

UNIVERSITY OF DELHI

CNC-II/093/1/EC-1275/25/12(ii)

Dated: 30.12.2025

NOTIFICATION

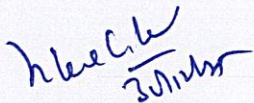
Sub: Amendment to Ordinance V

(ECR 07-18/ dated 23.05.2025)

Following addition be made to Appendix-II-A to the Ordinance V (2-A) of the Ordinances of the University;

Add the following:

The syllabi of Semester-VIII of the Department of History under the Faculty of Social Sciences based on Undergraduate Curriculum Framework 2022, is notified herewith for the information of all concerned as per ***Annexure-1***.


REGISTRAR

Department of History
University of Delhi

Semester VIII of B.A (Hons) History

DSC

1. Reading Sources in Indian History: An Introduction to Literary Traditions- II

DSE

1. Sources and the Practice of History- II
2. Sources and the Practice of History- III
3. Practice of History- II
4. Introduction of Epigraphy and Numismatics

Semester VIII of B.A (Programme) with History as one of the core disciplines

DSC

1. Reconstructing the Past

DSE

1. Methods of Studying Material Cultures
2. Methods of Studying Archival and Literary Sources
3. Social History of Education in India
4. History of Travellers and Travelogues
5. Perspectives on South Indian Past II: Vijayanagara
6. History of the Regions: Early Modern Bengal, 16th-18th century

Common Pool of GE

1. Ideas and Institutions in Indian History
2. History of Theatre
3. Life Narrative and History

UGCF- 2022
SEMESTER- VIII
DEPARTMENT OF HISTORY
CATEGORY I
B.A. HONOURS HISTORY

DISCIPLINE SPECIFIC CORE (DSC): Reading Sources in Indian History II

Credit distribution, Eligibility and Pre-requisites of the Course

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
Reading Sources in Indian History: An Introduction to Literary Traditions II	4	3	1	0		

Learning Objectives

- This course endeavors to introduce undergraduate students to the field of research, raise and frame questions of inquiry and interpretation and pay attention to the intersection of history, archive and literary imagination.
- Students should learn to explore the documents and given themes in conjunction with other evidence and readings.
- While documents often reveal information, a critical approach will consider hidden agendas, unintended meanings, and bias or point of view of the creator of the document provoking the students to verify the information with photographs, objects, oral histories, or other available sources to reconstruct the material world.

Learning outcomes

Students will be able to:

- develop critical thinking
- develop the skills for contextualized interpretation of sources
- sympathetically engage with and critique alternative interpretations

Syllabus

Unit I: *Nuskha-i Dilkusha*

Unit II: Census of India, 1901 and 1931; Land Surveys; District Gazeteers (British Period)

Unit III: Bankimchandra Chattopadhyay's *Anandmath*

1. Mahmud Farooqui/ W. W Hunter
2. Swami Vivekananda's East and the West or *Prachya o Paschatya*

Unit IV:

1. Premchand's *Rangbhoomi*
2. Phaniswar Nath Renu's *Maila Anchal*

Practical component (if any) - NIL

Essential/recommended readings

Unit 1: *Nuskha-i Dilkusha* of Bhimsen (Teaching time: 12 hours approximately)

With its focus on a Persian text composed by a kayastha soldier and writer in Aurangzeb's regime, this unit seeks to apprise students of how the Mughal state appeared to one of its own employees. Considering that Aurangzeb's reign was one of the most contentious in the history of the Mughals, this text may potentially reveal to students a state in tumult. With reference to the ways in which historians have used the book, it will also expose students to the varied challenges that such texts throw for historians, and the diverse ways in which the latter deal with them. Teaching time: 9 hours approximately)

- Bhimsen Burnhanpuri, *Nuskha-i Dilkusha*, edited and translated by V.G. Khobrekhar, Sir Jadunath Sarkar Birth Centenary Commemoration Volume, Bombay, 1972.
- Majida N. Khan. 'Bhimsen's Views on the Political and Economic Problems of the Mughal Empire During Aurangzeb's Reign', *Proceedings of the Indian History Congress*, vol. 39, Volume I (1978), pp. 549-554.
- Taymiya R. Zaman (2015), 'Nostalgia, Lahore, and the Ghost of Aurangzeb,' in *Fragments*, vol. 4.

Unit 2: Census of India, 1901 and 1931; Land Surveys; District Gazetteers (British Period) (Teaching time 12 hours)

- B. Padmanabh Samarendra, 'Census in Colonial India and the Birth of Caste,' *Economic & Political Weekly*, August 13, 2011 vol. XLVI no. 33, pp.51-58.
- Bernard S. Cohn, *An Anthropologist Among the Historians and Other Essays*, Delhi: Oxford University Press, 1987.
- C. J. Fuller "Anthropologists and Viceroy: Colonial Knowledge and Policy Making in India, 1871–1911." *Modern Asian Studies* 50, no. 1 (2016): 217–58.
- Nicholas B. Dirks, *Castes of Mind: Colonialism and the Making of Modern India*, Delhi: Permanent Black, 2006.
- Timothy L. Alborn, 'Age and Empire in the Indian Census, 1871–1931', *Journal of Interdisciplinary History*, xxx:1 (Summer, 1999), 61–89.
- Véronique Bénéï, 'Reappropriating Colonial Documents in Kolhapur (Maharashtra): Variations on a Nationalist Theme', *Modern Asian Studies*, Oct., 1999, Vol. 33, No. 4 (Oct., 1999), pp. 913-950.

Unit 3: Bankimchandra Chattopadhyaya's *Anandmath*; Mahmud Farooqui/ W W Hunter; Swami Vivekananda's *East and the West or Prachya o Paschatya* (Teaching time: 12 hours approximately)

- Amiya P. Sen, Swami Vivekananda, New Delhi: OUP, 2013.
- *Gadar 1857 : Aankhon Dekha Vivaran* by Moinuddin Hasan tr. Abdul Haq, Delhi University Hindi Nideshalay 1999.
- Jasodhara Bagchi 'Positivism and Nationalism: Womanhood and Crisis in Nationalist Fiction: Bankimchandra's *Anandmath*, ' *Economic and Political Weekly*, Oct. 26, 1985, Vol. 20, No. 43 (Oct. 26, 1985), pp. WS58-WS62
- Mahmud Faruqui, *Beseiged Voices from Delhi 1857*; Penguin, 2010.
- Santosh Kumar Rai, 'Bhartiya Muslim Samaj mein Jati aur Pitrisatta' in *Samajiki: A Peer Reviewed Magazine of Social Science and Humanities*, New Delhi: Rajkamal Prakashan and Govind Ballabh Pant Social Science Institute, Allahabad, October- December 2021, pp.47-60.
- Syed Ahmad Khan (1872), Review on Dr Hunter's Indian Musalmans: Are they bound in Conscience to rebel against the Queen? Benaras: Printed at medical Hall Press.
- W W Hunter; Indian Musalmans: Are they bound in Conscience to rebel against the Queen? Lahore: The Premier Book House, Reprinted in 1968.

Unit 4: Premchand's Rangbhoomi, Phaniswar Nath Renu's Maila Anchal; (Teaching time: 9 hours)

- Geetanjali Pandey, 'Premchand and the Peasantry: Constrained Radicalism,' *Economic and Political Weekly*, Jun. 25, 1983, Vol. 18, No. 26 (Jun. 25, 1983), pp. 1149-1155.
- Kathryn Hansen, 'Renu's Regionalism: Language and Form', *The Journal of Asian Studies*, Feb., 1981, Vol. 40, No. 2, pp. 273-294.
- Kumar, Akhilesh 'The Intersection of Caste and Disability in Premchand's Rangbhoomi', *Indian Literature*, September–October 2023, Vol. 67, No. 5 (337) (September–October 2023), pp.126-135, Sahitya Akademi.
- Nemichandra Jain and Rupert Snell, 'SENSITIVE AND MUSICAL: "MAILA ANCHAL"', *Journal of South Asian Literature*, Summer, Fall 1982, Vol. 17, No. 2, pp. 131-136, Asian Studies Center, Michigan State University. Stable URL: <https://www.jstor.org/stable/40872481>.
- Sudhir Chandra, 'Premchand and Indian Nationalism', *Modern Asian Studies*, 1982, Vol. 16, No. 4 (1982), pp. 601-621.

Suggested Readings:

- Bernard S. Cohn, *Colonialism and its Forms of Knowledge: The British in India*, Princeton, New Jersey: Princeton University Press, 1996.
- Norbert Peabody, 'Cents, Sense, Census: Human Inventories in Late Precolonial and Early Colonial India', *Comparative Studies in Society and History*, 43 (4), 2001, pp.819-850.

Note: Examination scheme and mode shall be as prescribed by the Examination Branch, from time to time.

DISCIPLINE SPECIFIC Elective (DSE): Sources and the Practice of History – II

Credit distribution, Eligibility and Pre-requisites of the Course

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
Sources and the Practice of History-II	4	3	1	0		

Learning Objectives

- This course is a sequel to its counterpart in the previous semester and trains the student in the close reading, analysis and contextualization of primary historical sources.
- It consists of primary texts of different genres from Indian history. Historians know what they do because they are trained to read and interpret texts and material finds from past. This paper initiates students into the study of “primary sources” from times far removed from our own.
- Each of the texts have been chosen carefully with a view to familiarize the students with varied kinds of texts, and the diverse problems they pose for the historian trying to use them. It is also intended to apprise the students of the ways in which historians interpret and deploy these textual resources along with other similar or dissimilar sources to create a meaningful narrative about the past.
- Students will be confronted with the challenges of historical interpretation and reconstruction of a variety of concepts, perspectives and experiences including those relating authority, gender, social categorization, caste, ecology, emotions and art

Learning outcomes

Upon completion of this course student should be able to identify:

- The importance of the primary texts for broader historical understandings
To gain an understanding of several themes such as authority, society, gender, caste, ecology and culture.
- Trace the emergence and trajectories of institutions, ideologies and concepts.

