SIKKIM UNIVERSITY

(A Central University Established by an Act of Parliament of India, 2007)

LEARNING OUTCOME - BASED CURRICULUM

PH.D. IN HISTORY

(Course Work)

(With effect from Academic Session 2023-24)

DEPARTMENT OF HISTORY
SIKKIM UNIVERISTY
6TH MILE, TADONG - 737102
GANGTOK, SIKKIM, INDIA

Ph.D. PROGRAMME WORK REVISED SYLLABUS AS PER NEP:
DEPARTMENT OF HISTORY

Preamble

A PhD in History emphasizes how History meticulously explores the age-old old civilizations and prehistoric events along with major historical revolutions and the evolution of the world civilization and society at large. It is not merely the composition of the past but inspires us to explore lessons of forgiveness, truth and humanity as well as introduces us to the great leaders and revolutions that happened centuries ago. PhD History or Doctor of Philosophy in History is a full-time doctorate course in which one studies written events and records of humanity. This program focusses on providing knowledge in advanced studies in history in depth. It explains a broad view of archaeological, social, cultural, religious, political, and economic developments from the prehistoric times. It grants students to study some of the world's most historical people, events, and cultures. History holds many untold stories and tales of turmoil and triumph. The program is designed for students to develop skills in conducting research work in original and equips them with varied methodologies. The training offers an intensive course and introduces them to theoretical aspects of history and historical practice.

Teaching Learning Strategies:

The pedagogy comprises a blend of both conventional and emerging approaches. Various participatory and experiential student centric techniques of pedagogy will be used for transaction of the curricula in order to develop critical reflection, interaction, debates and contestation.

Post Graduate Attributes

PGA1. Students graduating from the program will contribute to the teaching and research needs in the discipline of history.

PGA2.The program will help them to prepare and execute research plans, appreciate ethics and avoid plagiarism.

PGA3.It is aimed at enabling them to participate in professional academic community activities, such as attending conferences, and seminars, presenting papers at conferences and submitting papers to academic journals.

PGA4. Producing an original and significant contribution to knowledge in the discipline of History is the main goal of the program.

Programme Learning Outcome

PLO1. After the completion of this course work the scholar will be able to display appreciation and understanding of research in the social sciences.

PLO2. Develop an overview of the purpose of research, its contribution to our day-to-day life and society, research boundaries, and ethical dimensions.

PLO3. The student will be made familiar with the processes involved in conducting historical research, utilizing related and existing research findings in the specific area so that she/he is guided to critically reflect on established research.

PLO4. To understand the process of formulating research questions. This in turn will involve movement between broad areas of interest, the conceptual framework which will direct the research and specific research questions.

PLO5. The use of software (e.g. MS-Word) in the management of bibliographic databases will be introduced. A few established and commonly used styles of citation (e.g. APA, MLA and Chicago styles) will be introduced with an emphasis on the MLA style of citation and referencing.

PLO6. To appreciate Research Ethics and anti-plagiarism practices

Assessment Criterion

NEP Ph.D. SYLLABUS 2023			
Assessment Framework (There will be a total of three sessional tests for 25 Marks each. Assessment will be on the basis of written tests/written assignments/book reviews/presentations/ etc. which will be decided by the course teacher as appropriate to the course content)			
Division of Marks			
I Sessional	**II Sessional**	**III Sessional**	**End Semester**
25	**25**	**25**	**50**

CURRICULUM STRUCTURE

Code	Courses	Core/Open/Elective	Credits (L+T+P)	Marks	IA	EA
HIS- C-701	Research Methodology	Core	4 (3+1+0)	100	50	50
HIS - C-702	Sources of History	Core	4 (3+1+0)	100	50	50
HIS - V-703	Research and Publication Ethics	Compulsory Foundation	2 (1+1+0)	50	25	25
HIS-P-704	Teaching Assistantship	Practical/ Auditing	2 (0+1+1)	50		50
HIS -C-705	Writing Of Research Proposal	Practical Compulsory	4 (0+2+2)	100		100
SEMESTER WISE TOTAL			16	400	125	275

HIS-C-701

Research Methodology

Semester: First Course Level: 700 Total Marks: 100 L+T+P: 3+1+0 = 4 Credits
Lecture: 45 Hrs + Tutorial: 15 Hrs + Practical: 0 Hrs

Course Learning Outcomes: Students will be able to-

CLO 1: Compare the different approaches to studying history with specific reference to Indian History.

