



HISTORY MINOR

SYLLABUS

FOUR-YEAR UNDERGRADUATE PROGRAM (FYUGP)

KOLHAN UNIVERSITY, CHAIBASA

HISTORY		FYUGP		KOLHAN UNIVERSITY	
SEMESTER WISE COURSES IN HISTORY MINOR FOR FYUGP				2022 Onwards	
Semester	Courses		Examination Structure		
	Code	Papers	Credits	Mid Semester Theory (F.M.)	End Semester Theory (F.M.)
I	MN - 1A	Contemporary India (1947-2000)	4	25	75
II	MN - 2A	Indian Art and Architecture	4	25	75
III	MN – 1B	History of India (From Earliest Times to 650 AD)	4	25	75
IV	MN – 2B	The Heritage of Jharkhand	4	25	75
V	MN – 1C	History of India (From 650 AD to 1707 AD)	4	25	75
VI	MN – 2C	Archives and Museum	4	25	75
VII	MN – 1D	History of India (From 1707 AD to 1947 AD)	4	25	75
VIII	MN – 2D	Environmental History of India	4	25	75
		Total Credits	32		

Kolhan University, Chaibasa
Four Year Undergraduate Programme (FYUGP)
History, Code: MN-1A, Credits: 4, Sem-I

Minor Paper -1A

Contemporary India (1947-2000)

Learning objectives

Examines the major developments in Indian society, politics, and culture from independence to the contemporary period.

Helps understand major challenges of nation-building, democracy, development, and identity politics.

Learning outcomes

By the end of the course, students will be able to:

Analyze the socio-political and economic developments post-independence.

Understand the making and working of the Indian Constitution.

Engage with issues of identity, regionalism, and secularism.

Course Structure

Unit I: Emergence of a New State (10 lectures/contact hours)

- I. Partition and its aftermath
- II. Integration of Princely States

Unit II: Making of the Republic (10 lectures)

- I. The Constituent Assembly
- II. Drafting of the Constitution and significant amendments up to 2000 A.D.
- III. Reorganisation of States

Unit III: Envisioning a New Order and Democracy at Work (20 lectures)

- I. India's foreign policy; Non Alignment movement; Panchasheel, SAARC, Commonwealth
- II. Planned economic development–Mixed economy; Five-year plans
- III. Trade Union movement in the post-independence years
- IV. Women and politics: Hindu Code Bill; Status of Women in India Report

Unit IV: Challenges before the Nation (20 lectures)

- I. Struggles within the Nation: Secessionist movements in Kashmir, Punjab and Assam
- II. Naxal Bari and Naxalite Movements, Caste Politics in India
- III. Period of emergency and JP movement
- IV. Problem of communalism
- V. Challenges from outside: Chinese War, Pakistani Wars

Suggested Readings

- A. Beteille, *Democracy and its Institutions*, OUP 2012
- Bipan Chandra, et al, *India since Independence*, Penguin Books, 2007
- Christophe Jaffrelot, *The Hindu Nationalist Movement and Indian Politics 1925 to 1990s*, 1999
- Daniel Thorner, *The Shaping of Modern India*, New Delhi, 1980
- Radha Kumar, *The History of Doing: An Illustrated Account of Movements for Women's Rights and Feminism in India 1800-1990*, Delhi, 1993
- Radha Kumar, *Stri Sangarsh Ka Itihas, 1800-1990*, Vaani Prakashan, 2005
- Ramchandra Guha, *The Unquiet Woods: Ecological Change and Peasant Resistance in the Himalaya*, Delhi, 1989
- Ramachandra Guha, *India After Gandhi*, Picador 2007
- Rajeev Bhargava, *Understanding Contemporary India*, Orient Blackswan 2010

Kolhan University, Chaibasa
Four Year Undergraduate Programme (FYUGP)
History, MN-2A, Credits: 4, Sem-II

Minor Paper - 2A

Indian Art and Architecture

Learning objectives

Understand Indian art and architecture from prehistoric times to the modern era.
Recognize artistic styles, architectural forms, and regional variations across different periods.
Identify key styles and traditions
Understand conservation issues

Learning outcomes

Upon completion of the course, students are expected to:
Develop an understanding of the historical development of Indian art and architecture.
Analyze artistic styles and architectural forms within their cultural and historical contexts.
Understand the significance and impact of various art forms and architectural styles in India.

