of the academy in using information from varied sources, displaying analytical ability, knowledge of context and ability to marshal evidence into a coherent argument.
- 12) Ability to assume responsible public roles and where they can apply the above mentioned analytical abilities in other non-familiar contexts.
- 13) Possess knowledge of the values and beliefs of multiple cultures so as to effectively engage in a multi-cultural society and interact with diverse groups.
- 14) Possess the knowledge of the academy and its demands for referencing and display of independent reasoning.
- 15) Know the dangers of plagiarism.

The schedule of Papers prescribed for various semesters shall be as follows:

Papers	Marks		Total Marks	Credits
	End Semester Assessment 75	Internal Assessment 25	100	4 (each Course)

Programme Structure and Evaluation Scheme  
**Programme: Master of Arts (History)**  
M.A. (History) - 2 Years PG Programme

<b>Uttar Pradesh NEP-2020 P.G. Course Structure aligned with FYUGP of UGC</b>								
<b>Master of Arts- History, Semester-I/III/IX</b>								
<b>(One Year Program)</b>								
<b>Course Code</b>	<b>Course Title</b>	<b>Teaching Load</b>			<b>Evaluation Scheme</b>		<b>Total</b>	
		<b>L</b>	<b>T</b>	<b>P</b>	<b>Credits</b>	<b>Internal</b>	<b>End Sem.</b>	
A050901T	Society, Culture and Religion in Ancient India	4	0	0	4	25	75	100
A050902T	Society, Culture and Religion in Medieval India	4	0	0	4	25	75	100
A050903T	Research Methods and Techniques	4	0	0	4	25	75	100
A050904T	Colonial Economy of Modern India	4	0	0	4	25	75	100
<b>History Research Project/Dissertation as per Point 7.10</b>								
<b>A050905R</b>	<b>History Research Project Dissertation -1</b>	4	0	0	4	--	100	100
<b>Total Credit</b>					<b>20</b>	<b>100</b>	<b>400</b>	<b>500</b>

<b>Uttar Pradesh NEP-2020 P.G. Course Structure aligned with FYUGP of UGC</b>								
<b>Master of Arts- History, Semester-I/IV/X</b>								
<b>(One Year Program)</b>								
<b>Course Code</b>	<b>Course Title</b>	<b>Teaching Load</b>			<b>Evaluation Scheme</b>		<b>Total</b>	
		<b>L</b>	<b>T</b>	<b>P</b>	<b>Credits</b>	<b>Internal</b>	<b>End Sem.</b>	
A051001T	Maritime History of India: Overseas Trade from pre-Christian era to the end of 13 <sup>th</sup> century	4	0	0	4	25	75	100
A051002T	Maritime History of India (1500-1800): Overseas Trade and European Trading Companies	4	0	0	4	25	75	100
A051003T	History of Indian Diaspora	4	0	0	4	25	75	100
A051004T	Gender and Women Studies Ancient India	4	0	0	4	25	75	100
<b>History Research Project as per Point 7.10</b>								
<b>A051005R</b>	<b>History Research Project Dissertation -2</b>	4	0	0	4	--	100	100
<b>Total Credit</b>					<b>20</b>	<b>100</b>	<b>400</b>	<b>500</b>

**Total Credits: 40**

**Grand Total 1000**

## **SEMESTER-I**

### **Society, Culture and Religion in Ancient India**

**Course Code:** A050901T

**Course Name:** Society, Culture and Religion in Ancient India

**Course Credit -04**

**Total Contact Hours:** 60hr

#### **Course Objectives:**

To enable students to understand the Social and Economic developments in the Ancient India and to know what cultural changes took place and how Indians faced the challenges. This will help student to understand the evolution of society and religion in India in a better way.

#### **Course Description:**

The Course intends to cover the socio-economic conditions during ancient India. This covers the topics like role of women in society and status of education. It also explores the various socio-cultural changes that came from harappan age to Vedic age and thereafter in the empire age. It also covers the art and architecture in ancient India.

#### **Course Contents:**

##### **Unit I      Sources for the study of Indian Society**

- Structure of Society-Varna system,
- Origin and growth of caste, Ashram, Purusharthas, Sanskaras,
- Position of Shudras
- Slavery System

##### **Unit II      Position of Women in Ancient Society.**

- Education system in Ancient India
- Centre of Education in Ancient India, Gurukulas and Aghrahars
- Role of Women in Ancient Indian Society
- Famous Women in Ancient India

##### **Unit III      Religion and Values in Ancient India**

- Vedic Religion – Origin and Values
- Rise of Jainism and Buddhism.
- Pauranic Religion – Origin and Concept
- Rise and growth of Vaishnavism, Shaivism, Shaktism.

## **Unit IV      Ancient Art and Architecture**

- Proto-historic Architecture- Vedic Architecture, Harappan Architecture and town planning
- Mauryan Architecture: Royal Architecture mentioned by Megasthenese, Mauryan Pillars and Caves
- Rock Cut Architecture: Buddhist Viharas and Chaityas, Jain and Brahmanical Rock-cut Architecture
- Stupa Architecture: Origin & Main Components of Stupa - Sanchi stupa, Bharhut, Amravati, Dhameka,(Sarnath), Dharmarajika(Taxila)

### **Text Books:**

- A.L. Basham Cultural History of India. 1975. Bombay
- A.L. Basham ,The Wonder that was India, 1954, New York
- P.N. Prabhu Hindu Social Organization, 1972. Bombay
- D.R. Bhandarkar Ancient History of India 1977, Delhi