CLO 2: Interpret the facts objectively/objectivity in Interpretation of facts.

CLO 3: Inculcate the critical skill to analyze historical events with special reference to Indian History.

CLO 4: Develop the art of reconstruction of history logically and rationally.

Teaching Learning Strategies:

Lectures, Seminar, Group Discussion

Unit I: Defining Methodology

Understanding Facts, Causation, Objectivity, Generalization, Cyclical and Linear approaches, Methodological issues in handling primary sources

Unit II: History and Allied Disciplines

Influences of Allied Sciences on historical writings: Anthropology, Sociology, Economics, Geography, and Political Science

Unit III: Tools/Auxiliary Sciences of History

Archaeological remains, Inscriptions, Numismatics-Epigraphy-Literature

Unit IV: Approaches to Writing History. Rankean, Annales, Longue Duree, Narrative History, Linguistic turn and Postmodern impact, Subaltern approaches, oral tradition and oral history, Studying popular culture, environmental and tribal history.

Suggested Readings:

Bevir, Mark. *The Logic of the History of Ideas*. Cambridge: Cambridge University Press, 2002.

Blackledge, Paul. *Reflections on the Marxist Theory of History*. Manchester: Manchester University Press, 2006.

Burke, Peter. *History and Social Theory*. New York: Cornell University Press, 1993.

Burke, Peter. *The French Historical Revolution - Annales School, 1929-1989*. Cambridge: Polity Press, 1990.

Cohen, G.A. *Karl Marx's Theory of History: A Defence*. Princeton: Princeton University Press, 1978.

Cohen, Robert S. and Marx W. Wartofsky. Eds. *Methodological and Historical Essays in The Natural and Social Sciences*. Dordrecht: D. Reidel Publishing Company, 1974.

Eagleton, Terry. *Ideology: An Introduction*. London: Verso, 1991.

Evans, J. Richard, *In Defence of History,* Granta Books, London, 2012.

Jenkins, Keith. *On What is History: From Carr and Elton to Rorty and White*. London: Routledge, 1995.

Klein, Kerwin Lee. *From History to Theory*. Berkeley: University of California Press, 2011.

Koselleck, Reinhart. *The Practice of Conceptual History: Timing History, Spacing Concepts*. Stanford: Stanford University Press, 2002.

Rodgers, Zuleika. *Making History: Josephus and Historical Method*. Leiden: Brill, 2006.

Toynbee, Arnold J. *A Study of History. The One-Volume Edition*. London: Thames & Hudson, 1989.

Weber, Max. *The Methodology of Social Sciences*. London: Transaction Publishers, 2011.

David, Shulman, *More Than Real*, 2011.

Vishwa Adluri and Bagchi, The *Nay Science- A History of German Indology*, 2014.

Assessment:

Assessment is in two parts; sessional and final examinations:

a. Sessional examinations: There are three sessional examinations. Each sessional will have 25 marks and best two sessional marks will be considered for a total of 50 Marks. Course instructor (concerned teacher) can adopt his/her own system of sessional examinations. However, the following is the suggestion to follow.

   i. First sessional is a book review in 3500 to 4000 words, may be E.H. Carr's, *What is History.* One month time shall be given for this. To avoid plagiarism, the student has to write summaries of each chapter instead of general review, which is available in internet.

   ii. Second sessional is an assignment of again 3500 to 4000 words on any topic from any of the unit of the course. Student has to use around 10 sources (generally books and articles). This has to be presented in the class.

   iii. Third sessional is to write one-page assignment in 500 words after each class on the topic of that class. Each assignment is for 2.5 marks. Ten (10) such assignments shall be written by the student to complete third sessional for 25 marks.

b. Final examination is for 50 Marks. Completely subjective questions consisting of short and long questions. Regarding short questions, the student has to write four out of six short questions; each consisting of 5 Marks (Total 20 Marks). Regarding long questions, the student has to write two out of four questions; each consisting of 15 Marks (Total 30 Marks).