Course Structure

Unit I: Historiography of Indian art (5 lectures)

Unit II: Sculpture (10 lectures)

- I. Gandhara school
- II. Mathura school
- III. Chola bronze sculptures
- IV. Terracotta art

Unit III: Architecture (15 lectures)

- I. Sanchi: stupa and monastery architecture
- II. Brihadeshwara: the Dravida style
- III. Khajuraho temple complex: the Nagar style
- IV. Jama Masjid: the mosque of Shahjahanabad
- V. Humayun's Tomb: Timurid prototype, introduction of the Persian chahar bagh

Unit IV: Painting (15 lectures)

- I. Ajanta murals: characteristics, material culture
- II. Mughal paintings: features, themes
- III. Bengal school of painting

IV. Kangra paintings

V. Patna Kalam

VI. Madhubani paintings

VII. Ethnic paintings of Jharkhand: *Kohbar* (wall painting), *Sohrai* (wall painting), *Jadopetia* (scroll painting)

Unit V: Viewing and Reporting: Field Work (15 lectures or 1 credit)

Suggested Readings

Catherin B. Asher, *The New Cambridge History of India: Architecture of Mughal India*, 1.4, Cambridge University Press, Cambridge, 1992

C. Sivaramamurti, *Indian Bronzes*, Marg Publications, Bombay, 1962

Edith Tomory, *A History of Fine Arts in India and the West*, Orient Longman, 1989

George Michell, *The Hindu Temple: An Introduction to its Meaning and Forms*, New Delhi, B.I Publications, 1977

Hemant, *Jharkhand*, Prakashan Sansthan, New Delhi, 2004

Krishna Chaitanya, *A History of Indian Painting: Pahari Traditions*, Abhinav Publications, Delhi, 2002

K R Srinivas, *Dakshin Bharat ke Mandir*, NBT, Delhi

Krishna Dev, *Uttar Bharat ke Mandir*, NBT, Delhi

Lolita Nehru, *Origins of the Gandhara style: A study of Contributory Influences*, Delhi: Oxford University Press, 1989.

N. R. Ray, *An Approach to Indian Art*, Publication Bureau, Chandigarh, 1974

Partha Mitter, *Indian Art*, Oxford University Press, Delhi, 2011

Parmeshwari Lal Gupt, *Bhartiya Vastukala*, Vishvidalaya Prakashan, Varanasi, 2006

Premchand Goswami, *Bharatiya Chittrakala ka Itihas*, Panchsheel Prakashan, Jaipur, 1999

R. Metcalf eds., *Perception of South Asia's Visual Past*, AIIS, OUP, New Delhi, 1994

Ranendra and Sudhir Paul (eds.), *Jharkhand Encyclopaedia*, 4 vols, Vani Parakashan, 2008

Susan Huntington, *The Art of Ancient India: Buddhist, Hindu, Jain*, John Weather Hill Inc., New York and Tokyo, 1985

S.P.Gupta, *Elements of Indian Art*, Delhi: D.K. Printworld, 2006

S. P. Verma, *Painting the Mughal Experience*, OUP, Delhi, 2005

Tarak Nath Barediya, *Bharatiya Chittrakala Ka Itihas*, National Publishing House, Delhi, 2004

Vasudev Agarwal, *Pracheen Bharatiya Stupa, Guha aivam Mandir*, Bihar Granth Academy, Patna, 2008

Kolhan University, Chaibasa
Four Year Undergraduate Programme (FYUGP)
History, Code: MN-1B, Credits: 4, Sem-III

Minor Paper -1B

**History of India
(From Earliest Times to 650 AD)**

Learning objectives

Familiarize students with the history of the Indian subcontinent from prehistoric times to 650 AD.

To understand the evolution of political institutions, empires, and regional powers.

To explore the development and impact of religions such as Vedic Hinduism, Buddhism, and Jainism.