### **Reference Books:**

- U.N. Ghoshal Studies in Indian History and Culture, 1975, Bombay
- L. Rai Kshatriya Samaj Ka Aithhasik Anushulam, 1993, Varanasi
- Agrawala, Vasudeva. S Indian Art, Varanasi, 1965.
- Brown, Percy Indian Architecture (Buddhist and Hindu Period), Bombay 1971.
- Dehejia, Vidya Early Buddhist Rock Temples: A Chronological Study, London, 1972.
- The Art of Ancient India (Buddhist, Hindu, Jain), Tokyo, 1985.
- Buddhist Monuments, Calcutta, 1980. Chapter: II

### **Online Links for Study and Reference Materials:**

- [www.britannica.com](http://www.britannica.com)
- [www.byjus.com](http://www.byjus.com)
- [www.khanacademy.com](http://www.khanacademy.com)

## **SEMESTER-I**

## **Society, Culture and Religion in Medieval India**

**Course Code:** A050902T

## **Course Name:** Society, Culture and Religion in Medieval India

**Course Credit:** 4

**Total Contact Hours:** 60hrs

## Course Objectives:

To enable students to understand the Social and Economic developments in the Medieval India and to know what cultural changes took place and how Indians faced the challenges. This will help student to understand the evolution of society and religion in India in a better way.

## Course Description:

The Course intends to cover the socio-economic conditions during Medieval India. This covers the topics like role of slaves and women in society and status of education. It also explores the various socio-cultural changes that came from Sultanate to Mughal age and thereafter. It also covers the art and architecture in medieval India.

## Course Contents:

## Unit I

## **Indian society in Early Thirteen Century.**

- Hindu-Muslim relations under the Delhi Sultanate and Mughals
- Position of Ulema
- Relations with Ulemas and Kingship
- Women and Slaves.

## Unit II

## **Spiritual Movements and rise of various Sects**

- Bhakti Movement. Ramanand, Kabir, Nanak, Chaitanya, , Tulsidas Gyaneshwar and Tukaram.

- Sufism- definition and growth sufi-silsilas, Chisti; Suhrawadi, Qadri and Naqbandi and Firdausia
- Relationship and differences between Bhaktism and Sufism
- Legacy of Bhaktism and Sufism

### **Unit III**

### **Education and Literature in Medieval India**

- Impact of Hinduism and Islam on each Other
- Interaction between Bhakti and Sufi Saints and Yogic Traditions.
- Education and Literature, Persian, Hindu/Urdu, Sanskrit, Bengali, Marathi.
- Legacy of Medieval Literature

### **Unit IV**

### **Art and Architecture in Medieval India**

- Main Features of Art & Architecture under Rajputs
- Art and Architecture under Delhi Sultanate
- Art and Architecture under Mughals.
- Mughals and Rajput Paintings.

#### **Text Books:**

- Basham, A.L., Cultural History of India, (ed.) OUP, New Delhi, 1975, Chapter XVII, 'The Muslim ruling Dynasties'.
- Basham, A.L., Thw Wonder that Was India.
- Brown, Percy, Indian painting under the Mughals, Oxford, 1924.

#### **Reference Books:**

- Ahmad, Aziz, Studies in Islamic Culute in the Indian Environment, Oxford, 1964.
- Ashraf. K.M. Life and Conditions of the People of Hindustan (1200-1350). 2<sup>nd</sup> Edition, Munshiram Manoharlal, New Delhi, 1970.
- Banerjee, Ani Chandra, The State and Society in Northern India, 1206-1526, K.P. Bagchi and company, Calcutta, 1982.
- Brown, Percy, Indian Architecture (Islamic Period), Bopmbay, 1981.
- Chandra, Satish, medieveal India: Society the Jagirdari Crisis and the Village, Delhi, 1981.
- Chandra, Satish, Mughal Religious Policies. The Rajputs and The Deccan, New Delhi,
- Chatterjee, S.K., Language and Literature of Modern India. Calcutta, 1963.
- Eaton, Richard M. The Rise of Islan and the Bengal Frontier, 1204-1760.
- comparative Studies on Muslim Societies, 17. Berkeley: University of California Press,

1993.

- Habib, Muhammad, and K.A. Nizami,
- Nizami, the Comprehensive History of India, vol. v., the Delhi Sultanate (AD 1206-1526), Peoples Publishing House, Bombay, 1970.
- Habib, Muhammad Polities and Society during the Early Medieval Period. edited by K.A. Nizami, Delhi.
- Hussain, Yusuf, Glimpses of Medieval Indian Culture. Asia Publishing House Bombay, 1970.
- Karim, A., Society and Culture in Medieval India, Calcutta, 1969.
- Koch, Ebba, Mughal Architectures: An Outline of its History and Development 526-1858), Munich, 1991.
- Nath R., Some Aspects of Mughal Architecture, Delhi, 1976.
- Rashid, A., Society and Culture in Medieval India (1206-1556), Firma K.J.
- Mukhopadhyay, Calcutta. 1969.
- Rizvi. Saiyd Athar Abbas.
- A History of sufism in India, 2 vol., Delhi Munshiram Manoharlal Publishers Pvt. Ltd., 1978.
- Srivastava. A.L.,
- Medieval Indian Culture, shiva Lal Agarwal and Company. Agra 1940.
- Tarachand, Influence of Islam on Indian Culture. Allhabad, 1943.

#### **Online Links for Study and Reference Materials:**

- [www.britannica.com](http://www.britannica.com)
- [www.byjus.com](http://www.byjus.com)
- [www.khanacademy.com](http://www.khanacademy.com)

## **SEMESTER-I**

### **Colonial Economy of Modern India**

**Course Code:** A050904T

**Course Name:** Colonial Economy of Modern India

**Course Credit:** 4

**Total Contact Hours:** 60hrs

#### **Course Objectives:**

This course studies some of the most significant aspects of the Indian economy under British rule from the mid-18th to the mid-19th century. It introduces students to fundamental economic changes that were brought about by colonialism during this period in the world of agriculture, weaving, trade and finance, labour and law.