Syllabus

Unit I: Arthashastra

Unit II: Meghaduta

Unit III: Divyavadana

Unit IV: Rajatarangini

Essential/recommended readings

Unit 1: Arthashastra (12 Lectures)

- Heesterman JC (1985) The Inner Conflict of Tradition Essays in Indian Ritual, Kingship, and Society, (Chapter 9, “Kautilya and the Ancient Indian State”)
- Thomas Trautmann, (transl.) Arthashastra: The Science of Wealth, Penguin, 2012
- Translation: R.P. Kangle, (transl.) The Kautiliya Arthasastra, Part I: Sanskrit Text with a Glossary; The Kautiliya Arthasastra, Part II: An English Translation

Unit 2: Meghaduta (11 Lectures)

- Translation: M.R. Kale, (transl.), The Meghaduta of Kalidasa, Motilal Banarsidass, (1January2008)
- Daniel H.H. Ingalls, 'Kalidasa and the Attitudes of the Golden Age', Journal of the American Oriental Society, Vol. 96, No.1 (Jan.-Mar., 1976), pp. 15-26.
- Ram Gopal, Kalidasa: His Art and Culture, Concept Publishing Company, 1984.
- Simona Sawhney, 'Who is Kalidasa? Sanskrit poetry in modern India', Postcolonial Studies, Vol. 7, Issue 3, 2004, pp. 295-312.

Unit -3 Divyavadana (11 Lectures)

- E.B.Cowell and R.A. Neil , The Divyavadana : A Collection of Early Buddhist Legends , Gyan Publishing House , 2021 (Translation)
- Kalpana Upreti , India A Reflected in Divyavadana , Munshiram Manoharlal Publishers Pvt. Ltd, 1995
- Kalpana Upreti , ' Institutional and Ideological Usage of Dana in Divyavadana'. Proceedings of the Indian History Congress, Vol.50, 1989, pp.88-95.

Unit 4: Rajatarangini (11 Lectures)

- Stein, (translation) Kalhana's Rajatarangini: A Chronicle of the Kings of Kashmir: 3 Volumes – vols. 1 and 2 in English, vol. 3 in Sanskrit (1892), Motilal Banarsidass, 5th edition (1 January 2017).
- Thapar, Romila. 'Historical Ideas of Kalhan as Expressed in the Rajatarangini', in Mohibul Hasan (ed.) Historians of Medieval India, Delhi, 1968.
- Rangachari, Devika, 'Kalhana's Rajatarangini: A gender Perspective ' The Medieval History Journal, 5(1), 2002, pp. 37-75.
- Roy, Kumkum, 'The Making of a Mandala: Fuzzy Frontiers of Kalhana's Kashmir' in idem., ed., The Power of Gender and the Gender of Power: Explorations in Early Indian History, OUP, 2010.

Suggested Readings:

- Agnihotri, Manisha , Life and Times of Two Shikhandis in the Mirror of History , Motilal Banarsidass ,Delhi , 2025, Part -II (for Divyavadana) , pp. 41-85
- Agnihotri, Manisha, Do Shikhandiyon Ka jeevancharitra Avam Unka Kaal : Itihaas ke Darpan Mein , Motilal Banarsidass, Delhi , 2025 , Dvitiya Khand (for Divyavadana) , pp. 43-93.
- Bronner, Yigal, 'From Conqueror to Connoisseur: Kalhana's Account of Jayapida and the Fashioning of Kashmir as a Kingdom of Learning', The Indian Economic and Social History Review, 2013.
- Kaul, Shonaleeka, 'Seeing the Past: Text and Questions of History in Kalhana's Rajatarangini', History and Theory, Vol. 53, Issue 2, 2014, pp.194-211.
- Olivelle, Patrick, (translation) King, Governance and Law in Ancient India: Kautilya's Arthashastra, Oxford: Oxford University Press, 2013.
- Rajatarangini (with Hindi Commentary by Ramtej Shastri Pandey), Chaukhamba Sanskrit Pratishthan, 2015 , Translation:
- Rajatarangini: The Saga of the Kings of Kashmir by Ranjit Sitaram Pandit , (English Translation) The Indian Press, Allahabad, 1935.(South Asia Books ; Reprint edition , 1 December 1990) (Sahitya Academy , Government of India , New Delhi). Translation.
- Rangarajan, L.N., (translation) Kautilya: The Arthashastra, Penguin Classics, 1992
- Shiv Subramaniam, 'How a Philosopher Reads Kalidasa: Vedantadesika's Art of Devotion', Journal of Indian Philosophy, 49(1), 2021, pp. 45-80.
- Zutshi, Chitralekha, ed., Kashmir's Contested Past: Narratives, Sacred Geographies and the Historical Imagination, OUP, 2014

Practical component (if any) - NIL

Note: Examination scheme and mode shall be as prescribed by the Examination Branch, from time to time.

DISCIPLINE SPECIFIC ELECTIVE (DSE): Sources and the Practice of History - III

Credit distribution, Eligibility and Pre-requisites of the Course

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
Sources and the Practice of History-III	4	3	1	0		

Learning Objectives

- This course is a sequel to its counterpart in the previous semester and trains the student in the close reading, analysis and contextualization of primary historical sources. It consists of primary texts of different genres from Indian history.
- Each of the texts have been chosen carefully with a view to familiarise the students with varied kinds of texts, and the diverse problems they pose for the historian trying to use them and the students of the ways in which historians interpret and deploy these textual resources along with other similar or dissimilar sources to create a meaningful narrative about the past.
- Students will be confronted with the challenges of historical interpretation and reconstruction of a variety of concepts, perspectives and experiences including those relating authority, gender, social categorization, caste, ecology, emotions and art.

Learning outcomes

Upon completion of this course student should be able to identify:

- The importance of the primary texts for broader historical understandings
- To gain an understanding of several themes such as authority, society, gender, caste, ecology and culture.
- Trace the emergence and trajectories of institutions, ideologies and concepts.

Syllabus

Unit I : Rayvachkamu

Unit II: The Ain i Akbari

Unit-III: Dabistan – i Mazahib

Unit-IV: The Mertiyo Rathors of Merto Rajasthan

Practical component (if any) - NIL

Essential/recommended readings

Unit 1: Rayvachkamu (12 Lectures)

- Cynthia Talbot, Precolonial India in Practice: Society, Region and Identity in Medieval Andhra, 2001, OUP, pp. 197-202.
- Nilkanta Sastri et.al, Further Sources of Vijaynagara History, 3 Volumes, University of Madras, 1946.
- Philip B. Wagoner, Tidings of the King: A Translation and Ethnohistorical Analysis of the Rayavacakamu, University of Hawaii Press, 1993. (Translation)

Unit 2: The Ain-i Akbari (11 Lectures)

- Ain-i-Akbari ,Vol.II& III Translated by Colonel H.S Jarrett, corrected and further annotated by Sir Jadunath Sarkar , New Delhi, 1978. (Translation)
- Ain-i-Akbari of Abul Fazl-i- Allami . Vol.1 Translated by H. Blochmann, Revised and edited by Colonel D.C. Phillott,Third edition, 1977. (Translation)
- Akbarnama of Abul Fazl (Translation) . H. Beveridge , Delhi , 1972.
- Athar Ali, ,The Perception of India in Akbar and Abul Fazl', in Irfan Habib ed. ,Akbar And His India , OUP, 2000, pp.,215-24. Also available in Hindi , Akbar Aur Abul Fazl Ke Bharat Sambandhi Vichar , in Irfan Habib ed. , Akbar Aur Tatkaleen Bharat , Rajkamal Prakashan ,Delhi 2005
- Audrey Truschke , Culture of Encounters : Sanskrit at the Mughal Court , Columbia University Press, 2018. Chapter- 4 , 'Abul Fazl Redefines Islamic Knowledge and Akbar's Sovereignty', pp. 142-165.
- Ruby Lal, Domesticity and Power in the Early Mughal World. Cambridge, UK: Cambridge University Press, 2005
- Shireen Moosvi.(1987), The Economy of the Mughal Empire , C. 1595: A Statistical Study, Oxford Collected Essays , 2008.

Unit 3: Dabistan – i Mazahib (11 Lectures)

- David Shea and Anthony Troyer (Translation), The Dabistan, or School of Manners, Paris , 1843, Vol.-II.
- Irfan Habib, 'A Fragmentary Exploration of an Indian Text on Religions and Sects: Notes on Earlier Version of the Dabistan -i- Mazahib'; Proceedings of the Indian History Congress; Kolkatta, 2000-01
- M. Athar Ali, 'Pursuing an Elusive Seeker of Universal Truth – the Identity and Environment of the Author of the Dabistan-i-Mazahib', Journal of the Royal Asiatic Society, Vol.9, Part-3, Nov, 1999.
- Manisha Mishra, 'Paradigm Shifts in the Indian Philosophical Systems During the 17th Century: A Study of Dabistan -i-Mazahib', U.P. Historical Review, Vols. II &III, 2007:66-84. Hindi version of this article is also available, मनीषा अग्निहोत्री, 'दग्निस्तान के अनुशीलन से ज्ञात सत्रहवीं शताब्दी के भारतीय दशशग्ननक पद्धतियों में परवतशनशीलता तथा अनुरूपता का स्वरूप'; in Pratima Asthana and S.Z.H. Jafri(eds.), Transformations in Indian History, Anamika Publishers,2009:715-730.
- Manisha Mishra, 'Traces of Syncretic Novelties in the Religious Systems of the Hindus in the Dabistan', Proceedings of the Indian History Congress, Session – 2002, pp.447-452.

Unit-IV: The Mertiyo Rathors of Merto Rajasthan (11 Lectures)

- The Mertiyo Rathors of Merto Rajasthan: The History of a Rajput Family 1462-1660, 2 Volumes, Translation by Richard Saran and Norman P.Ziegler, University of Michigan Press, 2001.(pp. 1-33 ,51-70,81-190)
- T Norman P. Ziegler, "Some Notes on Rajput Loyalties during the Mughal Period" in J. F. Richards, ed., Kingship and Authority in South Asia, University of Wisconsin, 1978, pp. 215-51.

Suggested Readings:

- Aditya Behl, 'Pages from the Book of Religions: Encountering Difference in Mughal India', in Sheldon Pollock ed. Forms of Knowledge in Early Modern Asia: Explorations in the Intellectual History of India and Tibet, 1500-1800, Delhi: Manohar 2011 pp 210-239.
- Harbans Mukhia, Historians and Historiography during the Reign of Akbar . Vikas Publishing House;1976.
- Hermann Kulke et. al., Maharajas, Mahants and Historians: Reflections of the Historiography of Early Vijayanagara and Sringeri, In Vijayanagara-City and Empire: New Currents of Research, ed. A.L. Dallapiccola and S.Z. Lallemand Stuttgart: Steiner Verlag Wiesbaden,1985.
- Irfan Habib, "Sikhism and the Sikhs, 1645-46" From 'Dabistan -i-Mazahib' in J.S.Grewal and Irfan Habib (eds.), Persian Sources of Sikh History, Aligarh; New Delhi, 2000
- J F Richards, The Formulation of Imperial Authority under Akbar and Jahangir; in Muzaffar Alam and Sanjay Subramanyam (eds).The Mughal State , 1526-1750; Delhi 1998.