To study changes in society, economy, and trade practices.

Learning outcomes

By the end of this course, students will be able to:

Demonstrate Knowledge of Ancient India

Interpret Religious and Social Movements

Understand Political Institutions

Discuss Economic and Cultural Patterns

Course Structure

Unit I: Harappan Civilization (10 lectures)

- I. Origin, Distribution, Town Planning and Structures of Major Sites
- II. Agriculture, Technology and Crafts, Trade, Religious Practice
- III. Decline of the civilization

Unit II: Vedic Age (5 lectures)

- I. Society, Economy, Polity and Religion as reflected in the Vedic Literature

Unit III: Development from Sixth to Fourth Centuries B.C. (10 lectures)

- I. New Religious Movements: Jainism, Buddhism
- II. Rise of Territorial States: Mahajanpadas and the Magadh Empire

Unit IV: Mauryan Age (10 lectures)

- I. Political History; Chandragupta Maurya and Ashoka
- II. Mauryan administration, Economy and Society
- III. Art and Architecture

IV. Decline of the Mauryan Empire

Unit V: Post Mauryan Age (10 lectures)

- I. Age of the Shunga, Satvahanas, Kushanas: Political Achievements
- II. Economic, Society, Culture, Art and Architecture
- III. Sangam Age: Literature, Society and Culture.

Unit VI: Gupta Age (10 lectures)

- I. Imperial Guptas: Samudra Gupta and Chandragupta II
- II. Gupta Administration, Social and Economic Changes
- III. Gupta Art, Architecture and development of Science & Technology
- IV. Decline of the Gupta Empire

Unit VII: Post-Gupta Period (5 lectures)

- I. Harshavardhana: Political System and Administrative Institution
- II. Chalukyas and Pallavas: Polity, Society and Economy

Suggested Readings

- A. L. Basham, *A Wonder that was India*, Rupa, New Delhi, 1994
- B. N. Mukherjee, *The Character of the Maurya Empire*, Kolkata, 2000
- D.D. Kosambi, *The Culture and Civilization of Ancient India in Historical Outline*, Vikas, New Delhi, 1976
- D.N. Jha, K. M. Srimali (eds), *Prachin Bharat ka Itihas*, Hindi Madhyam Karyanvaya Nideshalay, Delhi University, 2007
- D.N. Jha, *Ancient India in Historical Outline*, Manohar, New Delhi, 1998
- D.N. Jha, *Prachin Bharat*, Hindi Madhyam Karyanvaya Nideshalay, Delhi University, 1995 Edith Tomory, *A History of Fine Arts in India and the West*, Orient Blackswan, 2011
- J.L. Mehta, Sarita Mehta, *History of Ancient India*, Lotus Press, 2008
- K.A.N. Sastri, *History of South India*, OUP, 1975
- Oursel and Stern, *Ancient India and Indian Civilization*, Routledge, NY, 1996
- R.K. Mukherjee, *Prachin Bharat*, Raj Kamal Prakashan, New Delhi, 1990
- R.S. Sharma, *India's Ancient Past*, OUP, 2005
- R.S. Sharma, *Prarambhik Bharat ka Parichay*, Orient Longman, 2004
- R.S. Sharma, *Prarambhik Bharat ka Aarthik aur Samajik Itihas*, Hindi Madhyam Kriyanvan Nidishalay, Delhi University, 2000

R.S. Sharma, *Aspects of Political Ideas and Institutions in Ancient India*, Motilal Banarsidass, Delhi, 1996

R.S. Sharma, *Material Culture and Social Formations in Ancient India*, Macmillan, 1983

Romila Thapar, *The Penguin History of Early India: From The Origins to AD 1300*, Penguin, 2003 Romila Thapar, *Cultural Past: Essays in Early Indian History*, OUP, 2000

Romila Thapar, *Ashok aur Maurya Samrajya ka Patan*, Granth Shilpi, Delhi, 1997

U.N. Ghosal, *Studies in Indian History and Culture*, Orient Longman, 1965

Upinder Singh, Nayanjot Lahiri, *Ancient India: New Research*, OUP, 2010

Minor Paper - 2B

The Heritage of Jharkhand

Learning objectives

To introduce students to the basic concepts and definitions related to heritage.