#### **Course Description:**

The economic system formulated by the British to draw upon the natural resources of the Indian Subcontinent. Learn more in: Exploring Landscapes in Regional Convergence: Environment and Sustainable Development in South Asia. This course covers Indian Economy in the middle of 18th Century, Permanent, HSMMalawari, Raiyatawri, Malguzari and Talukdri revenue settlements and their socio-economic consequences, agriculture policy, Irrigation system, famines and consequences and Famine commissions. Drain of Wealth during the first half of 19th Century.

#### **Course Contents:**

##### **Unit I Economic history/Economic method**

- Smith and Marx, Hayek and Polanyi
- The Industrial Revolution - The Indian sub-continent in The Great Divergence Debate
- The Long 18th Century: Trade and Conquest, Maritime laws and Maritime Trade

- History and the Nature of the East India Company – Oceanic Trade Across the Indian Ocean and Regional Formations

## **Unit II      Sovereignty, Land Revenue and Property**

- “Proprietary right” - The Permanent Settlement
- BaraHSMMal – Mirasidars
- Jagir - The Raiyatwari and Other Settlements
- The “Tribal” Question – Western and Central India - Jangal HSMMals – “NorthEast      Frontier

## **Unit III    Colonial Financial, Monetary and Economic Policy: Determinants.**

- Commercialization of agriculture; Drain of Wealth during the first half of 19<sup>th</sup> Century.
- Changing Patterns of External Trade-Britain, India and the World Trade
- Indian Economy between the Great Wars: Tariff protection and The Great Depression
- Approaching the Study of Poverty and Famines; Currency, Banking and Finance

## **Unit IV    Economic history and Caste**

- Issue of Political Resistance
- Issue of addresses Caste
- Tribal issues
- Recent literature on the position of the Indian subcontinent in the global economy of the 18th century.

## **Course Learning Outcomes**

- To familiarize student about the history Colonial Economy of Modern India.
- To develop an understanding of the various aspects and facts of colonial economy and its social impact.
- To acquaint students with the various incidents happened during the early 20<sup>th</sup> century in colonial India.
- To make students economic developments of British administration.

## **Text Books:**

- Kumar, Dharma. Ed. (1983). Cambridge Economic History of India Vol. II, Cambridge, University Press.
- Habib, Irfan. (1985). “Studying a Colonial Economy without Perceiving Colonialism”, MAS. Vol. 19, 3.
- Guha, Sumit. (2015). Beyond Caste, Identity and Power in South Asia, Leiden, Brill,

## **Reference Books:**

- Hayek, Fredrick. (1994). Road to Serfdom, Chicago: University of Chicago Press [Chapters 3 – 7]
- Polanyi, Karl (1963) The Great Transformation, Boston: Beacon Press
- Parthasarathi, Prasannan. (2011). Why Europe Grew Rich and Asia Did Not, Cambridge: Cambridge University Press [Chapters 1-4]
- Perlin, Frank. (1983). “Proto-Industrialization and Pre-colonial South Asia” Past and Present No. 98
- Gupta, A.D. (2001). The World of the Indian Ocean Merchant, New Delhi: Oxford University Press, [Part I]
- Prakash, Om. (2004). Bullion for Goods, New Delhi, Manohar [Selections]

- Chaudhuri, Sushil. (1996). *From Prosperity to Decline*, New Delhi: Manohar.
- Arasaratnam, S. (1980). “Weavers, Merchants and Company: The Handloom Industry in Southeastern India 1750-1790”, IESHR, Vol. 17, 3.
- Wink, Andre. (1986). *Land and Sovereignty in India*, Cambridge, Cambridge University Press.
- Guha, Ranajit . (1963). *A Rule of Property in Bengal: An Essay on the Idea of Permanent Settlement*, Paris: Mouton.
- Stokes, Eric. (1959). *English Utilitarians and India*, Oxford: Clarendon Press
- Stein, Burton. (1990). *Thomas Munro: The Origins of the Colonial State and his Vision of Empire*, New York: Oxford University Press.
- Stein, Burton. (Ed.). (1992). *The Making of agrarian policy in British India 1770-1900*, Delhi: Oxford University Press.
- Siddiqi, Asiya. (1973). *Agrarian change in a Northern Indian State: Uttar Pradesh, 1819-1833*, Oxford: Clarendon Press.
- Misra, Sanghamitra. (2018). “The Sovereignty of Political-Economy”, IESHR, Vol. 55, 3
- Gadgil, Madhav and Ramachandra Guha. (1993). *This Fissured Land*, Delhi: Oxford University Press.
- Chaudhury, B.B. (1964). *Growth of Commercial Agriculture in Bengal 1757-1900*, Calcutta, Indian Studies Past and Present
- Amin, Shahid and Marcel van der Linden. (Eds.) (1997). “Peripheral Labour”, in *Studies in the History of Partial Proleterianization*, Cambridge: Cambridge University Press. Anderson, Clare. (2003) “The Execution of Rughobursing: The Political Economy of Convict Transportation and Penal Labour in Early Colonial Mauritius”. *Studies in History*, 19 (2), pp. 185-197.
- Richards, J. F. (1981) "The Indian Empire and Peasant Production of Opium in the Nineteenth Century." *Modern Asian Studies*, Vol. 15, no.1, pp: 59-82.
- Shahid Amin. (1982). “Small peasant commodity production and rural indebtedness: The culture of sugarcane in Eastern UP, c. 1880-1920” in *Subaltern Studies*, Vol.1, pp 39-87.