- K. A.Nizami , On History and Historians of Medieval India , New Delhi , Vedic Books; 1983. * Afzar Moin, The Millennial Sovereign: Sacred Kingship & Sainthood in Islam, New York: Columbia University Press, 2014 Introduction, pp. 1-22.
- Karim Najafi Barzegar , , Introducing A Hitherto Undiscovered Copy of Dabestan-e Mazaheb' ,Proceedings of the Indian History Congress , 2009-10, vol.70 , pp.318-28.
- S.A.A Rizvi , Religious and Intellectual History of the Muslims During the Reign of Akbar (1556- 1605); Delhi;1975.
- Velcheru Narayan Rao, 'Kings, Gods and Poets: Ideologies of Patronage in Medieval Andhra, in the Powers of Art:' Patronage in Indian Culture ed. Barbara Stoler Miller, Delhi: Oxford University Press, 1992
- एच.सी. वमाश (सम्पादनदत्त), मध्यकालीनभारत (वॉल्यूम II) १५४०-१७६१; गनहींदी माध्यम कायाशन्वयन गननदेशालय, गनदल्ली गनवश्वगनवद्यालय; २०१७
- * सतीश चींद्र, मध्यकालीन भारत (भाग II), सल्तनत से मुगल काल तक, नई गनदल्ली, जवाहर पब्लिशसश & गनिस्ट्रीब्यूटसश.
- * ई. श्रीधरन, इगनतहास लेख: एक पाठ्यपुस्तक, गनदल्ली, २०११.

Note: Examination scheme and mode shall be as prescribed by the Examination Branch, from time to time.

DISCIPLINE SPECIFIC ELECTIVE (DSE): Practice of History – II

Credit distribution, Eligibility and Pre-requisites of the Course

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
Practice of History – II	4	3	1	0		

Learning Objectives

- This course aims to introduce students to some important methodological approaches and tools to the writing of several important fields of history-writing (connected history, social history, micro-history, history of emotions and oral history).
- Each unit contains core historical texts along with readings that will allow the student to critically engage with the methods of research and analysis used by the author.
- The course will both give students a sense of the wide range of the historiographical advances in the discipline, as well as equip them to read and interpret primary sources by familiarizing them with some crucial tools of historical analysis.

Learning outcomes

On completion of this course the student will be able to:

- Critically read and engage with the arguments as well as the methodology used by historians in texts of historiographical importance
- Understand the methodological perspectives and tools of analysis in different fields.
- Reflect on how these diverse practices of history could be used by them to read and interpret primary sources.

Syllabus

Unit 1: Connected Histories: Circulations and Entanglements, Trans-national Histories

Unit 2: Social History, history of emotions and senses

Unit 3: Micro-History: Local and Particular, Issues of Context

Unit 4: Oral History: History and Ethnography; Memory and Narrative; Practice

Practical component (if any) - NIL

Essential/recommended readings

Unit 1: This unit focuses on scholarship that looks at the history of movement of people, goods and ideas across regions and locales. **(Teaching Time: 9 hours).**

- Bayly, Christopher et al. "AHR Conversation: On Transnational History." *The American Historical Review*, 111 (5), 2006: 1441-1464.
- Scott, Julius S., *The Common Wind: Afro-American Currents in the Age of the Haitian Revolution*, Duke, 2018.
- Subrahmanyam, Sanjay. "Connected Histories: Notes towards a Reconfiguration of Early Modern Eurasia." *Modern Asian Studies*, Vol. 31, No. 3, 1997: 735–62.
- Wiesner, Merry, "Crossing Borders in Transnational Gender History," *Journal of Global History*, Vol. 6, Issue 3, November 2011, pp. 357-379.

Unit II: This unit focuses on readings intersectionality in social history, history of emotions and senses that have been particularly pertinent in the Indian context. **(Teaching Time: 18 hours).**

- Ali, Daud, "Towards a history of courtly emotions in early medieval India, c. 300–700 CE," *South Asian History and Culture*, Vol. 12, Issue 2-3, 2021, 129-145.

- Corbin, Alain, *Village Bells: The Culture of the Senses in the 19th century French Countryside*, Columbia University Press, 1998. (Chapters 1, 3, 6 and 7).
- Febvre, Lucien, "Sensibility and History: How to Reconstitute the Emotional Life of the Past," in Peter Burke (ed.), *A New Kind of History: From the Writings of Febvre*, trans. K. Folca, Harper & Row, New York, 1973, pp. 12-26.
- Rawat, Ramnarayan S., *Reconsidering Untouchability: Chamars and Dalit History in North India*, Permanent Black, 2010, Chapters 1 and 2.
- Rege, Sharmila, *Writing Caste, Writing Gender: Narrating Dalit Women's Testimonies*, Zubaan, 2013. (Chapter 1)
- Sarkar, Tanika, "A Book of Her Own, A Life of Her Own," in Kumkum Sangari and Uma Chakravarti (eds), *From Myths to Markets*, Manohar, 1999.
- Scott, Joan, "Gender: A Useful Category of Historical Analysis," *American Historical Review*, Vol. 91, No. 5, 1986, pp. 1053-75.
- Sinha, Mrinalini, "Giving Masculinity a History," *Gender and History*, Vol. 11, No. 3, November 1999, pp. 445-460.
- Smith, Mark M., "Producing Sense, Consuming Sense, Making Sense: Perils and Prospects for Sensory History," *Journal of Social History*, Vol. 40, No. 4, 2007, pp. 841-58.
- V. Geetha, "Bereft of Being: The Humiliations of Untouchability," in Gopal Guru ed. *Humiliation: Claims and Context*, OUP, 2009.

Unit III: This unit will consist of readings that use the local and the specific to illustrate larger historical trends and developments. **(Teaching Time: 9 hours).**

- Ginzburg, Carlo, et al., "Microhistory: Two or Three Things That I Know about It," *Critical Inquiry*, Vol. 20, No. 1, 1993, pp. 10-35.
- Ginzburg, Carlo, *The Cheese and the Worms: the Cosmos of a 16th-century Miller*, John Hopkins University Press, Baltimore, 1982. (Chapters 1, 3, 11, 14).
- Levi, Giovanni, "On Microhistory," in Peter Burke (ed.), *New Perspectives on Historical Writing*, Polity Press, Cambridge, 1991, pp. 97-119.
- Revel, Jacques, "Microanalysis and the Construction of the Social," in Jacques Revel and Lynn Hunt, *Histories: French Constructions of the Past*, New Press, 1998, pp. 492-502.

Unit V: This unit focuses on key texts on oral tellings, listening and the making of historical narratives. **(Teaching Time: 9 hours).**

- Bharucha, Rustom, *Rajasthan: An Oral History: Conversations with Komal Kothari*, Penguin Books, India, 2007.
- Butalia, Urvashi, "Beginnings," in *The Other Side of Silence: Voices from the Partition of India*, Penguin Books, 1998, p. 1-20.
- Singer, Wendy, *Creating Histories: Oral Narratives and the Politics of History Making*, OUP, 1997. (Chapters 1, 2, 3 and Conclusion).
- Thompson, Paul, "The Voice of the Past: Oral History," in Robert Perks and Alistair Thomson (eds), *The Oral History Reader*, Routledge, 1978, pp. 33-39.

Suggested Readings:

- Amin, Shahid, *Event, Metaphor, Memory: Chauri Chaura 1922-1992*, OUP, 1995. (Part 1, Part 5).
- Bourke, J. (2003), 'Fear and Anxiety: Writing about Emotion in Modern History', *History Workshop Journal*, 55, pp. 111-133.
- Chowdhury, Indira, "Speaking of the Past: Perspectives on Oral History." *Economic and Political Weekly*, Vol. 49, No. 30, 2014, pp. 39-42.
- Cooper, Frederick. "What is the Concept of Globalization Good for? An African Historian's Perspective." *African Affairs*, Vol. 100, No. 399, 2001, pp. 189-213.
- Davis, Natalie Zemon, "Decentering History: Local Stories and Cultural Crossing in a Global World", *History and Theory*, Vol. 50, No. 2, 2011, pp. 188-202.
- Davis, Natalie Zemon, *The Return of Martin Guerre*, Harvard University Press, Cambridge, 1983. (See Chapters 1, 2, 5, 9, 11).
- Gruzinski, Sergei, *What Time Is It There: America and Islam at the Dawn of Modern Times*, Polity Press, 2010. (Introduction, Chapters 1, 5 and 9).
- Hall, Catherine, *White Male and Middle Class: Explorations in Feminism and History*, Polity Press, 1995. (Chapters 1, 6 and 9).

- Jaaware, Aniket, “(Un)touchability of Things and People”, in idem. *Practicing Caste: On Touching and Not Touching*, Fordham University Press, 2019, pp. 149-168.
- LaCapra, Dominick, “The Cheese and the Worms: The Cosmos of a Twentieth-Century Historian”, in idem., *History and Criticism*, Cornell University Press, Ithaca, 1985, pp. 45-70.
- Linebaugh, Peter and Marcus Rediker, *The Many Headed Hydra: The Hidden History of the Revolutionary Atlantic*, Verso, 2012. (Introduction, Chapters 6, 7).
- Mohan, P. Sanal, *Modernity of Slavery: Struggles against Caste Inequality in Colonial Kerala*, OUP, 2015 (Chapters 1, 5 and 6)
- Pernau, Margrit, “From Morality to Psychology: Emotion concepts in Urdu, 1870–1920”, *Contributions to the History of Concepts*, Vol. 11, Issue 1, 2016, pp. 38–57.
- Portelli, Alessandro, *The Death of Luigi Trastulli and Other Stories: Form and Meaning in Oral History*, CUNY Press, 1991, pp. 1-28
- Bama, Karukku, OUP, 2014. (Chapters 1, 2 and 3).

