

**BACHELOR OF ARTS 6<sup>th</sup> SEMESTER  
DISCIPLINE SPECIFIC ELECTIVE COURSE (DSE)**

**OPTION - I**

**HS620DA: HISTORY: INDIAN ECONOMY AND SOCIETY THROUGH AGES**

**Credits: Theory-4, Tutorial: 02**

**Hours: 60+30=90**

**Theory: (4 Credits: 60 hours; Maximum Marks: 60; Minimum Marks: 24)**

**Objectives/ Expected Learning Outcomes:**

*This course aims at acquainting the students with the forces and processes that transformed the Indian economy and society since the beginning of human settlements. The nature of various transformative processes is discussed with the intention to make the students understand that changes and continuities go hand in hand in any historical process.*

*After the completion of the course the students are expected to develop a nuanced understanding of some of the agrarian ideas and categories presently in vogue. Moreover, the course also aims at making the students conscious of the everyday struggles of the marginalized communities with a purpose to make them a responsible citizenry*

**Unit-I (Ancient Period)**

- I. Bronze Age Urbanism to Iron Based Agriculture (Harappan and Vedic): Characteristic Features
- II. State Production to Feudal Economy: Murayas and Guptas
- III. Religious Developments: Vedic, Buddhist and Jain Traditions
- IV. Social Structure: Varna System

**Unit-II (Medieval Period)**

- I. Changes in Agrarian Structure: Iqta and Jagirdari System
- II. Non-Agrarian Economy: Trade and Crafts
- III. The Medieval Society: Classes and Communities
- IV. Sufi and Bhakti Movements: Main Teachings

**Unit-III (Modern Period: Economy)**

- I. Agrarian Restructuring: Land Revenue Settlements
- II. Drain of Wealth
- III. De-Industrialization

**Unit –IV (Modern Period: Society and Religion)**

- I. Introduction of Modern Education: Macaulay's Minute
- II. Socio-Religious Reform Movements: Brahma Samaj, Aligarh Movement and Arya Samaj
- III. Dalit Movements: Jyotiba Phule and B.R. Ambedkar

**TUTORIALS (2 CREDITS; 30 MARKS)**

**Tutorial-I:** Report on any one burning social or religious issue of contemporary relevance

**Tutorial-II:** Critical evaluation of any one movie/ documentary on Caste, Communalism or Politics.

**SUGGESTED READINGS:**

- Singh, Upinder. 2009. A History of Ancient and Early Medieval India from the stone age to the 12th century. Delhi: Pearson Longman.
- Thapar, Romila, Interpreting Early India, Delhi, 1999. Oxford University Press.
- Sharma, R. S., 2005, India's Ancient Past, Oxford University Press.
- Bandyopadhyay, Shekhar, 2004, From Plassey to Partition. Orient Longman.
- Jones, Kenneth W., 1994, Socio-Religious Reform Movements in British India, Cambridge University Press.
- Metcalf, Barbara and Metcalf, Thomas, 2006, A Concise History of Modern India, Cambridge
- Chandra, Bipin, Rise and Growth of Economic Nationalism in India.
- Chandra Satish, 2003, Medieval India, Orient Blackswan, New Delhi.
- Chatto Padhay, B.D., 1998, The Making of Early Medieval India, O.U.P. New Delhi
- Hassan.S. Nurul, 1971, Thoughts on Agrarian Relations in Mughal India, New Delhi.
- Habib Irfan, Agrarian System of Mughal India (1556-1707), New Delhi

**SUPPLEMENTARY READINGS:**

- Jha, D. N., 1998, Ancient India: A Historical Outline, New- Delhi.
- Habib Irfan, Ray Chaudary Tapan (ed), 1982, Cambridge History of India Vol-I, Cambridge University Press.
- Kumar, Dharma, (ed.), Cambridge Economic History of India, Cambridge University Press.

**BACHELOR OF ARTS 6<sup>th</sup> SEMESTER  
DISCIPLINE SPECIFIC ELECTIVE COURSE (DSE)**

**OPTION - II**

**HS620DB: HISTORY: HISTORIOGRAPHY: AN INTRODUCTION**

**Credits: Theory-4, Tutorial: 02  
Hours: 60+30=90**

**Theory: (4 Credits: 60 hours; Maximum Marks: 60; Minimum Marks: 24)**

***Objectives/ Expected Learning Outcomes:***

*The course exposes students to the idea of history, its nature, utility and scope. The historical evolution of scholarship from rich Greeco-Muslim to Post-Modernist schools are traced immaculately. The course enables the students to distinguish between past and history, subjectivity and objectivity, generalization and causation in a lucid manner. The scholarly debates regarding the finding of historical truth and value in the otherwise cobwebs of assertions are expected to be made clear.*

*After going to the course, the students are expected to:*

- A) *Develop the understanding of art of history writing.*
- B) *Map the trajectory of evolution of historiography as an independent discipline.*
- C) *To be able to appreciate the scholarly debates in history writing.*
- D) *An analysis of nature and scope of History.*
- E) *To understand the evolution of history of history writing.*
- F) *Fostering the knowledge of basic concepts of history writing like facts, interpretation, causation and so on.*

**Unit I (Introduction)**

- I. What is History?
- II. Sources in History: Types and Importance

**Unit II (Early Historiography)**

- I. Greek Historiography: Herodotus and Thucydides
- II. Medieval Muslim Historiography: Ibn-i-Khaldun

**Unit III (Modern Historiography)**

- I. Renaissance Historiography
- II. Leopold von Ranke and History Writing

**Unit IV (Schools of Historiography: Basic Introduction)**

- I. Marxist
- II. *Annals*
- III. Postmodern
- IV. Subaltern

**TUTORIALS (2 CREDITS; 30 MARKS)**

**Tutorial-I:** Historians at Work- Analysing *any one* of the following works on parameters of Historiography (Sources, interpretation, Conclusions)

- a. *Kashmir Under Sultans* by Mohibul Hasan
- b. *Sufism in Kashmir* by A.Q. Rafiqi
- c. *History of Srinagar* by Mohammad Ishaq Khan
- d. *Islam in Kashmir* by Mohammad Ashraf Wani
- e. *Kashmir's Struggle for Independence* by M.Y Ganai

**Tutorial-II:** Visiting an Archive/Library Collection/Personal Collection and Report Writing on it.

**SUGGESTED READINGS:**

- Shreedaran. A Textbook of Historiography, Orient Blackswan, 2004.
- Richard Evans, In Defence of History, Granta Books, London, 1997
- Arthur Marwick, What History is and why is it Important, 1970, Buckinghamshire; Open University Press
- Harbans Mukhia, Historians and Historiography during the reign of Akbar, 1976. New Delhi, Vikas Publishing house

**SUPPLEMENTARY READINGS:**

- E.H. Carr. What is History, Macmillan, London. 1983,
- R.G. Collingwood. The Idea of History, OUP, 1946.