- Neeladri Bhattacharya,(2018) The Great Agrarian Conquest :Colonial Reshaping of a Rural World. Ranikhet, Permanent Black, Chapters 1, 9and 10.
- Roy, Tirthankar. (1993). Artisans and Industrialization: Indian Weaving in the Twentieth Century. Delhi: Oxford University Press. Introduction, Chapter 1, 3, 5 and 8.
- Guha, Sumit. (1989)."The Handloom Industry of Central India: 1825-1950." The Indian Economic & Social History Review. Vol. 26, No. 3: 297-318.
- Chakrabarty, Dipesh. (2000). Rethinking Working-class History: Bengal, 1890 to 1940. Princeton, NJ: Princeton University Press. Introduction.
- Bagchi, Amiya Kumar. (2000). Private Investment in India 1900-1939. London: Routledge, Chapter 1, 2, 7 and 14.
- Chatterji, Basudeb. (1992). Trade, Tariffs, and Empire: Lancashire and British Policy in India, 1919-1939. Delhi: Oxford Univ. Press. Chapter 1, 2, 4, and 8.
- Balachandran , G , John ullion's Empire: ritain's Gold Pro lem and India et een the Wars ,London, Routledge, Chapters 1, 2, 4 and 7.
- Stokes, Eric. (1986). Peasant Armed, Oxford: Clarendon. Guha, Ranajit .(1983). Elementary Aspects of Peasant Insurgency, Delhi: Oxford University Press.
- Kaviraj, Narahari. (1972). A Peasant Uprising in Bengal, 1783, Delhi: Peoples Publishing House. Wilson, Jon (2005). "A Thousand Countries to go to" Past and Present, 189, pp. 81-109
- Mukhopadhyay, Bhaskar. (1995). "Orientalism, Genealogy and the Writing of History: The Idea of Resistance to Silk Filature in Eighteenth Century Bengal" Studies in History Vol. 11, 2.
- Washbrook, David. (1993). "Land and Labour in Late 18th century South India" in Peter Robb (Ed.). Dalit Movements and Meanings of Labour in India Delhi: Oxford University Press.
- Irschick, Eugene. (1982). "Peasant Survival Strategies and Rehearsals for rebellion in Eighteenth Century South India" Peasant Studies, 9, no. 4., pp. 215-41
- Viswanathan, Rupa. (2015). The Pariah Problem, Delhi, Navayana Publishers, [Chapters 1,2]

- Chaudhuri, B.B. Ed. (2004) Tribes, Forests and Social Formation in Indian History, Manohar, Delhi [Selections]

**Online Links for Study and Reference Materials:**

- [www.historydiscussion.com](http://www.historydiscussion.com)
- [www.jstor.com](http://www.jstor.com)

## **History Research Project/Dissertation-1**

**Course Code: A050905R**

**Course Name: History Research Project/Dissertation -1**

**Course Credit: 4**

**Total Contact Hours: 60hrs**

## **SEMESTER II**

### **Maritime History of India: Overseas Trade from pre-Christian era to the end of 13<sup>th</sup> century**

**Course Code:** A051001T

**Course Name:** Maritime History of India: Overseas Trade from pre-Christian era to the end of 13<sup>th</sup> century

**Course Credit Hours:** 4hrs

**Total Contact Hours:** 60hrs

#### **Course Objectives:**

To orient students with the development of maritime trade and overseas trade activities of Ancient Indian History. This is also to enable students to understand the importance of this trade and the developments related to it.

#### **Course Description:**

The course explores to understand the development of maritime trade and overseas trade activities of Ancient Indian History. The trading activities of Maritime trade between Rome and India-Scrabtrade between East Asia China and Trading. It further explores the trade activities of Satvahas and Cholas which is still considered as one of the mightiest in the world. It concludes with discussing the spice trade and how it changed the history of the world.

#### **Course Content:**

##### **Unit I        Maritime Trade between Rome and India**

- Sea trade between East Asia China
- Trading emporia kavariputtanama- hinam-Arikar kovalum-Cragnanor
- Trade under the early Pandya-Roman Coins found in Coastal.

##### **Unit II    Indian trade under the Satvahanas**

- The Kalingas-the pallavas and the port of HSMMabalipuram

- The kakatiyas and the port of Motupall. Common Composition of trade. Trade in Luxuries.
- Early medieval trading of Ayyavols and Nanadehi.
- Rise of the islam and medieval trade of the Arabs. Horse trade under the Pandyas at Kay.
- Arab trade with China.

### **Unit III    Rise of the Cholas and Sea Trade**

- Cholas and the development of the port of Negapattinam
- Chola Ambassador missions to China
- International trade and diplomacy—Rise of Kozhikode, Kollam and Kochi.
- Legacy of Chola Sea Trade

### **Unit IV    Trade in spices**

- Trade in Cottons and silk Textiles
- Import of porcelain and silk, merchant communities- the Chettis, the Marakkayan
- The Arab, the Chinese in the Arabian Sea and the Bay of Bengal
- Navigation and Shipbuilding, Comparison between Ancient trade and medieval trade.

### **Course Outcomes:**

- An understanding of the development of maritime trade and overseas trade activities of Ancient Indian History.
- An in depth knowledge of the trading activities of Maritime trade between Rome and India-Arab trade between East Asia China and Trading.

- Understanding the trade activities of Satvahas and Cholas which is still considered as one of the mightiest in the world.
- Knowledge of the spice trade and how it changed the history of the world.