ASSESSMENT FRAMEWORK

Assessment	Written Modes	Oral Modes	Integrated Modes
Formative Marks: 50	Class Test, Open Book Test, Online Test, Article Writing, Objective Test, Class Assignment, Annotated Bibliographies, Reports, Portfolios, Dissertations, Book Review, Article Review, Journal Writing	Oral Test, Viva-Voce, Group Discussion, Fish Bowl Technique, Role Playing, Quiz, Think-Pair-Share, Seminar	Presentation, Seminars, Field Assignments, Poster Presentations, Portfolios
Summative Marks: 50	Semester-end examinations conducted by the university will be considered for the mode of summative assessment.		

Note: Teachers can choose any mode of formative assessment as per nature of the CLO.

HIS-C-702

Sources of Indian History

Semester: First Course Level: 700 Total Marks: 100 L+T+P: 3+1+0 = 4 Credits
Lecture: 45 Hrs + Tutorial: 15 Hrs + Practical: 0 Hrs

Course Objectives:

- Texts as sources of Indian History.

- The significance of historical monuments in Indian history.

- Tangible and Intangible sources in History.

- To acquaint with Archival sources.

Course Learning Outcome:

CLO1: On completion of the course, the students will be able to:

CLO2: Explain that texts are important sources for reconstructing Indian history.

CLO3: Discuss the significance of historical monuments.

CLO4: Identify between tangible and intangible sources of history.

CLO5: Familiarize with archival sources .

Unit I: Texts as sources

Importance of texts in reconstructing Indian history; Vedas, Sanskrit Epics, Buddhist and jain Texts, Arthasastra, Jain and Buddhist Texts, Rajtarangini, Tarik-i-Firuzshahi, Akbar namah, Ain-i-Akbari, Chronicles of North-East , Babarnama, British period literature, memoirs of officials and missionaries, Bankim and Tagore.

Unit II: Monuments

 Indian Monuments and their historical significance; Sanchi Stupa, Ajanta and Ellora cave, Temples, palaces and forts, medieval structures like Jantar Mantar, Vijaynagar and Chalukyan Architecture, Forts of Rajasthan, Golkonda, shore forts and naval sites- Maratha Forts, modern structures like Monumenst of North-East, Gateway of India, Imambara, India Gate.

Unit III: Tangible and Intangible sources

Inscriptions; Folk tales; memories; songs, and literature as sources of folk history Paintings and murals, traditions like festivals, mela

Unit IV: Archival Sources

Official Records, Unpublished Record, Newspapers, Documentaries, Films

Suggested Readings:

- Agrawal, A. 1989. Rise and fall of the Imperial Guptas. Delhi: Motilal Banarsidass.
- Agrawal, D. P. 2007. The Indus Civilization: An Interdisciplinary Perspective. New Delhi: Aryan Book International.
- Allchin, B. & F. R. 1999. Rise of Civilization in India and Pakistan, Delhi: Foundation Bks.
- Altekar, A. S. 1978. The Position of Women in Hindu Civilization. Delhi: Motilal Banarsidass.
- Basham, A. L. 1968. Papers on the Date of Kanishka. Leiden: E.J. Brill.
- Beal, S. 2014. (rept.), Si-Yu-Ki: Buddhist Records of the Western World: Translated from the
- Chakravarti, R. 2001. (eds.), Trade in Early India.New Delhi: Oxford University Press
- Chhatopadhyaya, B. D. 2005. The Making of Early Medieval India, New Delhi: Oxford
- University Press.
- Chattopadhyaya, B.D. 2014. Essays in Ancient Indian Economic History. New Delhi:

- Primus Books

- Devahuti, D. 1979. (eds.), Problems of Indian Historiography. Delhi: D. K.Publications.