Note: Examination scheme and mode shall be as prescribed by the Examination Branch, from time to time.

DISCIPLINE SPECIFIC ELECTIVE (DSE): Introduction to Epigraphy and Numismatics

Credit distribution, Eligibility and Pre-requisites of the Course

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
Introduction to Epigraphy and Numismatics	4	3	1	0		

Learning Objectives

- It will introduce students to explore the field of epigraphy and numismatics and equip them to understand its handling and how to use them for historical reconstruction a new.
- Understanding of numismatics and concerned methodologies provide students ideas as to how they may infer its pertinence to debasement and fiscal history.
- To understand and explore these potential field with promising research scopes to enrich understanding of social, cultural, political and economic history.

Learning outcomes

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

- know the nature and importance of original sources for historical reconstruction
- variations in and different types of inscriptions and coins of different historical periods
- learning of languages and scripts used in inscriptions and coins; practical experience of different physical aspects of inscriptions and coins.
- Learn classical languages and scripts of India and circulation of coins in the society.

Syllabus

Unit-I: Elements of Epigraphy

1. The decipherment of ancient scripts and the evolution of epigraphic research in India.
2. Classifying inscriptions on the basis of language, script and purport. Analyzing inscriptions: the role and potential of epigraphic evidence in historical reconstruction; modes of analysis -- quantitative methods; mapping; issues of intent, purpose, audience, context; the relationship between inscriptions and literature.

Unit-2: Development and Evolution of Epigraphy The Harappan script: basic features; claims to decipherment; the role of writing in the Harappan civilization.

1. The origins, paleographic features, and development of early historic Indic scripts, with special reference to Brahmi, Kharoshthi and Tamil-Brahmi.

Unit-II: Elements of Numismatics

1. Survey of Numismatic Studies (early 18th century to the present).
2. Methods for using coins for reconstruction of different kinds of histories of early India: economic, social, political, religious, and cultural.
3. Numismatic Terminology.

Unit-IV: Development and Evolution of Numismatics

4. Origin and Evolution of Coins – Techniques of Manufacturing.
5. Metrology of Coins: Weight Standards.
6. Survey of Early Coins (up to circa 1300 CE).

Practical component (if any) - Reading and interpreting inscriptions: A close reading and analysis of at least 6 different types of inscriptions (eg. edicts, prasastis, votive inscriptions, land grants and records of the proceedings of local bodies) belonging to different periods and regions.

Essential/recommended readings

Unit: I: This unit introduces the students to the essentials of epigraphy. It explores history of epigraphic research in India, classification of inscriptions, **(Teaching time: 12 hrs. approximately)**

- Hultsch, E. 1925. Corpus Inscriptionum Indicarum, Vol.1 Inscriptions of Asoka. Delhi: ASI
- Salomon Richard. 1999. Indian Epigraphy: A Guide to the Study of Inscriptions in Sanskrit, Prakrit, and the Other Indo-Aryan Languages (South Asia Research). Oxford: Oxford University Press.
- Singh, K.S. and Manoharan S.: Language and Scripts, vol-9, 1993.
- Sircar, D.C.: ed. Select Inscriptions bearing on Indian History and Civilisation, vol.1&2, 1 983.
- गौरीशंकर हीराचंद ओझा: प्राचीन भारतीय लिपिमाला, 2016.

Unit II: This unit deals with evolution and development of early historic Indian scripts and interpretation of inscriptional data. **(Teaching time: 11 hrs. approximately)**

- Bühler, G. Indian Palaeography ([1904], 2004). New Delhi: Munshiram Manoharlal, 1904, 2004.
- Dani, A. H. Indian Epigraphy. New Delhi: Munshiram Manoharlal.1986, 1997.
- Subrahmanian, N.and Venkataraman, R. 1980 Tamil Epigraphy Madurai: Ennes Publications, 1980.
- शर्मा अमिता:भारतीय अभिलेखशास्त्र,पुरालिपिशास्त्र एवं कालक्रम पद्धति, 2010.

Unit: III: This unit introduces the students to the essentials of numismatics. It explores history of numismatics research in India, methods of using coins for reconstruction of history, **(Teaching time: 11 hours approximately)**

- Allan, John: Catalogue of the Coins of Ancient India in the British Museum (1936, Indian Reprint 1975
- Cunningham, Alexander. Coins of Ancient India: From the Earliest Times Down to the Seventh Century A.D. Delhi: ASI, 1996.
- Elliot, Walter. Coins of South India. Delhi: Bharatiya Kala Prakashan, 2005.
- Sircar. D. C. Studies in Indian Coins. Delhi: Motilal Banarsidas Publisher. 1968.

Unit IV: This unit deals with familiarizing students with the origin and evolution of coins, metrology of coins and survey of early coins. **(Teaching time: 11 hours approximately)**

- Chattopadhyay, Bhaskar: The Age of the Kushanas: A Numismatic Study 1967.
- Gupta, P. L. Kuṣāṇa coins and history. Delhi: D.K. Printworld. 1994.
- Mukherjee, N. The Techniques of Minting Coins in Ancient and Medieval India.1997.वासुदेव उपाध्याय: भारतीय सिक्के, 1948.
- Pokharna, Premalata : Coins of North India (500-1200 AD): A Comprehensive Study on Indo-Sassanian Coins, Unique Traders, Jaipur, 2006.
- Sharma, I.K.: Coinage of the Satavahana Empire 1980.
- Tylecote, R.F.: Metallurgy in Archaeology: Readings for various Coin Series 1962.

Suggested readings:

- Altekar A.S.: Coinage of the Gupta Empire (1957)
- Casey , P.John : Understanding Ancient Coins : An Introduction for Archaeologists and Historians (1986)
- Chakraborty S.K. : Study of Ancient Indian Numismatics 1931.
- Chattopadhyay, Bhaskar : The Age of the Kushanas : A Numismatic Study (1967)
- Cribb, Joe : “Investigating the Introduction of Coinage in India – A Review of Recent Research”, JNSI, Vol.XLV, 1983, pp.80-107.
- Dasgupta, K.K. :A Tribal History of Ancient India – A Numismatic Approach (1974)
- Deyell, John S. : Living Without Silver: The Monetary History of Early Medieval North India, OUP,Delhi, 1990.
- Diskalkar D. B.: Selections from Sanskrit Inscriptions, 1977.
- Guillaume, Olivier : Analysis of Reasonings in Archaeology:The Case of GraecoBactrian and Indo-Greek Numismatics 1990
- Gupta, P.L. and T.R.Hardekar : Ancient Indian Silver Punch-Marked Coins (1985)

- Hultzsch, E. 1925. Corpus Inscriptionum Indicarum, Vol.1 Inscriptions of Asoka. Delhi: ASI
- Jha, Amiteshwar and Dilip Rajgor : Studies in the Coinage of the Western Kshatrapas (1994)
- Mahadevan, Iravatham. 2003. Early Tamil Epigraphy: From the Earliest Times to the Sixth Century AD. Chennai: Cre-A and the Department of Sanskrit and Indian Studies, Harvard University.
- Mitchiner, Michael : The Origins of Indian Coinage (1973)
- Ojha, G. H. (1918] 1993) The Palaeography of India. New Delhi: Munshiram Manoharlal.
- Pollock, Sheldon. ([2006] 2007) The Language of the Gods in the World of Men: Sanskrit, Culture, and Power in Premodern India. New Delhi: Permanent Black.
- Ramesh, K. V. 1984. Indian Epigraphy, vol. 1. Delhi: Sundeep Prakashan
- Ray, S.C.: Stratigraphic Evidence of Coins in Indian Excavations and Some Allied Issues (1959)
- Subrahmanian, N.and Venkataraman, R. 1980. Tamil Epigraphy Madurai: Ennes Publications.
- Tiwari, J.N. & P.L.Gupta : “A Survey of Indian Numismatography”, JNSI, Vol.XXIII, 1961, pp.21-48
- वासुदेव उपाध्याय: भारतीय सिक्के, 1948

Note: Examination scheme and mode shall be as prescribed by the Examination Branch, from time to time.

UGCF- 2022
CATEGORY II
BA (MULTIDISCIPLINARY) with History as Major
SEMESTER – VIII

DISCIPLINE SPECIFIC CORE (DSC): Reconstructing the Past

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
Reconstructing the Past	4	3	1	0		

Learning Objectives

- To familiarize the students with the most commonly tried and tested ways in which historians reconstruct past.
- To develop diverse techniques and approaches to understand a society. How did historians have done so in the past?
- It also allows students to describe and critically assess the best practices of modern historiography, especially that of the last two centuries.

Learning outcomes

Having finished the course, the students would have learnt to-

- Assess how historians approach, understand and describe past in diverse ways
- Understand and analyse how historiographies changed over a period of time
- Appreciate the value of multiple histories
- Notice how historians deploy specific categories of analysis in historical reconstruction
- Coherently weave information from sources

Syllabus

Unit 1: Positivism and its Other: Ranke and Collingwood

Unit 2: Annales and Marxist Historiography; Social History

Unit 3: Feminist historiography; History from Below

Unit 4: Microhistory, Global History and Connected Histories

Practical component (if any) – NIL

Essential/recommended readings

Unit 1: Positivism and its Other: Ranke and Collingwood (**Teaching Time: 11 hours**)

- Carr, E.H. (1987, 1990). *What is History*. Second edition, London: Penguin. [Ch. 1: The Historian and His Facts].
- Collingwood, *The Idea of History*, Oxford: Clarendon Press, 1946 [Part V, Sections on ‘History and Freedom’, and ‘Progress and Created by Historical Thinking’, pp. 315-334.]