#### **Text Books:**

- The Ancient Sea Trade: Rome & India Vimala Begley. Wisconsin. 1991
- Studies in Maritime History . K.S. Mathur. 1983.
- Trade and trade Routes in Ancient. M. Chandra. New Delhi, 1977.

#### **Reference Books:**

- Trade. Ideology and Urbanization. South India: 300BC-AI) 1000. Champak Lakshmi. Delhi. 1999
- Socio—Economic History of Northern India. B.P. Majumdar. 1960
- Contributions to the Economic History of Northern India, Puspa Niyogi. 1962.
- Trade and Urban Centres in Earl Medieval India, Chattopadhyaya. 1947.
- Trade and Traders in Early Medieval India. Ranbir Chakrabarti43

#### **Online Links for Study and Reference Materials:**

- [www.britannica.com](http://www.britannica.com)
- [www.byjus.com](http://www.byjus.com)
- [www.khanacademy.com](http://www.khanacademy.com)

## **SEMESTER II**

### **Maritime History of India (1500-1800): Overseas Trade and European Trading Companies**

**Course Code:** A051002T

**Course Name:** Maritime History of India (1500-1800): Overseas Trade and European Trading Companies

**Course Credit:** 4

**Total Contact Hours:** 60hrs

#### **Course Objectives:**

To orient students with the development of maritime trade and overseas trade activities of medieval and colonial Indian History. This is also to enable students to understand the importance of this trade and the developments related to it and how it changed the world altogether.

#### **Course Description:**

The course explores to understand the development of maritime trade and overseas trade activities of medieval and colonial India. The trading activities of Maritime trade by various European trading companies and how it changed the whole world order. It concludes with mentioning of the various trade wars and the Battle of Plassey and Buxar.

#### **Course Contents:**

**Unit I**      **Indian Ocean trade in 16<sup>th</sup> century:** Coming of European Powers in India: An of the Portuguese. Dutch. English. French and the Dunes. Ascendancy of the Dutch and Decline of Portuguese.

**Unit II**      **Growth of Dutch and English Commerce in India:** Establishment of Factories at Coromondal Coast— Gujrat. Bengal and Malabar, Communities of Trade.

**Unit III** Relation between Indian States and European Companies. Mughals. Bijapur. Golkunda. Mathura Das and the Malabar State. Indian Merchants of the Coast: Gujarat. Bijapur. Kanara. Malahar Coroniandal and Benual.

Ports on the Indian Coastline-Rise of Port Town of Madras, Pond Cherri, Calcutta. Bombay, Goa. Cochin and Surat.

**Unit IV** Various Wars and the Impact on Trade: Anglo French rivalry: Nawabs of Carnatic, Hyderabad and their Relations with the European Companies; BATTLE OF PLASSEY AND BUXAR.

#### **Course Outcomes:**

- Deep understanding of the development of maritime trade and overseas trade activities of medieval and colonial India.
- An in-depth knowledge about the trading activities of Maritime trade by various European trading companies and how it changed the whole world order.
- Critical understanding of the various trade wars and the Battle of Plassey and Buxar.

#### **Text Books:**

- Chaudhari K N The trading world of Asia and the English East India Company (1660—1760), Cambridge university Press. 1978
- Dasgupta A India and Indian ocean (1500-1800). Delhi Oxford University Press. 1987 M N Pearson (Eds)
- Dasgupta A India And Indian Ocean World: Trade Politics. New Delhi: oxford University Press. 2004

#### **Reference Books:**

- Books Arasaratnam's Merchants. Companies and commerce on the Coromandal Coast (1650-1740). Delhi 1986

- Furber. Holdern. Maritimes India New Delhi Oxford. 2004 Arasaratnam Sinappan & Kenneth Pearson (Eds) Person M N Merchants and Rulers in Gujarat, Los Angles. 197644
- Prakash M.N, The Dutch East India Company and the Economy of Bengal (1630-1720), New Delhi, Oxford University press, 1988
- Ocean Trade (1500-1800). New Delhi: Manohar Publications, 2004

**Online Links for Study and Reference Materials:**

- [www.britannica.com](http://www.britannica.com)
- [www.byjus.com](http://www.byjus.com)
- [www.khanacademy.com](http://www.khanacademy.com)

**SEMESTER II**  
**Course Code: A051003T**  
**Course Name: History of Indian Diaspora**

Course Credit: 4

Total Contact Hours: 60hr

**Course Objectives:**

Indians living overseas constitute one of the world's largest, most dynamic and oldest Diaspora communities. They constitute a series of migrations spanning several decades and centuries. With each wave, a new class of Indians has moved abroad in pursuit of academic, trade and professional opportunities. The history of the Indian Diaspora is closely linked to India's trade links and can be traced back nearly four millennia, when the Indus Valley Civilization traded with ancient Mesopotamia and Egypt. Small merchant communities in these regions were the precursors of the modern Indian Diaspora.

**Course Description:**

The historiography of India refers to the studies, sources, critical methods and interpretations used by scholars to develop a history of Indian Diaspora. The Causes of Indian emigration during colonial period. Indian emigration. In plantation colonies of Mauritius, West Indies, Malaysia, Africa and Fiji holds impactful presence.

