The M.Phil programme has a duration of two years. This may be extended by a year in individual if the Supervisor so recommends and the Department concurs. The first two semesters of this programme shall consist of course work. Each Paper carries 100 marks or equivalent credits. 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 or Modern Indian history shall write Two 4000 word seminar papers in consultation with the supervisor for Papers HMPAnC2 and HMPMoC2.

**Semester I & II** - 800 Marks/ equivalent credits

**Semester III & IV**

Dissertation - 500 Marks/ equivalent credits

Viva voce - 100 Marks/ equivalent credits

In each semester students shall be required to take Four papers. In semester I the following Papers shall be offered.

**Semester - I**

1. HMPCoC1  Readings in Trends in Historiography 1
2. HMPCoC2  Research Methodology1
3. HMPAnC1  Themes in Early Indian History 1(for students specializing on Early India)
4. HMPMeC1  Aspects of Social and Economic History of Medieval India 1 (for students specializing in Medieval Indian history)
5. HMPMoC1  Debates in Modern Indian History (for students specializing in Modern Indian history)
6. HMPCoC3  Language – Persian, Urdu or any other language depending upon the research interest of the student.
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>HMPCoC4</td>
<td>Readings in Trends in Historiography 2</td>
<td></td>
</tr>
<tr>
<td>HMPCoC5</td>
<td>Research Methodology 2</td>
<td></td>
</tr>
<tr>
<td>HMPAnC2</td>
<td>Themes in Early Indian History 2 (for students specializing on Early India)</td>
<td></td>
</tr>
<tr>
<td>HMPMeC2</td>
<td>Aspects of Social and Economic History of Medieval India 2 (for students specializing in Medieval Indian history)</td>
<td></td>
</tr>
<tr>
<td>HMPMoC2</td>
<td>Debates in Modern Indian History 2 (for students specializing in Modern Indian history)</td>
<td></td>
</tr>
<tr>
<td>HMPCoC6</td>
<td>Language – Persian, Urdu or any other language depending upon the research interest of the student</td>
<td></td>
</tr>
</tbody>
</table>

**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 three 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.**
Semester -1

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.


HMPCoC2 Research Methodology 1

This first 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

Karl Popper, *The Poverty of Historicism*
Edward Thompson, *The Poverty of Theory*
E.H. Carr, *What is History*

Unit Two

Key categories that have shaped historical writing in the 20th century

a) Gender
b) Class
c) Environment
d) Nation

Ramachandra Guha and Madhav Gadgil, *This Fissured Land: An Ecological History of India*, OUP, 1992
Kumkum Sangari and Sudesh Vaid (ed.), *Recasting Women*, Kali
Benedict Anderson, *Imagined Communities*

Unit Three

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’

John Gallagher, Gordon Johnson, Anil Seal (eds) *Locality, province, and nation: essays on Indian politics 1870 to 1940*  
Harvey J. Kaye, *The British Marxist Historians*  
Ranajit Guha and G. Spivak, eds., *Selected Subaltern Studies* (N.Y.: Oxford)  
Patha Chatterjee, "Caste and Subaltern Consciousness", in *Subaltern Studies VI*, pp. 169-209.  
Gyanendra Pandey, "The Colonial Construction of 'Communalism': British Writings on Banaras in the Nineteenth Century", in *Subaltern Studies VI*, pp. 132-68.  

**Semester -1**

**HMPAnC1**

**Themes in Early Indian History I**

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.

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
Semester -1

HMPMeC1

Aspects of Society, Polity and Religion in Medieval India-
(13th to 15th Century)

UNIT I
(A) Underlining the changes in Polity, Society and Religion – From Pre Turkish rule to Turkish rule
(B) Different theories of social change: Theory of static society, theory of purity and Pollution, theory of Sanskritization and de-sanskritization.

UNIT – II
(A) Social Formation of Ruling classes, From tribal to racial based socio-political hierarchy in the ruling classes (A case study of the Rajput or Rajaputra), State and ruling classes, Controlling each other; Social hegemony of the ruling class.
(B) Concept of Indian Middle class – Professional and social role in the society.
(C) Peasants – Identity of a Peasant; social stratifications and status in the society; Relation between ruling class and Peasants.

