M.PHIL IN HISTORY/PHD IN HISTORY

M.PHIL. and Ph.D. (Course Work) Rules and Syllabus
The M.Phil programme has duration of two years. The first two semesters of this programme shall consist of course work. Each Paper carries 100 marks or equivalent credits. In the First Semester students are expected to submit two term tutorials of 12.5 marks each (or equivalent credit value) or write a mid-semester examination and one tutorial. This will be followed by a term end examination of 75 marks each. In Semester II students specializing in Ancient, Medieval or Modern Indian history shall write two seminar papers with two teachers in consultation with the supervisor. These seminar papers shall carry 50 marks each. They shall also write term tutorials and appear in term end examination for the other two papers.

<table>
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<tr>
<th>Courses</th>
<th>Credits/Lecture</th>
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<tr>
<td>Semester I &amp; II</td>
<td>600 Marks/ equivalent credits</td>
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<tr>
<td>Dissertation</td>
<td>500 Marks/ equivalent credits</td>
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<tr>
<td>Viva voce</td>
<td>100 Marks/ equivalent credits</td>
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COURSES
In each semester students shall be required to take three papers in Semester I and three papers in Semester II. In Semester I the following papers shall be offered.

**Semester - I**
1. HMPCoC1 Readings in Trends in Historiography 1
2. HMPCoC2 Research Methodology
3. HMPCoC3 Language – Persian, Urdu, English or any other language depending upon the research interest of the student.

**Semester - II**
1. HMPCoC4 Readings in Trends in Historiography 2

**Seminar Papers**
2. HMPAnC1 Themes in Early Indian History (for students specializing on Early India)
3. HMPMcC1 Themes in Medieval Indian History (for students specializing in Medieval Indian history)
4. HMPMoC1 Debates in Modern Indian History (for students specializing in Modern Indian history)
7. HMPCoC6 Language – Persian, Urdu or any other language depending upon the research interest of the student.

**Promotion rules**
The date of commencement of the M.Phil/Ph.D programme will be the first working day of the academic year in which the students joins the M.Phil/Ph.D programme. Students have to secure a minimum of 50 percent marks or equivalent letter grade in at least two papers to be promoted from Semester I to Semester II. Only those candidates who have scored more than 50 percent marks or equivalent letter grade in at least three papers, will be allowed to write the dissertation. There is no provision for re-evaluation of answer scripts. The topic of the dissertation should be finalized within one week of the commencement of Semester II.

A pre-submission seminar is mandatory. The pre-submission seminar will be held in the first fortnight of the month of May.

Ph.D. students shall follow the same set of rules as prescribed for M.Phil for Course Work. They shall have to do a Paper entitled Annotated Bibliography instead of a seminar paper in Semester II.
SEMESTER I

HMPCoC1
Readings in Trends in Historiography I

This paper is designed to train students in understanding the method of history writing. It will consist of a set of readings. Listed below are books that the students will be expected to read and review. Every year changes will be made in the reading list.

Unit – I: Debates on Readings in Historical Method


Unit – II: Reading Texts on Indian History that raise issues of Method.
Chattopadhyaya, B.D. *Representing the Other*, Delhi, 1988.

Unit – III: Some important Texts that create new perspectives.
SEMESTER I

HMPCoC 2:
Research Methodology
This course in historical methodology introduces research students to the philosophical underpinnings of history, key concepts that have shaped historical research and the influence of significant schools of historical writing. Its purpose is to make the apprentice historian conscious of the epistemology of his subject and the ideas that have animated history writing.

Unit One
The debate about history’s claim to tell the truth about the past.
   a) Karl Popper and the argument from falsification
   b) Richard Rorty and the post-modernist critique of historical objectivity
   c) E.H. Carr, E.P. Thompson, Gertrude Himmelfarb: the defence of the historical method

Readings
Karl Popper, The Poverty of Historicism
Edward Thompson, The Poverty of Theory
Perry Anderson, Arguments within English Marxism, Verso, 1980
Gertrude Himmelfarb, The New History and the Old, Harvard 2004

Unit Two
Key historical categories and schools that have shaped historical writing

Historical Categories:
   a) Gender
   b) Class
   c) Environment
   d) Nation
   e) Community