**Course Contents:**

**Unit I**

- The concept, origin, evolution and its contemporary relevance
- diaspora and their nature
- Kangani System
- Indenture system

**Unit III**

- Indians abroad in the days of remote antiquity
- Early Indian migration: Ceylo Southeast Asia West Asia and Central Asia
- Indian Ocean trading system migration of Indian merchants, laborers and craftsmen to Southeast Asia, Africa and West Asia.
- The Causes of Indian emigration during colonial period. Indian emigration plantation colonies: Mauritius, West Indies. Malaysia, Africa and Fiji.
- Indian migration to Canada and U.S.A. in late 19th and early 20th
- Migration of Indian Professionals to U.S.A. U.K., Canada. Australia and other countries: migration to the Gulf countries

**Unit IV**

- Indian diaspora in host society with specific reference to their social status: gender
- Race and ethnicity; economic, business and professional vis—avis other ethnic Communities. Political participation. religious, cultural and economic activities
- Intergenerational divide. Indian diaspora and homeland: cultural, intellectual, Religious, economic and political connections; influence on domestic and foreign Policy
- India's policy towards her diaspora: brain drain vs. brain gain

**Text Books:**

- Jayaram. N. (ed). The Indian Diaspora: Dynamics of Migration. Sage Publications. New Delhi. 2004.
- Parekh. Bhikhu. Gurharpal Singh and Steven Vertovec (eds). Culture and economy in the Indian diaspora London. Routledge. 2003.
- Cohen. Robin. Global Diaspora: An Introduction. UCL Press. London. 1997

**Reference Books:**

- Arora. G.S. Indian Emigration. Puja Publishers, New Delhi. 1991.
- Ballantyne. Tony. Between Colonialism and Diaspora: Sikh Cultural formation in an imperial World, Permanent Black. Delhi. 2007.
- Bhikhu Parekh, Gurharpal Singh and Steven Vertovec (eds). Culture and economy in the Indian Diaspora. London. routledge. 2003.46
- Birbalsingh, Frank. From pillar to post: the Indo-Caribbean diaspora. TSAR. Toronto 1997.
- Bisnauth. Dale. settlement of Indians I Guyana 1890-1930. Peepal Tree. Leeds. 2000.
- Brinsley Samaroo and Ann Marie Bissessar (eds). The Construction of an Indo-Caribbean Diaspora. The University of the West Indies School of Continuing Studies. St. Augustine. Trinidad and Tobago. 2004.
- Lal, Brij V., On the other side of Midnight: A Fijian Journey. National Book Trust, New Delhi, 2005.
- HSMMapatra. prabhu P.. ‘The Politics of Representation in the Indian Labour Diaspora: West Indies. 1880-1920’,, VA’ Gin National Labour Institute Research Series Studies.no. 48. 2003.
- Mangar. Tora C., ‘The Arrival of Indian Guyana’. Horizons. 2006/2007.
- Mangru. Basdeo. Benevolent Neutrality’. Indian Government Policy and Labour Migration to British Guiana 1854.1884. Hansib Publishing Ltd. Herfordshire. 1987.
- Mohan. Pegg. Jahajin. Harper Collins. New Delhi. 2007.
- Vertovec. Steven. Hindu Trinidad Religion. ethnicity and Socio-Economic Change. Macmillan Caribbean, London. 199

## **SEMESTER II**

### **Gender and Women Studies in Ancient India**

**Course Code:** A051004T

**Course Name:** Gender and Women Studies in Ancient India

**Course Credit:** 4

**Total Contact Hours:** 60hrs

#### **Course Objective:**

The course objective is to apprise students with the role of gender in ancient India. The course is also intended to convey to what extent the concept of gender has enriched our understanding of history. It would help students in understanding the concepts like *Stridhana* and other issues related to legal rights on women in ancient India.

#### **Course Description:**

This course covers a chronological span up to circa 1300 and seeks to introduce students to the diverse issues and perspectives in women's history, drawing upon textual, epigraphic, and where possible, archaeological evidence. It covers all concepts of gender from the point of views of Brahmanical, Buddhist, Jain, Tantric and Bhakti traditions. It also explains the various contributions and interactions of women in public sphere in ancient times.

#### **Course Contents:**

##### **Unit-I: Historiography**

- Women's issue as analysed in different historiographical discourses
- Colonial, Nationalist, Marxist and recent trends
- The intersection of gender with class, caste, generation spatial and cultural context.
- Legacy of Gender discussions in Ancient India

##### **Unit-II: The structures of patriarchy and the spaces**

- The concept and working of matriliney – Anthropological and Sociological perspectives in historical reconstructions.
- The female principle, Women in different religious traditions
- Brahmanical, Buddhist, Jain, Tantric and Bhakti Aspects in Gender

- Women ascetics, Socio-religious movements and women in Virashaiva and Srivaishnava Communities.

### **Unit-III: The socio-sexual constructions of womanhood**

- Different forms of marriage
- Family and households
- Women and property--the concept of *stridhana*
- Extent to which women are themselves perceived as property.

### **Unit-IV: Status and Voice of Gender**

- Is there a ‘female voice’? This question will be examined in the contexts of both literary and inscriptional sources.
- Women in the Public sphere— rulers, patrons and livelihood earners.

### **Course Learning Outcomes:**

- The course would familiarize students with the role of gender in ancient India.
- The students should be able to understand and relate the concept of gender and its role in understanding of history.
- The course should make students understand the concepts like *Stridhana* and other issues related to legal rights on women in ancient India.
- They should be familiar now with the various contributions and interactions of women in public sphere in ancient times.

### **Text Books:**

- Agarwal, Bina, *A Field of One's Own: Gender and Land Rights in South Asia*, CUP, 1994.
- Altekar, A.S., *The Position of Women in Hindu Civilisation*, second revised edition, chs. 8, 9.
- Bhattacharji, Sukumari, *Women and Society in Ancient India*, 1994
- Jaiswal, Suvira, “Women in early India: Problems and Perspectives”, *Proceedings of the Indian History Congress*, 1981, pp. 54-60.
- Tharu, Susie and K. Lalita (eds), *Women Writing in India: 600 B.C. to the present*, Delhi, 1993.
- Tyagi, A.K., *Women Workers in Ancient India*, New Delhi, 1994.