Unit 2: Annales and Marxist Historiography; Social History (**Teaching Time: 12 hours**)

- Doug Lorimer (1999). *Fundamentals of Historical Materialism: The Marxist View of History and Politics*, Resistance Books, [Introduction and Ch. 1: Historical Materialism as a Science]
- Sarkar, Sumit (1997), 'The Many Worlds of Indian History', in Sarkar, *Writing Social History*, Delhi: Oxford University Press.
- E.P. Thompson (1963). 'Preface', *The Making of the English Working Class*, New York: Vintage, pp. 9-14.
- Jacques Le Goff (1974), 'Mentalities: A History of Ambiguities', in *Constructing the Past: Essays in Historical Methodology*, edited by Le Goff and Nora. Cambridge: Cambridge University Press, pp. 166-80. (First published in English in 1985)

Unit 3: Feminist historiography; History from Below (Teaching Time: 10 hours)

- Meyerowitz, Joanne. (2008). "A History of 'Gender'," *American Historical Review*, Vol, 113, No. 5. December, pp. 1346-56.
- Joan W. Scott (1988), 'Gender: A Useful Category of Historical Analysis', in *Gender and the Politics of History*, New York, Columbia University Press, pp. 41-50.
- Linda Gordon (1990). Review of "Gender and the Politics of History" by Joan W. Scott, in *Signs*, Vol. 15. No. 4, Summer, 848-60.
- Guha, Ranajit (1982) *Subaltern Studies 1: Writings on South Asian History and Society*, Delhi: Oxford University Press ['Preface' and Ch. 1: 'On Some Aspects on the Historiography of Colonial India', pp. 1-8]

Unit 4: Microhistory, Global History and Connected Histories (Teaching Time: 12 hours)

- Ginzburg, Carlo (1993). 'Two or Three Things That I Know About It', *Critical Inquiry*, Vol. 2, No. 1, pp. 10-35.
- Berger, Stefan. (2007). Introduction. In *Writing the Nation: A Global Perspective*. Palgrave MacMillan.
- Conrad, Sebastian. (2016). *What is Global History*. Princeton and Oxford: Princeton University Press. (Introduction and Chapter 4: Global History as a Distinct Approach).
- Subrahmanyam, Sanjay (199). 'Connected Histories: Notes towards a Reconfiguration of Early Modern Eurasia', *Modern Asian Studies*, Vol. 31, No. 3, pp. 735-762.

Suggested readings:

- Appadurai, The Social Life of Things: Commodities in Cultural Perspective, Cambridge: Cambridge University Press, 1986.
- Croce, B. (2008 reprint). Ch.19: Denationalisation of History, in idem, *Philosophy and Other Essays on the Moral and Political Problems of our Time*. Read Books
- Eley, Geoff and K. Nield (2010), "Introduction" and "Conclusions", *The Future of Class in History: What's Left of the Social?* Ann Arbor: University of Michigan Press.
- Gardiner, P. (1973). *The Varieties of History: From Voltaire to Present*. Second edition, Vintage Books.
- Haraway, Donna. (2001). "'Gender' For A Marxist Dictionary." *Feminism: Critical Concepts in Literary & Cultural Studies*. Ed. Mary Evans. London: Routledge.
- Riley, Denise. (2008). "Does a Sex Have a History?" *The Sociology of Gender*, ed. Sarah Franklin, and Joan W. Scott, "Unanswered Questions", *American Historical Review*, 113, no. 5. December.
- Sayer, Derek. (1987). "The Historicity of Concepts." *The Violence of Abstraction: The Analytical Foundations of Historical Materialism*. Oxford: Basil Blackwell.
- Skeggs, Beverley. "(Dis)Identifications of Class: On Not Being Working Class." *Formations of Class and Gender*. London: SAGE, 2002, pp. 74-97.
- Wood, E.M. (1986). "Autonomization of Ideology and Politics." In *Retreat from Class: A New True Socialism*. London: Verso.

Note: Examination scheme and mode shall be as prescribed by the Examination Branch, from time to time.

DISCIPLINE SPECIFIC ELECTIVE (DSE): Methods of Studying Material Cultures

Credit distribution, Eligibility and Pre-requisites of the Course

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
Methods of Studying Material Cultures	4	3	1	0		

Learning Objectives

- To familiarize students with the material evidence that has been left behind by the past, and the craft of dealing with them.
- Students will be able to rationalise the sources as the information which adds to the sum of our knowledge of the past. A basic appreciation about the sources will familiarise students with the important tools for developing an understanding of any development in the past.
- The objective is to make the learner aware of the ways of securing access to the records of cultural, social, scientific, economic and political thought and achievement produced by people who lived during the specific period to be studied.

Learning outcomes

- The learners will be able to have a sense of what it was like to be alive during the bygone times.
- They will be able to critically evaluate generalization, analysis, synthesis, interpretation and evaluation of the original information.
- They will be able to question and make inferences about the material, purpose, point of view and bias inherent into the sources.

Syllabus

Unit I: Primary sources and historian's craft

1. Construction of sources, historical imagination and biases,
2. Scope and limitations of primary sources,

Unit II: Archaeological sources

1. Study of past through material remains: explorations and excavations
2. Scientific techniques useful in archaeology
3. Interpreting archaeological evidence: New archaeology, Processual Archaeology, Post-Processual Archaeology, Cognitive Archaeology, Ethno-archaeology

Unit III: Epigraphic records

1. Scope and significance of epigraphic material: the case of Indian history
2. A survey of inscriptions: from Ancient to Medieval Indian history

Unit IV: Numismatic Records

3. A brief history of Indian Coinage (upto 18th century)
4. Coins as a source for reconstructing Indian history (upto 18th century)

Practical component (if any) - NIL

Essential/recommended readings

Unit I: Primary sources and historian's craft (10 Hours)

- Arthur Marwick. 2003. *The New Nature of History: Knowledge, evidence, Language*. Palgrave: Hampshire.
- Carr, E.H. [1961] 1987. *What is History?* Penguin Books: London.
- Poovey, Mary. (1998). "The Modern Fact, the Problem of Induction, and Questions of Method" in *A History of the Modern Fact: Problems of Knowledge in the Sciences of Wealth and Society*, Chicago: University of Chicago, (Chapter 1).

Unit II: Archaeological sources (15 Hours)

- Bahn, Paul. 1996. *Archaeology: A Very Short Introduction*. Oxford: Oxford University Press
- Iqtidar Alam Khan, "Methodologies and Approaches for Medieval Archaeology: A Report of Exploration of Public Buildings and Minor Structures along Mughal Highways", *Indian Archaeology Since Independence*, ed. K.M. Shrimali, Delhi, 1996.
- Jain, V.K. 2006. *Prehistory and Protohistory of India: An Appraisal*. New Delhi: D.K. Printworld, pp. 1-18.
- Renfrew, Colin and Paul Bahn. [1991] 2016. *Archaeology: Theories, Methods and Practice*. 7th edn. London: Thames and Hudson.
- Singh, Upinder. 2016. *A History of Ancient and Early Medieval India: From the Stone Age to the 12th Century*. Noida: Pearson, pp. 34-41

Unit III: Epigraphic records (10 Hours)

- Prasad, Pushpa. (1990). *Sanskrit Inscriptions of Delhi Sultanate, 1191-1526*. OUP, Delhi, pp. xv- xxxii.
- Ray, Himanshu Prabha. 2006. *Coins in India: Power and Communication*. Mumbai: Marg Publications. Introduction.
- Raza, S. Jabir. (2014). 'Coinage and Metallurgy under the Ghaznavid Sultan Mahmud', in *Proceedings of Indian History Congress*, Vol 75, Platinum Jubilee, pp. 224-231.
- Salomon, Richard. 1998. *Indian Epigraphy: A Guide to the Study of Inscriptions in Sanskrit, Prakrit, and the Other Indo-Aryan Languages*. New York: Oxford University Press.
- Singh, Upinder. 2016. *A History of Ancient and Early Medieval India: From the Stone Age to the 12th Century*. Noida: Pearson, pp. 42-56
- Sircar, D.C. 1965. *Indian Epigraphy*, Motilal Banarasidass: Delhi.
- Tirmizi, S.A.I. (1968). *Ajmer Through Inscriptions*, New Delhi: Indian Institute of Islamic Studies, pp. 11-24.

Unit IV: Numismatic records (10 Hours)

- Cribb, Joe. 2005. *The Indian Coinage Tradition: Origins, Continuity and Change*. Nashik: Indian Institute of Research in Numismatic Studies.
- Grierson, Philip. 1975. *Numismatics*. London: Oxford University Press.
- Siddiqui, I.H. (2012). "Money and Social Change in India during Medieval Times" in S.Z.H. Jafri (ed.) *Recording the Progress of Indian History: Symposia Papers of the Indian History Congress, 1992-2010*, 433-458.

Note: Examination scheme and mode shall be as prescribed by the Examination Branch, from time to time.

DISCIPLINE SPECIFIC ELECTIVE (DSE): Methods of Studying Archival and Literary Sources

Credit distribution, Eligibility and Pre-requisites of the Course

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
Methods of Studying Archival and Literary Sources	4	3	1	0		

Learning Objectives

- To understand diverse historical sources (literary, archival, artistic) for reconstructing the past.
- To critically analyze the authenticity, biases, and limitations of these sources across cultural contexts.
- To explore the interplay of history, literature, art, and archives in shaping historical narratives.
- To integrate various sources to build well-rounded historical arguments.
- To appreciate the socio-political and cultural contexts influencing historical sources.

Learning outcomes

- Ability to analyze and interpret literary, archival, and artistic sources to reconstruct history.
- Proficiency in critically evaluating the reliability and biases of diverse sources using recommended methodologies.
- Capacity to synthesize multiple sources into nuanced historical narratives.
- Application of interdisciplinary approaches, effectively integrating literary, archival, and artistic evidence.
- Awareness of the cultural and political contexts shaping historical sources.

Syllabus

Unit I: Literary Sources and Historical Imagination (10 Hours)

1. Literary traditions in Sanskrit, Pali, Prakrit, Persian and Urdu languages.
2. Literary traditions in Dravidian languages: Tamil, Kannada, Telugu, Malayalam.

Unit II: Vernacular and Foreign Literary Sources (10 Hours)

1. Literary trends in Vernacular languages: *Khari boli*, *braja bhasha*, Bengali.
2. Accounts and Chronicles by foreign travellers.