Readings
Ramachandra Guha and Madhav Gadgil, This Fissured Land: An Ecological History of India, OUP, 1992
Ramachandra Guha, The Unquiet Woods, OUP, 1989
Kumkum Sangari and Sudesh Vaid (ed.), Recasting Women, Kali
Benedict Anderson, Imagined Communities
Schools of historical enquiry
a) Ranke, Acton and historical positivism
b) The Annales School and the longue duree
c) The English social historians: Hill, Hobsbawm, Thompson
d) The ‘subaltern’ historians
e) Colonial Indian history and the ‘Cambridge School’

Readings
G.P. Gooch, History and Historians in the Nineteenth Century. New York: Longmans
John Gallagher, Gordon Johnson, Anil Seal (eds) Locality, province, and nation: essays on Indian politics 1870 to 1940
Marc Bloch, The Historian’s Craft (1992)
Harvey J. Kaye, The British Marxist Historians
Ranajit Guha and G. Spivak, eds., Selected Subaltern Studies (N.Y.: Oxford)

Unit Three
Sources and approaches:
Sources:
a) Archaeology and anthropology
b) Epigraphy and numismatics
c) Written sources and the divide between prehistory and history.
d) Malfuz literature and India’s medieval past
e) Travellers and their chronicles
f) Oral history, folklore and the problem of authenticity

Approaches:
a) Narrative history and its revival

b) Quantitative techniques and social science history

Readings
Nayanjot Lahiri, Finding Forgotten Cities: How the Indus Civilization was discovered (Permanent Black, 2006)
K.A. Nizami, Some Aspects of Religion and Politics in India during the Thirteenth Century, 1974
Peter Hardy, *Historians of Medieval India*
K.A. Nizami, *On History and Historians of Medieval India* (1983)
Syed Hasan Askari, Maktub & Malfuz literature as a source of socio-political history (Khuda Bakhsh annual lecture, 1981)
Shireen Moosvi, *The Economy of the Mughal Empire, c. 1595: A Statistical Study* (OUP 1987)
Rajan, S. Irudaya and K.S. James, ‘The Interdependence of Vital Events: Twentieth-Century Indian Kerala’, *Journal of Interdisciplinary History*, vol. 31 no. 1, 2000, pp. 21-41
Sumit Guha (ed) *Growth, Stagnation or Decline? Agricultural Productivity in British India*, Delhi, 1994
This paper is a continuation of the Paper done in Semester I. It is designed to recast some of the important issues related to the method of history. It will consist of a set of readings. Listed below are books that the students will be expected to read and review. Every year changes will be made in the reading list.

**Unit –I**
*Readings in Method*
Karl Marx, *Contribution to the Critique of Political Economy*.

**Unit – II**
*Some significant Writings on Indian History*

**Unit –III**
*Some Important Contributions to History*
This course is intended to train students to analyse issues related to major themes of debate in Early India. The formulation of the course is in terms of a detailed reading around certain key issues relating to Early India. Students are expected to write two Seminar papers. The major themes are as follows –

1. **Historical Archaeology** – The attempt is to help students learn to analyse archaeological data by studying excavation report from early historic settlements.
2. **History of the Caste system** – Under the rubric of the caste system researchers are trained to understand the linkages between religion, society and economy.
3. **Religion and Society in Early India** – It is an attempt to situation religion within the larger social discourse of politics and economics. It will focus on Buddhism and the religion of the Puranas.
4. **Literature and Society** – This topic is meant to help students learn methods of analyzing texts to obtain historical information.
5. **The state in Early India** – This topic intends to interrogate issues related to the nature of state in early India. It will cover themes like the nature of the Mauryan state. The debate on feudalism will be an important part of the study.
6. **Agriculture and Village communities in early India**. Under this theme students will be expected to explore technologies and relations of production. They will also study debates about the nature of the village community in Early India.
7. **Trade and traders in Early India** – Students will study themes related to emergence of trade networks in early India.

The list of readings will be provided to students depending upon the specific theme of their research.
SEMESTER II

HMPMeC1
Aspects of Society, Polity and Economy (15th to 17th centuries)

Unit – I

(A) Changes in the social structure of the ruling class; state policy of inclusion of new racial groups in the ruling class; Matrimonial Relations; Political and Socio-Cultural Impact.
(B) Income and standard of living; Social and Cultural interactions among the ruling classes.