## Reference Books:

- Aparna Basu and A .Taneja [eds] *Breaking out of Invisibility; Women in Indian History*,2002
- Atre, Shubhangana, *The Archetypal Mother*, 1987.
- Barai, Kumudini, *Role of women in the History of Orissa; From the earliest times to 1568A.D.*,1994
- Bhattacharyya,N.N. *The Indian Mother Goddess*. 3Revised edition.1999
- Blackstone, Katharine R., *Women in the Footsteps of the Buddha: Struggle for Liberation in the Theri*
- *Gathas*, 1998.
- Carroll, B.A. (ed), *Liberating Women's History: Theoretical and Critical Essays*, 1976.
- *Centuries*, Manohar, 2009.
- Chakravarty, Uma and Kumkum Roy, “In search of our past: A review of the limitations and possibilities
- of the historiography of women in early India”, *EPW*, 23(18), April 30, 1988.
- Chakravarty, Uma, “Beyond the Altekarian paradigm: Towards the new understanding of gender
- relations in early Indian history”, *Social Scientist*, 16(8), August 1988.
- Chakravarty, Uma, *Everyday Lives, Everyday Histories; Beyond the Kings and Brahmanas of Ancient India*, 2006
- Chakravarty,U ‘Whatever happened to the Vedic Dasi?: Orientalism,Nationalism and Script from the
- Past’ in Sangari and Vaid [eds] *Recasting Women*,1989
- Chitgopekar Nilima (ed), *Invoking Goddesses: Gender Politics in Indian Religion*, 2002
- Dehejia, Vidya [ed], *Representing The Body: Gender Issues in Indian Art*
- Ehrenfels,O.R, *The Mother Right in India*.1941
- Elamkulam P.N. Kunjan Pillai , ‘Matriliney in Kerala’ in *Studies in Kerela History*, 1969 *Gender Studies*, 15(1), Jan-Apr 2008.
- Godelier, Maurice, “The Origin of Male Domination”, *New Left Review*, 127, May-June 1981.*Godesses*, OUP, 2002.
- Hiltebeitel, A. and K. Erndl (eds), *Is the Goddess a Feminist: The Politics of South Asian*

- Hirschon, Renee, *Women and Property: Women as Property*, 1984.
- Jaini, Padmanabh, *Gender and Salvation*, 1992.
- Joan Wallach Scott, *Gender and Politics of History*, 1986, Ch,1.2
- Kapadia, K.M., *Marriage and Family in India*, third revised edition, 1967.
- Karve, Irawati, *Kinship Organization in India*, second revised edition, 1965.
- Kosambi, D.D., *Myth and Reality*, 1962.
- Moore, Henrietta, *Feminism and Anthropology*, 1988.
- Nath, Vijay, *The Puranic World: Environment, Gender, Ritual and Myth*, 2008
- Orr, Leslie, *Donors Devotees and Daughters of the God*, 2000
- Pintchman, Tracy, *The Rise of the Goddess in the Hindu Tradition*, Delhi, 1997.
- Ramaswamy, Vijaya, *Divinity and Deviance: Women in Virashaivism*, OUP, Delhi, 1996.
- Ramaswamy, Vijaya, *Walking Naked: Women, Society, and Spirituality in South India*, 1997.

## **SEMESTER II**

### **Gender and Women Studies in Medieval India**

**Course Code:** A051004T

**Course Name:** Gender and Women Studies in Medieval India

**Course Credit Hours:** 4hrs

**Total Contact Hours:** 60hr

#### **Course Objective:**

The course objective is to familiarize the students to the status and role of women in medieval India. It also intends to discuss the various imperial women during the Mughal times that were instrumental in managing the polity and economy of the medieval times. It would also intend to discuss the concepts of Harem, purdah and matrimonial alliances in medieval India.

The course objective also intends to study the various literary works done on gender by medieval thought leaders and poets.

#### **Course Description:**

The course considers the Sultanate period and Mughal court within a gendered framework, and studies the norms of masculinity and manliness during medieval times. It encourages the student to explore the agency of imperial women, and their participation in Mughal sovereignty. Mughal women are studied as authentic political agents, whose involvement was crucial to the rule structure. The course also makes an effort to examine the lives of ordinary women, and their relations with the state and the society

#### **Course Content:**

##### **Unit-I Sovereignty and the ‘domestic’ Domain:**

- Women’s Agency in Turko-Mongol Tradition
- Imperial women and the establishment of Mughal rule
- Harem and Sovereignty
- Structure of Harems in Mughal Times

## **Unit-II Imperial women**

- Mughal marriages with Rajput women
- Nur Jahan's involvement in court politics
- Jahanara's participation in trade and politics.
- Manliness in Mughal court culture: body and emotions; norms of masculinity; love, eros and devotion in mystical thought.

## **Unit -III Women and Gender in everyday life:**

- Gender relations in the household
- Women and the Laws
- Women in Economic activities
- Crimes against women
- Marginalized women: prostitutes and entertainers.

## **Unit-IV Gender Relations in the 18th Century**

- Family and Gender in Biographical Writings;
- Sexuality in Medical Treatises
- Women's desires in *rekhti* and *riiti* texts
- Gender Relations in Quli Khan's work.

## **Course Learning Outcomes:**

- The course would familiarize the students with the status and role of women in medieval India.
- It would also familiarize students with the concept of Harem, purdah and matrimonial alliances in medieval India.
- It would help them understand the various imperial women during the Mughal times that were instrumental in managing the polity and economy of the medieval times.
- The course enlightens students on various literary works done on gender by medieval thought leaders and poets.