Unit III: Archival Sources (15 Hours)

1. Official records, farmans, official letters and manuals
2. Private Archives, family papers, letters
3. Cartography and maps
4. Oral evidence

Unit IV: Art as source of recovering history: (10 Hours)

1. Paintings, miniatures, portraits and scrolls,
2. Museums, films and documentaries,

Practical component (if any) - NIL

Essential/recommended readings

Unit I: Literary Sources and Historical Imagination

- Athar Ali, “Translations of Sanskrit Works at Akbar’s Court” *Social Scientist*, vol. 20 no.9, 1992, pp, 38-45
- Audrey Truschke, *Culture of Encounters: Sanskrit at the Mughal Court*, Columbia University Press, 2018, Introduction.
- David L. Curely, *Poetry and History. Bengali Mangal-Kabya and Social Change in Pre-Colonial Bengal*, New Delhi: Chronicle Books, 2008 (Chaps. 1 and 5).
- Gossman, Lionel. *Between History and Literature*, Harvard University Press, Cambridge, 1990.
- Mugali, R. S. 1975. *History of Kannada Literature*. New Delhi: SahityaAkademi
- Muzaffar Alam, *Languages of Political Islam*, Delhi: Permanent Black, 2004, Chapter 4, ‘Language and Power’, pp. 115-140.
- Nair, P.K. Parameswaran. 1967. *History of Malayalam Literature*. New Delhi: Sahitya Akademi.
- Pollock, Sheldon. 2003. *Literary Cultures in History: Reconstructions from South Asia*. Delhi: Oxford University Press. Introduction.
- S.R. Faruqui, “A long History of Urdu Literary Culture: Part 1: Naming, Placing a Literary Culture” Chap 14, in Pollock, Sheldon. (Ed.). *Literary Cultures in History: Reconstructions from South Asia*, Berkeley: University of California Press, 2003.
- Singh, Upinder. 2016. *A History of Ancient and Early Medieval India: From the Stone Age to the 12th Century*. Noida: Pearson, pp. 13-32
- Sisir Kumar Das. 2006. *A History of Indian Literature, 500-1399: From Courtly to the Popular*. Delhi: Sahitya Akademi Publications.
- V. N. Rao, David Shulman and Sanjay Subrahmanyam (eds.) (2001). *Textures of Time: Writing History in South India 1600-1800*, Delhi: Permanent Black
- Varadarajan, Mu. 1988. *A History of Tamil Literature*. E. Sa Viswanathan (trans. from Tamil). Delhi: Sahitya Akademi.
- Walter Hakala, *Negotiating Languages: Urdu, Hindi, and the Definition of Modern South Asia*, 2016, Columbia University Press.
- हरीश चंद्र वर्मा संपादक *मध्यकालीन भारत, भाग २, १५४०-१७६१*, दिल्ली, हिंदी माध्यम निदेशालय, दिल्ली विश्वविद्यालय, १९९३, पृष्ठ ५६७-६३३.

Unit II: Vernacular and Foreign Literary Sources

- Alam, Muzaffar and Sanjay Subrahmanyam. (2007). *Indo-Persian Travels in the Age of Discoveries, 1400-1800*, (Cambridge: Cambridge University Press.
- Allison Busch, “Hidden in Plain view: Brajbhasha poets at the Mughal Court” *Modern Asian Studies*. 2010, Vol. 44, No.2, pp 267-309
- Ray, (2005). “Francoise Bernier’s Idea of India” in Irfan Habib, ed., *India: Studies in the History of an Idea*, New Delhi: MunshiramManoharlal, 2005.
- Singh, Upinder. 2016. *A History of Ancient and Early Medieval India: From the Stone Age to the 12th Century*. Noida: Pearson, pp. 13-32

Unit III: Archival Sources

- Amin, Shahid. (1987) “Approver’s Testimony, Judicial Discourse: The Case of Chauri Chaura,” in Ranajit Guha (ed.), *Subaltern Studies 5*, Delhi: OUP, pp. 166-202.
- B.N. Goswami, “The Records kept by Priests at Centres of Pilgrimage as a Source of Social and Economic History”, *Indian Economic and Social History Review* Vol. III No. 2, pp. 174-84.
- Benison, Saul. (1960). “Reflections on Oral History.” *The American Archivist* 28:1, pp. 71-77.
- Farooqui, N.R. (2017). “An Overview of Ottoman Archival Documents and their Relevance for Medieval Indian History”, *Medieval History Journal*, Vol. 20., Issue I, April. pp. 192-229.
- Irfan Habib, ‘Cartography in Mughal India’, *Medieval India — a Miscellany*, ed.K.A. Nizami, Vol.IV, Bombay, 1977.
- Jeremy Black, *Maps and History: Constructing Images of the Past*, New Haven and London: Yale University Press, 1997.
- John Seyller, “The Inspection and Valuation of Manuscripts in the Imperial Mughal Library”, *Artibus Asiae*, Vol. 57, No. 3/4 (1997), pp. 243-349.
- Srivastava, K.P. (ed.), (1974). *Mughal Farmans [1540 to 1706]*, vol.1, Uttar Pradesh State Archives, Lucknow, 1-71.

- Thompson, E.P. (Jan 1977) 'Folklore, Anthropology and History', *Indian Historical Review*, III, no. 2, pp. 247-66.
- Zemon-Davis, Natalie. (1990). *Fiction in the Archives: Pardon Tales and their Tellers in Sixteenth Century France*, Princeton: Princeton University Press, 1987, pp. 1-35, 76-110.

Unit IV: Art as source of recovering history:

- Deshpande, Anirudh, 'Films as Historical Sources or Alternative History' *Economic and Political Weekly*, Vol. 39, No. 40 (Oct. 2-8, 2004), pp. 4455-4459.
- Koch, Ebba, "How the Mughal padshahs referenced Iran in their visual construction of universal rule" in Peter Fibiger Bang and Dariusz Kołodziejczyk ed., *Universal Empire: A Comparative Approach to Imperial Culture and Representation in Eurasian History*, Cambridge: Cambridge University Press, 2012, pp. 194-209.
- Ramaswamy Sumathi, 'Conceit of the Globe in Mughal Visual Practice', *Comparative Studies in History and Society*, vol.49, no.4, 2007, pp.751–782.
- Shaw, Wendy. (2007) "Museums and Narratives of Display from the Late Ottoman Empire to the Turkish Republic." *Muqarnas* 24, pp. 253-79.
- Singh, K. (2002). "The Museum is National," *India International Centre Quarterly*, 29(3/4), pp. 176-196.

Note: Examination scheme and mode shall be as prescribed by the Examination Branch, from time to time.

DISCIPLINE SPECIFIC ELECTIVE (DSE): Social History of Education in India

Credit distribution, Eligibility and Pre-requisites of the Course

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
Social History of Education in India	4	3	1	0		

Learning Objectives

- This course will provide students a historical perspective on different traditions of education in India from ancient to colonial periods.
- In addition to studying the so-called mainstream pattern, it seeks to engage predominantly with alternative ideas, traditions and perspectives.
- It seeks to underscore complex trajectories of continuity and change in the field of education over a longer period.

Learning outcomes

- The course will enhance learners' comprehension of the complex historical trajectories of the expansion as well as limitations of educational opportunities in pre-colonial India; the diversity of knowledge production and its transmission.
- The course will lead to a better understanding of the connection between knowledge and power: the role of state and different social categories.
- It will make learners more informed about the historical patterns of educational inclusion and exclusion in India.
- It will make students aware of the rich legacy of alternative education in

Syllabus

Unit 1: Indigenous Education in pre-Colonial India: Ancient India (9 hours)

Unit 2: Indigenous Education in Medieval India (9 hours)

Unit 3: Interface and Impact of of Indigenous and Colonial Education and Educational Policies during eighteenth and nineteenth centuries. (15 hours).

Unit 4: Campaign for Free and Compulsory Elementary Education in Colonial India and Some Alternative Education Models Evolved During Freedom Struggle (12 hours)

Practical component (if any) - NIL

Essential/recommended readings

Unit 1: This unit examines the key aspects of educational arrangements in ancient and medieval India, such as patronage, knowledge traditions, pedagogical practices, and translation initiatives. What these arrangements and traditions reveal about social relations during the period under study. What were the major changes and continuities during this period? (9 hours)

1. Alam, Muzaffar. (2003), 'The Culture and Politics of Persian in Pre-colonial Hindustan,' in Sheldon Pollock (ed.), *Literary Cultures in History: Reconstructions from South Asia*, University of California Press, 2003, pp. 131-198.
2. Altekar, A. S. (1944), *Education in Ancient India*. Benares: Nand Kishore & Bros.
3. Hussain, S. M. Azizuddin (ed.) (2005), *Madrasa Education in India: Eleventh to Twenty First Century*. Kanishka Publishers, New Delhi.

4. Jafri, Saiyid Zaheer Husain. (2021), 'Education and the Transmission of Knowledge in India's Medieval Past: Contents, Processes, and implications' in Cristiano Casalini, Edward Choi and Ayenachew A. Woldegiyorgis (Eds.), *Education beyond Europe: Models and Traditions before Modernities*. Brill, pp. 129-151.
5. Lowe, Roy and Yasuhara, Yoshihito (2016), *The Origins of Higher Learning: Knowledge Networks and the Early Development of Universities*, Routledge. Chapter Two, 'From the Indus to the Ganges, Spread of Higher Learning in India.'
6. Rezavi, Syed Ali Nadeem. (2007), 'The Organization of Education in Mughal India'." Proceedings of the Indian History Congress, 68, pp. 389-97.
7. Salgado, Nirmala, S. (1996), 'Ways of Knowing and Transmitting Religious Knowledge: Case Studies of Theravada Buddhist Nun', *Journal of the International Association of Buddhist Studies*, Volume 19, Number 1, Summer 1996, pp. 61-80.
8. Scharfe, Hartmut (2002). *Education in Ancient India*, Leiden: Brill.
9. Shrimali, Krishna Mohan. (2011). 'Knowledge Transmission: Processes, Contents and Apparatus in Early India.' *Social Scientist*, Vol. 39, No. 5/6, pp. 3–22.