To differentiate between various forms of heritage, such as tangible, intangible, and art treasures.

To understand the meaning and significance of antiquity and archaeological sites in the context of heritage studies

Learning outcomes

After completing the course, students will be able to:

Define heritage and explain its significance in cultural and historical contexts.

Distinguish between tangible and intangible heritage, and describe the role of art treasures.

Interpret the relevance of antiquity and archaeological sites as part of national and regional heritage.

Course Structure

Unit I: Understanding Heritage (15 lectures)

- I. Defining Heritage
- II. Meaning of Antiquity, Archaeological Sites
- III. Meaning of Tangible Heritage, Intangible Heritage and Art Treasure

Unit II: Tangible Heritage Sites of Jharkhand (30 lectures)

- I. Some Religious and Historical Heritage Sites of Jharkhand related to Jainism, Buddhism and Hinduism: Caves of Parasnath and Shitalnatha, Itkhori and Kolhua Hills.
- II. Temple Architecture of Jharkhand: Terracotta Temple of Maluti, Dumka, Chiteswara Temple at Kayatha, Hazaribagh, Chutiya Temple, Ranchi
- III. Forts of Jharkhand: Palamu Fort, Ramgarh Fort, Navratangarh Fort of the Nagvanshis Mosque of Rajmahal: The Jami Masjid
- IV. The Isko Rock Art Site of Hazaribagh
- V. The State Museum, Ranchi
- VI. Cultural Heritage Sites of Saraikela-Kharsawan, Dhalbhumgarh in East Singhbhum, Benisagar in West Singhbhum

Unit III: Related Issues (15 lectures)

- I. Challenges facing Heritage Sites
- II. Heritage and Travel: Viewing Heritage Sites and Museums
- III. Relationship between Cultural Heritage and Landscape

Suggested Readings

B. Virottam, Jharkhand itihas aur sanskriti, Hindi grantha academy, Patna, 2008.

Edith Tomory, A History of Fine Arts in India and the West, Orient Longman, 1989

Dr. Razi, The Secret of the Palamu Fort, 2019

Manoj Kumar Saw, Ranchi Zila ke Pramukh Dharmik Sthaloan ka Aitihāsik Adhyayan, Jharkhnad Jharokha, Ranchi, 2017

Yogesh Kumar, Jharkhand Ek Parichay, Forth Coming, Bhasha Prakashan, Ranchi.

Vimleshwari Singh, Najvansh ka Itihaas, Vaani Prakashan, New Delhi.

D.Y. Patil, Antiquiti Remains, K.P. Jaiswal Institute, Patna.

S.S. Biswas, Protecting the Cultural Heritage (National Legislations and International Conventions), New Delhi: INTACH, 1999

Percy Brown, Indian Architecture, Bombay, D. B. Taraporevala Sons & Co, 1940

Peter Howard, Heritage: Management, Interpretation, Identity, London, 2003

Minor Paper - 1C

**History of India
(From 650 AD to 1707 AD)**

Learning objectives

- Identify the key regional powers in early medieval India.
- Understand the geopolitical significance of the Arab conquest and Turkish invasions.
- Trace the establishment and consolidation of Mughal power in India.
- Study the administrative innovations under key emperors.

Learning outcomes

- After completing the course, students will be able to:
- Students will be able to outline the chronological development of the Delhi Sultanate and assess its contributions.
- Discuss the role of provincial dynasties like the Vijaynagar and Bahamani kingdoms.
- Analyze Sher Shah's reforms and their influence on later administration.
- Critically evaluate Akbar's governance, policies, and their long-term impact.
- Explain internal and external factors contributing to the Mughal decline.
- Assess the Maratha challenge to Mughal supremacy in the Deccan.