- The course would also familiarize students with the understanding of gender, sexuality and manliness in medieval India

### **Text Books:**

- Ruby Lal, *Domesticity and Power in the Early Mughal World* (Cambridge, 2005)
- Harbans Mukhia, *The Mughals* (Delhi: 2009)
- Farhat Hasan, *State and Locality in Mughal India: Power Relations in Western India, c. 1572-1730* (Cambridge, 2005), chapter V.
- Leila Ahmed, *Women and Gender in Islam: Historical Roots of a Modern Debate* (Yale University Press, 1992)
- Ruby Lal, 'Historicizing the *harem*: The Challenge of a Princess's Memoir', *Feminist Studies*, 30, 3 (Fall/winter 2004)
- Leslie P. Pierce, *The Imperial Harem: Women and Sovereignty in the Ottoman Empire* (New York: 1993)

### **Reference Books:**

- Gavin Hambly (ed.), *Women, Patronage and Self-representation in Islamic Societies* (Albany: 2000)
- Afsaneh Najmabadi, *Women with Moustaches and Men without Beards: Gender and Sexual Anxieties of Iranian Modernity* (Berkeley, 2005)
- Rosalind O'Hanlon, 'Manliness and Imperial Service in Mughal North India', *JESHO*, 42 (February 1999), 47-93
- Rosalind O'Hanlon, 'Kingdom, Household and Body: History, Gender and Imperial Service under Akbar', *MAS*, 41, 5 (2007), 887-922
- Farhat Hasan, 'Norms and Emotions in the *Ardhakathanaka*', in Vijaya Ramaswamy (ed.), *Biography as History* (Delhi, 2009)

## **SEMESTER II**

### **Gender and Women Studies in Colonial India**

**Course Code:** A051004T

**Course Name:** Gender and Women Studies in Colonial India

**Course Credit:** 4

**Total Contact Hours:** 60hrs

#### **Course Objectives:**

This course focuses on gender questions in modern India, spanning from the colonial period to the present. The course is thematic in nature and moves back and forth chronologically. It examines a wide range of questions and debates on social reforms, women's education, their participation in national movements, their role in the economy, their relationship to popular cultures, questions of sexualities and masculinities, the development of women's organisations and movements, and the problematic dichotomies pre-supposed between the private and the public.

#### **Course Description:**

Gender and Women Studies in Colonial India cover deep aspect of women issues. Origin of feminism which empower women to raise their issues in every aspect of life. Along with deals Caste and Gender. Dalit Feminism. Law and Women's Rights: Dowry, Female Infanticide, Rape, Personal Law and Land Rights.

#### **Course Contents:**

##### **Unit-I**

- Women and Social Reform Movements in Colonial India.
- Women, Nationalism (including Gandhi)
- Communalism (including Partition and Hindu Right)

**Unit-II**

- Women in Private/Public Sphere: Domesticity and Middle Class
- Popular and Print Culture and Women.
- Patriarchy
- Imagining Masculinities and Sexualities

**Unit-III**

- Caste and Gender
- Dalit Feminism
- Law and Women's Rights
- Dowry, Female Infanticide
- Rape, Personal Laws
- Land Rights

**Unit-IV**

- Agency and Activism: Women's Movements and Voices
- Women movement after Independence
- Women in post modern world

**Course Learning Outcomes**

- To familiarize student about wide range of questions and debates on social reforms, women's education etc.
- To develop an understanding of questions of sexualities and masculinities, the development of women's organizations and movements, and the problematic dichotomies pre-supposed between the private and the public.
- To acquaint students with Popular Culture and Women.
- To make students aware of Law and Women's Rights: Dowry, Female Infanticide, Rape, Personal Laws, Land Rights.

### **Text Books:**

- Gupta, Charu, *Sexuality, Obscenity, Community: Women, Muslims and the Hindu Public in Colonial India* (Permanent Black, Delhi, 2001).
- Chowdhry, Prem, *The Veiled Women: Shifting Gender Equations in Rural Haryana* (Oxford University Press, Delhi, 1994)
- Minault, Gail, *Secluded Scholars: Women's Education and Muslim Social Reform in Colonial India* (OUP, Delhi, 1998).

### **Reference Books:**

- Forbes, Geraldine, *Women in Modern India* (Cambridge University Press, Cambridge, 1996).
- Kumar, Radha, *The History of Doing: An Illustrated Account of Movements for Women's Rights and Feminism in India 1800-1990* (Delhi, 1993)
- Malhotra, Anshu, *Gender, Caste and Religious Identities: Restructuring Class in Colonial Punjab* (Oxford University Press, Delhi, 2002).
- Rao, Anupama (ed.), *Gender and Caste* (Kali for Women, Delhi, 2003)
- Sangari, Kumkum and Sudesh Vaid (eds), *Recasting Women: Essays in Colonial History* (Kali for Women, Delhi, 1989)
- Sarkar, Tanika & Urvashi Butalia (eds), *Women and the Hindu Right: A Collection of Essays* (Kali for Women, Delhi, 1995)
- Sarkar, Tanika, *Hindu Wife Hindu Nation* (Permanent Black, Delhi, 2001)

### **Online Links for Study and Reference Materials:**

- [www.historydiscussion.com](http://www.historydiscussion.com)
- [www.jstor.com](http://www.jstor.com)

**SEMESTER II**  
**History Research Project/Dissertation-2**

**Course Code: A051005R**

**Course Name: History Research Project/Dissertation-2**

**Course Credit: 4**

**Total Contact Hours: 60hrs**