Unit 2. This unit deals with the transition from pre-colonial indigenous learning to Western-style modern education in colonial India. It surveys the Early and recent historiographical discourse on indigenous education; its salient features; and different explanations for its decline or interface with colonial system of education. This unit shows how the two systems, traditional and modern interfaced with or encountered each other during 18th and 19th century. It will engage with how a complex relationship of coalition and conflict emerged between European officers and upper classes and castes of Indian society which shaped the extent and nature of education in colonial India, and what kind of structure of education emerged out of this coalition and interface. (9 hours)

- Acharya, Poromesh. (1996). "Indigenous Education and Brahminical Hegemony in Bengal". In Nigel Crook, (Ed.), *The Transmission of Knowledge in South Asia: Essays on Education, Religion, History, and Politics*, Delhi: Oxford University Press, pp. 98-118.
- Chaudhary, I. K. (2013), "Sanskrit learning in colonial Mithila: continuity and change". In Kumar, Deepak., Bara, Joseph., Khadria, Nandita., & Gayathri, Radha Ch (Eds.), *Education in Colonial India: Historical insights*. (pp. 125-146). Manohar, New Delhi.
- Dharampal. (Ed.), (1983), *The beautiful tree: indigenous education in the eighteenth century*. Biblia Impex New Delhi. (Specially Introduction).
- Di Bona, Joseph. (Ed.) (1983), *One teacher one school*. Biblia Impex New Delhi. (Specially Introduction).
- Farooqui, Amar (2021), 'Some Aspects of Education and Knowledge Formation in Nineteenth-Century Delhi', in Vikas Gupta, Rama Kant Agnihotri, & Minati Panda (Eds.), *Education and Inequality: Historical Trajectories and Contemporary Challenges*, Orient Blackswan, pp. 211-225.
- Gupta, Vikas. (2017a), 'Macaulay se Pare', in Hariday Kant Dewan, Rama Kant Agnihotri, Arun Chaturvedi, Ved Dan Sudhir, and Rajni Dwivedi, (eds), *Macaulay, Elphinstone aur Bhartiya Shiksha*, Vani Prakashan, New Delhi.
- Jafri, S.Z.H., (2020), "Indo Islamic Learning and the Colonial State: Bengal Presidency under East India Company". *J.P.H.S.*, 68 (2), pp. 47-68.
- Rao, Parimala V. (2020), *Beyond Macaulay: Education in India, 1780-1860*, New York, Routledge.
- Seth, Sanjay. (2008), *Subject Lessons: The Western Education of Colonial India*, Delhi, OUP, pp. 17-46.
- Shahidullah, Kazi. (1996), "The purpose and impact of Government policy on pathshala gurumohashoys in nineteenth-century Bengal". In Nigel Crook. (Ed.). *The transmission of knowledge in South Asia: essays on education, religion, history and politics* (pp. 119-134). Oxford University Press, Delhi.

Unit 3. This unit critically examines the effects of colonial educational policies on various social groups in India, focusing on how education functioned either as an emancipatory project or as an instrument of social control and subjugation. It explores the historical debates and historiographical perspectives on the impact of colonial education on marginalized and disadvantaged communities, including Dalits, tribal groups, women, Muslims, and children with disabilities. The unit interrogates the role of Christian missionaries, the colonial state, social reformers, and

community leaders in shaping access to and the nature of education. The overarching question guiding this unit is whether colonial education contributed to social mobility and empowerment or whether it reinforced existing structures of exclusion, dominance, patriarchy, and majoritarianism. (15 hours)

- Ahmed, Rafiuddin. (1981). *The Bengal Muslims 1871-1906: A Quest for Identity*. Delhi: Oxford University Press. (Especially Chapter 5).
- Allender, Tim. (2016). *Learning Femininity in Colonial India, 1820–1932*. Manchester: Manchester University Press.
- Bagchi, Barnita. (2009). "Towards Ladyland: Rokeya Sakhawat Hossain and the Movement for Women's Education in Bengal, c. 1900–c. 1932." *Paedagogica Historica* 45, no. 6: 743-755.
- Bara, Joseph (2005). Seeds of mistrust: tribal and colonial perspectives on education in Chhotanagpur, 1834–c. 1850. *History of Education*, 34(6), 617-637.
- Bara, Joseph (2010). Schooling ‘Truant’ Tribes: British Colonial Compulsions and Educational Evolution in Chhotanagpur, 1870–1930. *Studies in History*, 26(2), 143-173.
- Bhattacharya, Sabyasachi. (Ed.), *Education and the Disprivileged: Nineteenth and Twentieth Century India* (pp. 153-160). Hyderabad: Orient Longman.
- Bhattacharya, Sabyasachi. Ed. (1998) *The Contested Terrain: Perspectives on Education in India*, Orient Longman Limited. (Specially Introduction and the essays by Suresh Chandra Sukla and B.M. Sankhdher, pp. 1-53 and 290-302).
- Constable, Philip (2000). Sitting on the School Verandah: The ideology and Practice of ‘Untouchable’ Educational Protest in Late Nineteenth-Century Western India. *The Indian Economic and Social History Review*, 37(4), 383-422.
- Gupta, Vikas. (2022). "Educational Inequities in Colonial India and the Agency of Teacher: Lens of Molvi Zaka Ullah." *Social Scientist* 50, nos. 9-10 (September-October): 21-41.
- Kitchlu, T.N. ED. *A Century of Blind Welfare in India*, Penman, Delhi, 1991.
- Kumar, Arun (2019). The ‘Untouchable School’: American Missionaries, Hindu Social Reformers and the Educational Dreams of Labouring Dalits in Colonial North India. *South Asia: Journal of South Asian Studies*, 42(5), 823-844.
- Miles, M. 1995. Disability Care & Education in 19th Century India: Dates, Places & Documentation, with Some Additional Material on Mental Retardation and Physical Disabilities up to 1947. Revised Version. 1997-05. ERIC
- Pandey, R.S. and Advani, Lal, *Perspectives in Disability and Rehabilitation*, Vikas, New Delhi, 1995.
- Paul, M. C. (1989). "Colonialism and Women’s Education in India." *Social Change* 19: 3-17.
- Robinson, Francis. (1975). *Separatism Among Indian Muslims: The Politics of The United Province Muslims, 1860-1923*. Delhi: Vikas Publishing House, First Indian Edition.
- Zelliott, Eleanor (2014). Dalit Initiatives in Education, 1880-1992. In Parimala V. Rao (Ed.), *New Perspectives in the History of Indian Education* (pp. 45-67). New Delhi: Orient BlackSwan.

Unit 4: This unit focusses on two interrelated aspects. Firstly, this unit critically assesses the successes and the failures of the efforts of colonial state, social reformers, and nationalist leaders to provide free and Compulsory Primary Education in colonial India. Secondly, it seeks to decode legacy of the Educational discourse of freedom struggle in India and the educational alternatives established by Indians, such as the Swadeshi Movement, Gandhian initiatives, Tagore’s educational activities, work of Bhaurao Patil and others.

- Acharya, Poromesh. (1997) “Educational Ideals of Tagore and Gandhi: A Comparative Study” *EPW*, 32, pp 601-06. Firstly, it seeks to decode legacy of the Educational discourse of freedom struggle in India and the educational alternatives established by Indians.
- Bhattacharya, Sabyasachi. Bara, Joseph. and Yagati, Chinna Rao. eds., (2003) *Educating the Nation: Documents on the Discourse of National Education in India (1880-1920)*, Kanishka Publishers Distributors (Specially Introduction).
- Chatterji, Basudev. ed., (1999) “Towards Freedom (1938 Watershed)” Oxford University Press for ICHR, (Vol. I. chapter 8.)

- Gupta, Vikas. (2018) 'BhauraoPatil's Educational Work and Social Integration', *Inclusive*, Vol. 1, Issue 12. (January).
- Kumar, Krishna. (2009) "Listening to Gandhi" in his *What is Worth Teaching?* Orient Longman, (Third Edition), Ch. 9, pp 111-128.
- Mondal, Ajit. (2017), 'Free and Compulsory Primary Education in India Under the British Raj', *SAGE Open*, SAGE Publications.
- Naik, J.P. (1941) *Compulsory Primary Education in Baroda State: Retrospect and Prospect*, (First published in the *Progress of Education*, Poona, and thereafter separately published in book form).
- Oosterheld, Joachim. (2009) 'National Education as a Community Issue: The Muslim Response to the Wardha Scheme', in Krishna Kumar and Joachem Oosterheld, eds., *Education and Social Change in South Asia*, New Delhi, Orient Longman, pp. 166-195.
- Rao, Parimala V. (2013), 'Compulsory Education and the Political Leadership in Colonial India, 1840-1947', in Parimala V. Rao ed., *New Perspectives in the History of Indian Education*, New Delhi, Orient BlackSwan, pp. 151-175.
- Sadgopal, Anil. (2017) "Macaulay Banam Phule, Gandhi-Ambedkarka Muktidai Shaikshik Vimarsh" in Hariday Kant Dewan, Rama Kant Agnihotri, Chaturvedi, Arun. Sudhir, Ved Dan and Rajni Dwivedi. eds., *Macaulay, Elphinstone Aur Bhartiya Shiksha*, New Delhi, VaniPrakashan, pp. 82-95.
- Sarkar, Sumit. (1973) *Swadeshi Movement in Bengal (1903-1908)*, People's Publishing House, (Chapter 4, pp. 149-181).
- Venkatanarayanan, S. (2013), 'Tracing the Genealogy of Elementary Education Policy in India Till Independence', *SAGE Open*, Sage Publications.

Suggested Readings:

- Awan, Maqbool Ahmad. (2019). "Role of the Muslim Anjumans for the Promotion of Education in the Colonial Punjab: A Historical Analysis." *Bulletin of Education and Research* 41, no. 3: 1-18.
- Bandyopadhyay, D. (2002), 'Madrasa Education and the Condition of Indian Muslims', *Economic and Political Weekly*, Vol. 37, No. 16, pp. 1481-1484.
- Basu, Aparna. (1974) *The Growth of Education and Political Development in India, 1898-1920*. Delhi: Oxford University Press.
- Bronkhorst, Johannes (2013), *Buddhist Teaching in India*. Boston: Wisdom Publications.
- Bryant, Edwin (2009), *The Yoga Sutras of Patañjali: A New Edition, Translation, and Commentary*, New York, USA: North Point Press.
- Crook, Nigel. ed., (1996), *The Transmission of Knowledge in South Asia: Essays on Education, Religion, History, and Politics*, Delhi, Oxford University Press.
- Divakaran, P.P. (2019), *The Mathematics of India: Concepts, Methods, Connections*, Springer, Singapore. Introduction. pp. 1-21.
- Fagg, Henry. (2002), *A Study of Gandhi's Basic Education*, Delhi: National Book Trust.
- Frykenberg, R. E. (1986), 'Modern Education in South India, 1784-1854: Its Roots and Role as a Vehicle of Integration under Company Raj', *American Historical Review*, Vol. 91, No. 1, February, pp. 37-65.
- George L. Hart (1975), *The Poems of Ancient Tamil, Their Milieu and Their Sanskrit Counterparts*, Issue 21, Center for South and Southeast Asia Studies, UC Berkeley Publications, Center for South and Southeast Asia studies.
- Gupta, Vikas. (2021) (Ed). *Education and Inequality: Historical Trajectories and Contemporary Challenges*, edited by Vikas Gupta, Rama Kant Agnihotri, and Minati Panda. Orient Blackswan.
- Habib, Irfan. *Technology in Medieval India: C. 650-1750*. India: Tulika Books, 2013. Chapter to be specified.
- Hindustani Talimi Sangh. (1950). *Educational reconstruction: A collection of Gandhiji's articles on the Wardha Scheme along with a summary of the proceedings of the All-India National Educational Conference held at Wardha—1937* (5th ed.).