Course Structure

Unit I: Political Developments (15 lectures)

- I. Nature of Regional Politics: Pratiharas, Palas, Rashtrakutas and Cholas
- II. Arab Conquest of Sindh: Nature and Impact
- III. Ghaznavid and Ghurid Invasions: Nature and Impact

UNIT II: Emergence of Delhi Sultanate and Provincial Dynasties (15 lectures)

- I. Phases of Delhi Sultanate: Mamluk, Khilji, Tughlaq, Sayyid & Lodi Dynasty
- II. Emergence of Provincial Dynasties: Vijaynagar Empire, Bahamani Kingdom

Unit III: Foundation, Expansion and Decay of the Mughal Empire (20 lectures)

- I. Struggle for the Empire in North India – Babur and Himayun's Reign
- II. Sher Shah and his Administrative Reforms
- III. Akbar: Administrative System, Rajput Policy; Religious Policy

IV. Decline of the Mughal Empire

UNIT IV: Rise of the Maratha Power under Shivaji, Administration of Shivaji (10 lectures)

Suggested Readings

H.C. Verma (ed), Madhyakaleen Bharat (1540-1761), Vol.2, Hindi Madhyam Karyanvaya Nideshalaya, University of Delhi, 2002

I.H. Quereshi, The Administration of the Sultanate of Delhi, Pakistan Historical Society, Karachi, 1958

K. S. Lal, History of the Khaljis, 1290-1320, The Indian Press, Allahabad, 1967

Irfan Habib, Bhartiya Itihas mein Madhyakaal, Granth Shilpi, Delhi, 2002

Irfan Habib, Madhyakaleen Bharat ka Aarthik Itihas: Ek Sarvekshan, Rajkamal, 2016

K.A. Nizami, Religion and Politics in India during the Thirteenth Century, Aligarh, 1961

S.A.A. Rizvi, Mughalkaleen Bharat, Rajkamal Prakashan

S.A.A. Rizvi, Khalji Kalin Bharat, Rajamal Prakashan, 2008

S.A.A. Rizvi, Tughlaq Kalin Bharat, Rajamal Prakashan, 2008

Satish Chandra, Medieval India, From Sultanate to the Mughal, Part-I &II, Har-Anand Publications, New Delhi, 2009

Satish Chandra, History of Medieval India, Orient BlackSwan, 2007

Satish Chandra, Madhyakalin Bharat: Rajniti, Samaj avam Sanskriti, Orient BlackSwan, New Delhi, 2007
Sunil Kumar, Emergence of the Delhi Sultanate, Permanent Black, Delhi, 2007

Sunil Sharma, Amir Khusraw: the Poet of Sultans and Sufis, Oneworld, 2005

R.S. Sharma, Material Culture and Social Formations in Ancient India, Macmillan, 1983

Romila Thapar, The Penguin History of Early India: From the Origins to AD 1300, Penguin, 2003

Romila Thapar, Cultural Past: Essays in Early Indian History, OUP, 2000

Minor Paper - 2C

Archives and Museum

Learning objectives

- Understand the concepts and classifications of archives and museums.
- Explore the historical development of archives and museums in India.
- Examine methods of collection, documentation, and preservation used in archives and museums.
- Understand the organizational structure and management of museums.
- Develop practical skills through project-based learning, including fieldwork and presentations.

Learning outcomes

- After completing this course, students will be able to:
- Differentiate between various types of archives and museums.
 - Trace the evolution and institutional development of archival and museum systems in India.
 - Demonstrate knowledge of collection handling, documentation methods, and preservation techniques.
 - Evaluate museum organization and exhibition management in both theory and practice.
 - Apply field-based research through project work.
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Course Structure

Unit I: Concept of Archives and Museum (15 lectures)

- I. Definition and Types of Archives and Museum: Digital and Virtual
- II. Difference between archives and museums.

Unit II: History of the development of archives and museums in India with one case study (15 lectures)

Unit III: Collection, Documentation, Preservation (Characteristics of collection and concerns governing its documentation and preservation) (15 lectures)

Unit IV: Museum organization, presentation, and exhibition (15 lectures)

- I. Organization of Museum
- II. Management of exhibitions and presentations

Unit V: Project submission cum presentation based on fieldwork/lecture

Suggested Readings

Dr. Binay Barma, S.K.Riajul Midde, Sangrashala-Lekhyagar O Puratatwa Charcha, 2022 Concept, New Delhi 2.