- Jayaswal, K. P. 2005. (rept.), Hindu Polity: A Constitutional History of India in Hindu Times. New Delhi: Chaukhamba Sanskrit Pratishthan.

- Jones, W. 1824. Discourses Delivered Before the Asiatic Society And Miscellaneous Papers, on the Religion, Poetry, Literature, Etc., of the Nations of India. London: Charles S. Arnold.

- Kosambi, D. D. 1994. The Culture and Civilisation of Ancient India in Historical Outline. Vikas Publishing House Pvt Ltd.

- Kosambi, D. D. 2016. Myth And Reality: Studies In The Formation Of Indian Culture. Delhi: Sage Publications Indian Private Limited.

- Alam, M. 1988. Crisis of Empire in Mughal North India: Awadh & the Punjab, 1707–1748. New Delhi: Oxford University Press.

- Chattopadhyay, B. 1994. The Making of Early Medieval India, New Delhi: Oxford University Press.

- Chandra, S. 2003. Medieval India: from Sultanate to the Mughals, 2 vols. New Delhi: Har Anand Publications.

- Dale, S. F. 2009. The Muslim Empires of the Ottomans, Safavids and Mughals. Cambridge: Cambridge University Press.

- Dalrymple, W. 2009. The Last Mughal: The Fall of Delhi, 1857. London: Bloomsbury, A&C Black.

- Drake, H. 2012. The Book of Government or Rules of Kings: The Siyar-al Mulk or Siyastnama of Nizam al Mulk. London: Routledge.

- Farooqi, M. A, 1991. The Economic Policy of the Sultans of Delhi. New Delhi: Konark Publishers.

- Fazl, A. 2010. Akbarnama, Eng. Tr., Henry Beveridge, 2 vols. New Delhi: Low Price Publications.

- Habib, M. and Asfar U. S. K., 1961. (eds.), The Political Theory of the Delhi Sultanate: Including a Translation of Ziauddin Barani's Fatawa-i Jahandari, circa 1358-9 A.D, New Delhi: Caxton Press Private Limited

- Iraqi, S. 2008. Medieval India 2: Essays in Medieval Indian History and Culture. Aligarh: Centre of Advanced Study, Dept. of History, Aligarh: Aligarh Muslim University.

- Majumdar, R. C. 1969. The History and Culture of the Indian People. Bombay: Bharatiya Vidya Bhavan, and Bhāratīya Itihāsa Samiti.

- Metcalf, B. D, and T. R. Metcalf. 2006. A Concise History of Modern India. New Delhi:
- Cambridge University Press.
- Alavi, S. 2002. (eds.), The Eighteenth Century in India. Vol. 1. New Delhi: Oxford University Press
- Barkawi, T. 2017. Soldiers of Empire. Cambridge: Cambridge University Press.
- Bayly, C. A.1990. Indian society and the making of the British Empire. Cambridge: Cambridge University Press.
- Beverley, E. L. 2015. Hyderabad, British India, and the World: Muslim Networks and Minor Sovereignty, c. 1850–1950. Cambridge: Cambridge University Press.
- Cunningham, JD. 1849. A History of the Sikhs, from the Origin of the Nation to the Battles of the Sutlej, London: J. Murray
- Datta, R. 2000. Society, Economy, and the Market: Commercialization in Rural Bengal, c. 1760-1800. New Delhi: Manohar Publishers & Distributors.
- Dirks, N. B. 2001.Castes of Mind: Colonialism and the making of modern India. New Jersey: Princeton University Press.
- Dutt, RC. 2000 (rept.). The Economic History of India Under Early British Rule: From the Rise of the British Power in 1757 to the Accession of Queen Victoria in 1837, Routledge
- Guha, R. 1997. Dominance without hegemony: History and power in colonial India. Harvard: Harvard University Press.