UNIT – III
(A) Religion and Society – New religious classes such as Ulema and Sufis, liberal and conservative religious out looks: Role of kasb and Tawwakkul
(B) Rise of Monotheistic saints and their popularity in the masses.
(C) Religious and political nature of the state.
Reading List

Ashraf, K.M. - Life and conditions of the People of Hindustan, New Delhi, 1970

Ali, Athar - Mughal Nobility under Aurengzib, OUP, 1968

Ali, Athar ed. by I. Habib - Mughal India (collection of Articles), OUP, 2006


Habib, Irfan - The Agrarian System of Mughal India, OUP, 1963

Moosvi, Shireen, - The Economy of the Mughal Empire, OUP, 1987

Khan, Iqtidar Alam - The Middle classes in Mughal Empire, I.H.C. 1975


Nizami, K.A. - Some Aspects of Religion and Politics in the Thirteenth Century India, Delhi, 1974

Eaton, R - Sufis of Bijapur, Social Role of Sufis in Medieval India, Princeton, 1978

Grewal, J.S. - The State and Society in Medieval India. vol. VII, Part I, OUP, 2005

Sharma, G.D. - Rajput Polity – A Study of Politics and Administration of the State of Marwar, 1638-1749, Delhi, 1977
### Articles:

<table>
<thead>
<tr>
<th>Author</th>
<th>Title</th>
<th>Publication Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>Habib, Irfan</td>
<td>Historical Role of the Monotheistic Movement in the 15&lt;sup&gt;th&lt;/sup&gt; century, 1965</td>
<td></td>
</tr>
<tr>
<td>-----do-----</td>
<td>Theories of Social Change in South Asia, The Journal of Social Studies, N 33, Dacca</td>
<td></td>
</tr>
<tr>
<td>Sharma, R.S.</td>
<td>‘Social Change in Early Medieval India’ (Circa A.D. 500-1200)</td>
<td></td>
</tr>
<tr>
<td>Siddiqui, Iqtidar Husain,</td>
<td>Money and Social Change in India During Medieval Times, I.H.C., 1995</td>
<td></td>
</tr>
<tr>
<td>-----do-----</td>
<td>Social Mobility in the Delhi Sultanate, Medieval India, Vol. I, ed. Irfan Habib</td>
<td></td>
</tr>
<tr>
<td>Chandra, Satish</td>
<td>Social Change in Medieval India</td>
<td></td>
</tr>
</tbody>
</table>
Semester -1

HMPMoC1

Debates in Modern Indian History

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 debates and theoretical currents in recent writings on modern South Asian social history and to acquire the ability of discerning emerging areas of research.

UNIT I
Social History
1. Colonialism: information and knowledge
2. The historicity of caste
3. The social history of law
4. Gender and the ‘Hindu nation’; religious community, revival and reform
5. Agrarian relations and peasant rebellion;
6. Famines, epidemics and the crises of society
7. Army, war and society;

UNIT II
Economic History
1. Debating the Great Divergence
2. Debating the Drain of Wealth from India
3. Debating Agricultural Production Trends and the Standard of Living in India
4. Explanations for Population Increase in twentieth century India

UNIT III
Political History
1. Typology: Nationalism in sovereign and colonial societies
2. Debate about the making of nations and nationalism
3. Debate about the making of Indian nationalism
4. Debate over Making of Agrarian Protests and Movements
5. Debating politics of inclusion and affirmative action in contemporary India.
**Reading List:**

Anthony D. Smith, Theories of Nationalism, Duckworth, London 1971

Ernest Gellner, Nations and Nationalism, Basil Blackwill, 1983

John Hutchinson and Antony D. Smith, eds. Nationalism, Oxford Reader, 1994

E. J. Habsbawm, Nations and Nationalism since 1870: Programme, Myth, Reality Cambridge University Press 1992


Partha Chatterji, Nationalism Thought and the Colonial World: A Derivative Discourse, OUP 1986

Parthe Chatterji, The Nationa and its Fragments; Colonial and post-Colonial Histories, OUP 1994

Ranjit Guha ed. Subaltern Studies vol.I, OUP 1987

1. Peasant consciousness and the making of peasant protest
2. Social base of peasant politics
3. Relation between national and peasant movements
4. Political strategy of the Left parties