Manvi. 2012. Communication and Education in Indian Museums. Agam Kala Prakashan, New Delhi.

Kathpalia, Y. P. (1973). Conservation and Restoration of Archive Material. Paris: UNESCO.

Mathur, Saloni. (2000). "Living Ethnological Exhibits: The Case of 1886". Cultural Anthropology vol. 15 no.4, pp. 492-524. Nigam M.L. 1966. Fundamentals of Museology. Navahind Prakashan

O. P. Agrawal, Essentials of Conservation and Museology, Delhi: Sundeep, 2007

R.D. Choudhary, Museums of India and their Maladies, Calcutta: Agam Prakashan, 1988

Bhattacharya, Sabyasachi, Archiving the Raj: History of Archival Policy of the Govt. of India with Selected Documents 1858- 1947, Delhi: Oxford University Press, 2018

Saloni Mathur, India by Design: Colonial History and Cultural Display, Berkeley: University of California.

Singh, Kavita. (2003). "Museum is National: The Nation as Narrated by the National Museum New Delhi". in Geeti Sen (Ed.). India: A National Culture. New Delhi: Sage.

Timothy Ambrose, & Crispin Paine, Museum Basics, London: Routledge, 1993

Minor Paper – 1D

**History of India
(From 1707 AD to 1947 AD)**

Learning objectives

Get the understanding of the British land revenue systems such as the Permanent Settlement, Ryotwari, and Mahalwari.

Trace the development of modern education and reform movements.

Assess the formation and ideological divisions within the Indian National Congress.

Analyse the Gandhian phase of Indian nationalism.

Demonstrate understanding of key constitutional reforms, including the Cripps and Cabinet Missions.

Learning outcomes

After completing this course, students will be able to:

Describe and compare the British land revenue systems.

Discuss the impact of modern education and reform movements.

Critically assess the formation and ideological divisions within the Indian National Congress.

Explain the significance of the Swadeshi Movement.

Analyze the Gandhian phase of Indian nationalism.

Demonstrate understanding of key constitutional reforms.

Course Structure

Unit 1: Expansion and Consolidation of Colonial Power (10 Lectures)

- I. Expansion and Consolidation of British Rule
- II. Land Revenue Settlements: Permanent Settlement, Ryotwari and Mahalwari Settlements

Unit 2: Cultural and Social Changes and Reform Movements (10 lectures)

- I. Rise of Modern Education
- II. Revivalist and Reform Movements: Brahmo Samaj, Arya Samaj and Aligarh Movements

Unit 3: Indian Nationalism up to 1919 (10 lectures)

- I. Formation of the Indian National Congress; Moderates and Extremists
- II. Partition of Bengal and Swadeshi Movement

Unit 4: Indian Nationalism after 1919 (20 lectures)

- I. Mahatma Gandhi: His Perspectives and Methods
- II. Khilafat Movement, Non-Cooperation and Civil Disobedience Movements
- III. Quit India Movement

Unit 5: Constitutional Changes, Partition and Independence (10 lectures)

- I. Cripps Mission and Cabinet Mission
- II. Partition and Independence

Suggested Readings

- A. R. Desai, *Bhartiya Rashtravad ki Samajik Prishthabhumi*, Macmillan, Delhi, 1967
- Bipan Chandra, *Adhunik Bharat ka Itihas*, Orient BlackSwan, 2009
- Bipan Chandra, et al, *Bharat ka Swatantrata Sangharsh*, University of Delhi, 1998
- Laxmi Subramanyam, *Bharat ka Itihas, 1707-1857*, Orient Blackswan, 2012
- Mohan Dharia, *India's Glorious Freedom Struggle and the Post-Independence Era*, NBT, 2010
- Mushirul Hasan (ed), *India's Partition: Process, Strategy and Mobilization*, OUP, 1993
- Nemai Sadhan Bose, *Indian Awakening and Bengal*, Firma K.L. Mukhopadhyay, Calcutta, 1976
- Peter Heehs, *India's Freedom Struggle: A Short History*, OUP, 2008
- Ram Lakhan Shukla (ed), *Adhunik Bharat ka Itihas*, University of Delhi, 1990
- Sekhar Bandyopadhyay, *Plassey se Vibhajan Tak: Adhunik Bharat ka Itihas*, Orient Longman, 2007
- Subhash Kashyap, *Swatantrata Andolan ka Itihas*, University of Delhi, 1997
- Sumit Sarkar, *Adhunik Bharat*, Rajkamal Publication, Delhi, 1992