Unit – II

(A) Urban social groups: Merchants, Brokers and commercial economy.
(B) Superior Rural Classes: Bhumias, Mahajans, Bohras and rural economy
(C) Manufacturers: Social Composition, State and Manufacturers – Protest and Protection; Social organization; New technologies and formation of new professional castes.
(D) Soldiers: social composition of military contingents and regional background; regular, rozinadar and cavalry soldiers; European mercenaries

Unit – III

(A) Religious, regional and cultural identities.
(B) Clash of identities or civilization or respecting each other’s identities.
(C) Socio-cultural heritage: Unity in diversities, Rejection of Oneness

Books

7. Shankar, Girija, Marwari Vyapari (Hindi)

Article

1. Alavi, Rafi Ahmad, New light on Mughal cavalry in Studies in the History of Medieval Deccan
2. Ali, Athar, Mughal India (collection of Articles), OUP, 2006, ed. by I. Habib
3. Ali, Athar, Mughal Nobility under Aurengzib, OUP, 1968
4. Ashraf, K.M., Life and conditions of the People of Hindustan, New Delhi, 1970
5. Chandra, Satish, Social Change in Medieval India
9. Habib, Irfan, ‘Social Change in Early Medieval India’ (Circa A.D. 500-1200)
10. Habib, Irfan, Historical Role of the Monotheistic Movement in the 15th century, 1965
18. Moosvi, Shireen, The Economy of the Mughal Empire, OUP, 1987
22. Sharma, G.D., Rajput Polity – A Study of Politics and Administration of the State of Marwar, 1638-1749, Delhi, 1977
Scope and syllabus

Students will study a selection of themes in the social history of South Asia since the eighteenth century – themes that correspond to contemporary historical research. The objective is rather to develop a grasp of some of the major themes, debates and theoretical currents in recent writings on modern South Asian social history and to acquire the ability of discerning emerging areas of research. The course will discuss a selection of ten themes.

Unit One
Colonialism: information and knowledge
The historicity of caste
The social history of law

Unit Two
The colonial city and urbanization; labour and migration
Race and colonial rule
Gender and the ‘Hindu nation’; religious community, revival and reform

Unit Three
Agrarian relations and peasant rebellion;
Famines, epidemics and the crises of society
Army, war and society;

Required reading

- Bayly, C. A. 1996, Empire and Information. Intelligence Gathering and Social Communication in India, 1780-1870 (= Cambridge Studies in Indian History and Society 1), Cambridge: CUP.
- Bayly, Susan 1999, Caste, Society and Politics in India. From the Eighteenth Century to the Modern Age (= New Cambridge History of India IV.3), Cambridge: CUP.

• Chatterjee, Indrani?

• Chakravarti, Uma 1998, Rewriting History. The Life and Times of Pandita Ramabhai, New Delhi, Kali for Women.


• Chaudhuri, Binay Bhushan (ed.), Economic History of India from Eighteenth to Twentieth Century (= History of Science, Philosophy and Culture in Indian Civilization, VIII/3), New Delhi: Centre for Studies in Civilizations.

• Cohn, Bernard S. 1996, Colonialism and its Forms of Knowledge. The British in India, Delhi: OUP.


• Guha, Ranajit (ed.) 1985, Subaltern Studies IV. Writings on South Asian History and Society, Delhi: Oxford University Press, pp. 276-329.

• Hardiman, David (ed.) 1992, Peasant Resistance in India 1858-1914, New Delhi: OUP.

• Hardiman, David 1996, Feeding the Baniya. Peasants and Usurers in Western India, New Delhi: OUP.


• Rana P. Behal/ Marcel van der Linden (eds), *Coolies, Capital and Colonialism: Studies in Indian Labour History (= International Review of Social History 51, supplement 14 [2006]).*
• Roy MacLeod and Milton Lewis (eds) 1988, *Disease, Medicine, and Empire: Perspectives on Western Medicine and the Experience of European Expansion*, London.
• Sangari, Kumkum and Vaid, Sudesh, *Recasting Women*, Kali for Women (date?)
• Sarkar, Sumit 1997, *Writing Social History*, New Delhi: OUP.