**Readings:**

2. A.R. Desai, Peasant Struggles in India, Delhi 1979
3. D.N. Dhanagare, Peasant Movements in India 1920-50, Delhi 1983
4. Ranajit Guha, Elementary Aspects of Peasant Insurgency in Colonial India, Delhi 1983
6. David Hardiman, Peasant Resistance in India 1858-1914, Delhi 1992
7. K.N. Panikkar, National and Left Movements in India, Delhi 1980
8. Ranajit Guha ed., Subaltern Studies series
12. Narahari Kaviraj, Wahabi and Farazi Rebels of Bengal, Delhi 1982
14. Kalyan Sengupta, Pabna Disturbances and Politics of Rent: 1873-1885,
16. K.N. Panikkar, Against Lord and State: Religion and Peasant Uprising in Malabar 1836-1921
17. J. Pouchpedass, 'Local Leaders and the Intelligentsia in the Champaran Satyagraha; a study in peasant mobilisation' Contributions to Indian Sociology. 1974
19. S. Heningham, Peasant Movements in Colonial India: North Bihar 1917-1942, Canberra 1982
20. M.H. Siddiqi, Agrarian Unrest in North India: The United Provinces 1918-1922

Debate over Public Health in Colonial India

1. Indian mortality 1871-1921
2. Public health expenditure
3. Indian response to western medicine
4. Colonial approach toward indigenous medicine

Readings:

Arnold, David. Colonizing the Body: State, Medicine and Epidemic Disease 111 the Nineteenth Century India, OUP, 1993
Arnold, David. Colonizing the Body: State, Medicine and Epidemic Disease in Nineteenth Century India, OUP, 1993

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.
• Hazareesingh, Sandip 2007, The Colonial City and the Challenge of Modernity. Urban Hegemonies and Civic Contestations in Bombay (1900-1925), Hyderabad: Orient
• 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.
• Frank, Andre Gunder ReORIENT: Global Economy in the Asian Age (Berkeley:
• Broadberry, Stephen, and Bishnupriya Gupta. "The Early Modern Great Divergence:
• Wages, Prices, and Economic Development in Europe and Asia, 1500–1800." Economic History Review 59 (February 2006): 2-31
• E. L. Jones., Growth Recurring: Economic Change in World History (Ann Arbor:
• Landes, David, The Wealth and Poverty of Nations: Why Some are so Rich and Some are so Poor
• Topic 2
Semester II

HMPCoC4

Readings in Trends in Historiography 2

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
Semester –II

HMPCoC5 Research Methodology 2

This course introduces the research student to the nature of the historian’s craft, its sources, the methods available to the historian interrogating and reconstructing the past.

Unit One
The sources of history
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

Unit Two
Quantitative methods: numeric data and history writing
a) Basic quantitative techniques used in historical analysis
b) Demography, economic history and social science history
c) The advantages and limitations of quantitative history

Unit Three
The apparatus of scholarship:
a) Referencing: footnotes, endnotes, bibliographies
b) Writing a research proposal
c) Using bibliographic software

Bibliography

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

**Research Methodology II**

This course presents an advanced study of the philosophy and method of historical research, with particular attention to writing and teaching history. While intended to familiarize students with the traditions and current practice of the historical profession, the course will also acquaint students with specific problems in historical research. Students will examine the development and traditions of historical scholarship, as well as contemporary historiographical challenges to traditional methodologies, including postmodernism, postcolonial and transnational critiques, and feminist studies.

*What is History? What is Historical Method?*
Edward Thompson, *The Poverty of Theory*

*Writing Stories and Collecting Evidence*

*History as Social Science: quantitative methods, demographic history, the longue durée*
Jared Diamond, *Guns, Germs and Steel*
Fernand Braudel, *The Mediterranean in the Time of Philip II*
Barrington Moore, Jr., *The Social Origins of Dictatorship and Democracy*
Keywords and Categories: Ecology, Gender, Class and more
Ramachandra Guha and Madhav Gadgil, *This Fissured Land: An Ecological History of India*, OUP, 1992
Kumkum Sangari and Sudesh Vaid (ed.), *Recasting Women*, Kali
Semester -II

HMPAnC2

Themes in Early Indian History 2

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

HMPMeC2

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

Shankar, Girija - Marwari Vyapari (Hindi)
Habib, Irfan - The Agrarian System of Mughal India.
Hasan, Mushirul & Roy, Asim - Living Together Separately, O.U.P., 2005

Chicherov, A.I. - Indian Economic Developments in the 16th – 17th Century, Moscow, 1971


**Article**

Alavi, Rafi Ahmad - New light on Mughal cavalry in Studies in the History of Medieval Deccan


Singh, Dilbagh - ‘The Role of the Mahajans in the Rural Economy in Eastern Rajasthan During the 18th century, *Social Scientist*, No. 22, 1974

Qaisar, A.J. - Role of Brokers in Medieval India, I.H.R., Sept. 1974