Minor Paper -2D

Environmental History of India

Learning objectives

Learn what environmental history is, what it talks about, and why it's important.

See how colonial rule changed the way forests, water, and animals were managed.

Understand how people fought to protect their right to use natural resources, and how their identity.

Find out how modern projects like dams, irrigation, and wildlife protection have affected the environment and local communities.

Learn how indigenous people live close to nature, and how they face from things like mining.

Learning outcomes

After completing this course, students will be able to:

Explain the scope and significance of environmental history as a discipline within the social sciences.

Critically analyse the environmental impact of colonial policies.

Interpret the historical development of scientific forestry and conservation practices.

Assess the role of indigenous communities in shaping sustainable environmental practices.

Course Structure

Unit I: (10 lectures)

- I. Scope of Environmental History: Broad themes and issues
- II. Emergence of Environmental History as a Field of Study in Social Science

Unit II: (10 lectures)

- I. History of Ecological and Environmental Ideas: Global and Indian

Unit III: (10 lectures)

- I. Ecological Imperialism: Colonialism and the Framing of Environmental Policies: Forest, Water and Animals

Unit IV: (20 lectures)

- I. Ecological Nationalisms: Contest for Rights and Identity Politics: Forest, Water and Animals

- II. Forests: Scientific Forestry in colonial India and Global environmentalism
- III. Water: Modern Irrigation and Floods
- IV. Animals: Carnivore Control and Conservation

Unit V: (10 lectures)

- I. Indigenous Communities: Forests and Livelihoods, Mining and the Landscape, Sustainability

Suggested Readings

- Amita Baviskar, *In the Valley of the River: Tribal Conflicts over Development in the Narmada Valle*, Oxford University Press, 2009
- Asoka Kumar Sen, *Indigeneity, Landscape and History: Adivasi Self-fashioning in India*, Routledge, London, NY, 2017
- D. Worster (ed.), *The Ends of the Earth: Perspectives on modern environmental history*. Cambridge: Cambridge University Press, 2003
- D. Worster, *Nature's Economy: A History of Ecological Ideas*, Cambridge University Press
- David Arnold and R. Guha (eds.), *Nature, Culture, Imperialism*, Oxford University Press, 1999
- Deepak Kumar, Vinita Damodaran and Rohan D' Souza, (eds.), *The British Empire and the Natural World: Environmental Encounters in South Asia*, Oxford University Press
- G. Cederlof, *Landscapes and the Law: Environmental Politics, Regional Histories, and Contests over Nature*, Ranikhet: Permanent Black, 2008
- G. Cederlof and K. Sivaramakrishnan, (eds.), *Ecological Nationalisms: Nature, Livelihoods, and Identities in South Asia*, Permanent Black, 2005
- K. Sivaramakrishnan, *Modern Forests: Statemaking and Environmental Change in Colonial Eastern India*, Oxford University Press
- M. Gadgil, and R. Guha, *This Fissured Land*, Oxford University Press
- Mahesh Rangarajan, *Fencing the Forest: Conservation and Ecological Change in India's Central Provinces 1860-1917*, Oxford University Press, 1999
- Mahesh Rangarajan and K. Sivaramakrishnan (eds), *India's Environmental History: From Ancient Times to Colonial Period, Vol. I*, Permanent Black, 1999
- Ramchandra Guha (ed.), *Social Ecology*, Oxford University Press, 2002
- S.B.C. Devalle, *Discourse of Ethnicity, Culture and Protest in Jharkhand*. New Delhi: Sage Publications, 1992