Assessment:

Assessment is in two parts; sessional and final examinations:

- Sessional examinations: There are three sessional examinations. Each sessional will have 25 marks and best two sessional marks will be considered for a total of 50 Marks. Course instructor (concerned teacher) can adopt his/her own system of sessional examinations.
- Final examination is for 50 Marks. Completely subjective questions consisting of short and long questions.

ASSESSMENT FRAMEWORK

Assessment	Written Modes	Oral Modes	Integrated Modes
Formative Marks: 50	Class Test, Open Book Test, Online Test, Article Writing, Objective Test, Class Assignment, Annotated Bibliographies, Reports, Portfolios, Dissertations, Book Review, Article Review, Journal Writing	Oral Test, Viva-Voce, Group Discussion, Fish Bowl Technique, Role Playing, Quiz, Think-Pair-Share, Seminar	Presentation, Seminars, Field Assignments, Poster Presentations, Portfolios
Summative Marks: 50	Semester-end examinations conducted by the university will be considered for the mode of summative assessment.		

- Note: Teachers can choose any mode of formative assessment as per nature of the CLO.

HIS -V-703

RESEARCH AND PUBLICATION ETHICS (RPE)

Semester: First Course Level: 700 Total Marks: 50 L+T+P: 1+1+0 = 2 Credits
Lecture: 20 Hrs + Tutorial: 10 Hrs + Practical: 0 Hrs

Course

Course Learning Outcomes: Students will be able to-

CLO 1: Understand the integral aspects of Research Publication

CLO 2: Comprehend ethics and morality in relation to Research.

CLO 3: Relate to Intellectual honesty and research integrity.

CLO 4: Understand the classification of publications and journals.

Teaching Learning Strategies:

Lectures, Seminar, Group Discussion

UNIT I: RPE 01: PHILOSOPHY AND ETHICS

1. Introduction to Philosophy : definition, nature and Scope, Concept, Branches

2. Ethics: definition, moral philosophy, nature of moral judgements and reaction

UNIT II: RPE 02: SCIENTIFIC CONDUCT

1. Ethics with respect to science and research

2. Intellectual honesty and research integrity

3. Scientific misconducts: Falsification, Fabrication, and Plagiarism(FFP)

4. Redundant publications: duplicate and overlapping publications, salami slicing

5. Selective reporting and misrepresentation of data.

UNIT III: RPE 03: PUBLICATION ETHICS

1. Publication ethics: definition, introduction and importance

2. Best practices /Standards setting initiatives and guidelines: COPE. WAME, etc.,

3. Conflicts of interest

4. Publication misconduct: definition, concept, problems that lead to unethical behavior and vice versa, types

5. Violation of publication ethics, authorship and contributorship

6. Identification of publication misconduct, complaints and appeals

7. Predatory publishers and journals

PRACTICE

UNIT IV:

RPE 04: OPEN ACCESS PUBLISHING

1. Open access publications and initiatives

2. SHEERPA/RoMEO online resource to check publisher copyright & Self – archiving policies

3. Software tool to identify predatory publications developed by SPPU

4. Journal finder /Journal suggestion tools viz.JANE., Elsevier journal Finder, Springer Journal Suggester, etc.,

RPE 05: PUBLICATION MISCONDUCT

A. Group Discussions

1. Subject specific ethical issues, FFP, authorship

2. Conflicts of interest

3. Complaints and appeals: examples and fraud from India and abroad

B. Software tools

Use of plagiarism software like Turnitin, Urkund and other open source software tools

RPE 06: DATABASES AND RESEARCH METRICS

A. Databases

1. Indexing databases

2. Citation databases: Web of Science, Scopus, etc.

B. Research Metrics

1. Impact Factor of Journal as per Journal Citation Report, SNIP, SJR, IPP, Cite Score

2. Metrics: h-index, g index, i10 index, altmetrics

Reference:

Bird, A.(2006). Philosophy of Science.Routledge

MacIntyre, Alasdair (1967) A Short History of Ethics. London

P.Chaddah, (2018) Ethics in Competitive Research: Do not get Scooped; do not get Plagiarized, ISBN:978-9387480865

National Academy of Sciences, National Academy of Engineering and Institute of Medicine. (2009). On Being a Scientist: A Guide to responsible conduct in Research: Third Edition, National Academies Press.

Resnik, D.B.(2011) What is ethics in research & why is it important. National institute of Environmental Health Science, 1-10 Retrieved from

https://www.niehs.nih.gov/research/resources/bioethics/whatis/index.cfm

Beall, J: (2012) Predatory publishers are corrupting open access. Nature, 489(7415), 179-179. https://doi.org/10.1038/489179a

Indian National Science Academy (INSA), Ethics in Science Education, Research and Governance (2019), ISBN:978-81-939482-1-7. htt://www.insaindia.res.in/pdf/Ethics_Book.pdf.

ASSESSMENT FRAMEWORK

Assessment	Written Modes	Oral Modes	Integrated Modes
Formative Marks: 50	Class Test, Open Book Test, Online Test, Article Writing, Objective Test, Class Assignment, Annotated Bibliographies, Reports, Portfolios, Dissertations, Book Review, Article Review, Journal Writing	Oral Test, Viva-Voce, Group Discussion, Fish Bowl Technique, Role Playing, Quiz, Think-Pair-Share, Seminar	Presentation, Seminars, Field Assignments, Poster Presentations, Portfolios
Summative Marks: 50	Semester-end examinations conducted by the university will be considered for the mode of summative assessment.		

Note: Teachers can choose any mode of formative assessment as per nature of the CLO.

HIS -P- 704

Teaching Assistantship

Semester: First Course Level: 700 Total Marks: 50 L+T+P: 0+1+1 = 2 Credits
Lecture: 0 Hrs + Tutorial: 10 Hrs + Practical: 20 Hrs

Course Learning Outcomes: At the end of this skill development course, the scholars shall be able to-

CLO1: Familiarize themselves with the pedagogical practices of effective classroom delivery and knowledge evaluation system

CLO2: Management of classes to develop better skills and understanding through use of ICT.

Activities and Assessment:

The scholars shall attend Master's degree classes of his/her supervisor to observe the various transaction modes that the supervisor follows in the classroom delivery or transaction process one period per week.

The scholars shall be assigned one period per week under the direct supervision of his/her supervisor to teach the Master's degree students adopting appropriate teaching strategy(s).

The scholars shall be involved in the examination and evaluation system of the Master's degree students such as preparation of questions, conduct of examinations, and preparation of results under the direction of the supervisor.

ASSESSMENT:

At the end of the semester, the supervisor shall conduct an examination of teaching skills learned by the scholar as per the following evaluation criteria:

The scholars shall be given a topic relevant to the Master's degree course of the current semester as his/her specialization to prepare lessons and deliver in the classroom before the master's degree students for one hour (45 minutes teaching + 15 minutes interaction).

The scholars shall be evaluated for a total of 50 marks comprising content knowledge (10 marks), explanation and demonstration skills (10 marks), communication skills (10 marks), teaching techniques employed (10 marks), and classroom interactions (10).

HIS -C-705

Writing a Research Proposal

Semester: First Course Level: 700 Total Marks: 100 L+T+P: 0+2+2 = 4 Credits
Lecture: 0 Hrs + Tutorial: 30 Hrs + Practical: 30 Hrs

This course will attempt to train the students in the use of basic skills needed to begin developing and undertaking research studies drawing from a guided experience of developing a proposal, collecting, and analyzing data. The student will be exposed to using the basic tools and techniques and presenting a research report based on their findings and conclusions. Students will work on the specific area of their proposed research and the course will expose them to contextualize various approaches and methods.

The necessary readings, hence, will be specific to the proposed research area and provided by the concerned faculty member. This will be a non-lecture paper and evaluation will be done on a continuous basis including seminar papers, oral presentations, and a draft research proposal in the end. The specific readings for this course will be prescribed by the faculty member concerned and will necessarily consist of published works in the selected area of research and involve a review of literature.