- Jafar, S.M., (1936), *Education in Muslim India*, S. Muhammad Sadiq Khan, Peshawar.
- Kamal, M. M. (1998), 'The Epistemology of the *Carvaka* Philosophy', *Journal of Indian and Buddhist Studies*, 46(2), pp. 13–16.
- Kannan, Divya (2022). Caste, space, and schooling in nineteenth century South India. *Children's Geographies*, 20(6), 845–860.
- Kumar, Krishna. (2014) *Politics of Education in Colonial India*. New Delhi: Routledge.
- Kumar, Krishna. and Oesterheld, Joachem. (eds) (2007), *Education and Social Change in South Asia*, New Delhi, Orient Longman (Essays by Sanjay Seth, Heike Liebau, Sonia Nishat Amin, Margret Frenz and Joachim Oesterheld).
- Kumar, Nita. (2000) *Lessons from Schools: History of Education in Banaras*. New Delhi: Sage Publication.
- miles, m. 'blind and sighted pioneer teachers in nineteenth century china and india'. independent living institute(revised ed), 2011, online version www.independentliving.org/docs7/miles201104.pdf
- Mondal, Ajit and Mete, Jayanta. (2016), *Right to Education in India* (two Volumes), Delhi: Gyan Publishing House.
- Naik, J.P. & Nurullah, Syed (2004), *A Students' History of Education in India, (1800-1973)*, Delhi, Macmillan India Ltd, First Published 1945, Sixth Revised Edition 1974, Reprinted 2004. (Also available in Hindi).
- Nizami, K.A., (1996), 'Development of the Muslim Educational System in Medieval India', *Islamic Culture*.
- Paik, Shailaja (2014). *Dalit Women's Education in Modern India: Double Discrimination*. Routledge.
- Pollock, Sheldon. (2006), *The Language of the Gods in the World of Men: Sanskrit, Culture and Power in Premodern India*, University of California Press, California.
- Rupavath, R. (2016). Tribal Education: A Perspective from Below. *South Asia Research*, 36(2), 206-228.
- Sadgopal, Anil. (2013) "The Pedagogic Essence of Nai Talim: Exploring its Role in Contemporary School Curriculum" in Tara Sethia and Anjana Narayan eds., *The Living Gandhi: Lessons of Our Times*, New Delhi, Penguin Books India, pp. 163-179.
- Shetty, Parinita (2008). Missionary pedagogy and Christianization of the heathens: The educational institutions introduced by the Basel Mission in Mangalore. *Indian Economic Social History Review*, 45, 509-551.
- Siddiqui, I. H. (2005), 'Madrasa-education in medieval India', in Husain SM Azizuddin (ed.) *Madrasa Education in India: Eleventh to Twenty First Century*. Kanishka Publishers, New Delhi, 7–23.
- Soni, Jayandra. (2000). 'Basic Jaina Epistemology'. *Philosophy East and West*, Vol. 50, Issue 3, pp. 367–377.
- Viswanathan, Gauri. (1990) *Masks of Conquest: Literary Study and British Rule in India*. London: Faber and Faber.
- Walsh, Judith. (2004). *Domesticity in Colonial India: What Women Learned When Men Gave Her Advice*. Delhi: Oxford University Press.
- Witzel. M. (1987), *On the localisation of Vedic texts and schools, India and the Ancient world. History, Trade and Culture before A.D. 650*. P.H.L. Eggermont Jubilee Volume, ed.by G. Pollet, Orientalia Lovaniensia Analecta 25, Leuven, pp. 173-213.
- Wujastyk, Dominik(2003), *The Roots of Ayurveda*. Penguin. Introduction, pp.1-38.

हिंदी पाठ्यसामग्री

- आचार्य, परमेश। (2000). देसज शिक्षा, औपनिवेशिक विरासत और जातीय विकल्प, (अनुवाद: अनिल राजीमवाले), ग्रंथशिल्पी, नई दिल्ली।
- धर्मपाल (संपा.), (2005), सुंदर वृक्ष: अठारहवीं सदी में भारत की स्वदेशी शिक्षा, धर्मपाल समग्र लेखन (खंड 3), पुनरुत्थान ट्रस्ट, अहमदाबाद।

- दीवान, हृदय कांत, अग्निहोत्री रमाकांत, चतुर्वेदी अरुण, वेददान सुधीर और द्विवेदी रजनी (सम्पादित)। मैकॉले, एल्फिंस्टोन और भारतीय शिक्षा। नई दिल्ली, वाणी प्रकाशन। (विशेष रूप से अनिल सद्गोपाल और विकास गुप्ता के निबंध)।
- गुप्ता, विकास। (2021). औपनिवेशिक भारत में व्यवस्थिकरण का शिक्षाशास्त्र, शिक्षक और शिक्षा की चुनौतियां: 19वीं और शुरुआती 20वीं सदी के चार शिक्षाशास्त्रियों का नज़रिया। शिवानी नाग, हृदयकान्त देवन और मनोज कुमार (संपादित), अध्यापन कर्म, अध्यापक की छवि व अस्मिता, नई दिल्ली, वाणी प्रकाशन। ISBN 9789390678334।
- नुरुल्लाह, सैयद एवं नायक, जे. पी. (2004), भारत में शिक्षा का इतिहास (1800–1973), मैकमिलन इंडिया लिमिटेड, दिल्ली।
- शाह, शालिनी। (2016). नारीत्व का गठन। नई दिल्ली, ग्रंथशिल्पी।

Note: Examination scheme and mode shall be as prescribed by the Examination Branch, from time to time.

DISCIPLINE SPECIFIC ELECTIVE (DSE): History of Travellers and Travelogues

Credit distribution, Eligibility and Pre-requisites of the Course

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
History of Travellers and Travelogues	4	3	1	0		

Learning Objectives

- This paper shall provide an overview of the history of travel and travelogues across a swathe of time and space.
- It will acquaint students with the various genres, contexts, and cultural literary traditions in which these travels were undertaken and written about.
- The course will trace the transformative nature of travel and its changing character till the modern contemporary times.
- Through a critical historical and literary study of a select list of travelogues, the course would introduce the students to the varied interests of travellers and their descriptions of local societies, economic practices, and socio-cultural traditions.
- It will engage students with a series of problematics and issues arising from writings on cross cultural engagements. This course will equip students to critically read travelogues and commentaries on travels as a tool of historical research.

Learning outcomes

After completing the course students will be able to:

- Describe the various contexts in which these travel accounts and texts were produced
- Trace the historically changing experience and character of travel
- Analyse the evolving concerns of the travellers especially in the early modern and colonial periods
- Develop the skills to analyse travelogues and critically evaluate cross cultural literature
- Critically engage with the Eurocentric emphasis in travel narratives
- Critically engage with questions of race, language, gender and religion in travel narratives

Syllabus

Unit I: Reading and Writing Travel (11 Hours)

1. Travel writing through the ages
2. Travelogues: Place, Landscapes, Forms and Genre

Unit II: Reconnaissance, Science and Pilgrimage (11 Hours)

1. Travel and travelogues as Reconnaissance and Scientific texts
2. Religion and Pilgrimage

Unit III: Discoveries, Trade and Colonialism (11 Hours)

1. The Age of Discoveries 1400-1800

2. Colonial and Post-Colonial travelogues

Unit IV: Travel, Texts and History (12 Hours)

(select any one traveller from the following three sections: A, B & C)

A. Travel in the Pre Modern World

1. Huen Tsang and Fa Hein
2. John Mandeville
3. Ibn Batuta

B. Travel in the Early Modern World

1. Christopher Colombus
2. Varthema
3. Guru Nanak
4. Bhimsen Saxena

C. Travel in the Modern World

1. Sheikh Itesamuddin
2. Durgabati Das
3. Rahul Sankrtyayana

Practical component (if any) - NIL

Essential/recommended readings

Unit I: This unit aims to familiarise the students with the various kinds of travel writing. They will read about the various genres, geographical and political contexts in which these texts were produced. They will explore the questions and concerns of travel-writers and the contours of the distinct popular gaze shaped by the text. Students will be familiarised with how travelogues have been used to build cross cultural engagements, and in the process, how these establish certain cultural and social stereotypes. They shall learn to read travelogues as distinct texts that introduce the readers to distinct historical geographies.

- Das, Nandini and Youngs, Tim (Eds.) *The Cambridge History of Travel Writing*, Cambridge University Press, Cambridge, 2019
- Duncan, James and Gregory, Derek, *Writes of Passage: reading travel writing*, Routledge, 1999
- Moroz, Grzegorz and Sztachelska, Jolanta (eds.) *Metamorphoses of Travel Writing: Across theories, Genres, Centuries and Literary traditions*, Cambridge Scholars Publishing, Newcastle, 2010
- Pratt, Mary Louise, *Imperial Eyes: Travel Writing and Transculturation*, Routledge, London, 1992.
- Thompson, Carl, *Travel Writing*, Routledge, London, 2011.

Unit II: In this unit, students shall study about the experience of travel through a study of pilgrimages and as reconnaissance missions. Students shall engage with themes of race, gender, and culture. They will trace how various themes like geography, culture, language, social practices, economic activity, and religion are conceptualised differently across time.

- Brummett, Palmira, Introduction: Genre, Witness and Time in the 'Book of Travels', in Palmira Brummett, *The Book of Travels: Genre, Ethnology, and Pilgrimage, 1250-1700*, Brill, Leiden, 2009. p241-282
- Gosch, Stephens S., and Stearns, Peter N., *Premodern Travel in World History*, Routledge, London, 2008 p.1-111
- Greenblatt, Stephen, *Marvellous Possessions: The Wonder of the New World*, University of Chicago Press, Chicago, 1991. p. 52-119.
- Buitelaar, Marjo, Stephan-Emmrich, Manja and Thimm, Viola, *Muslim Women's Pilgrimage to Mecca and beyond: Reconfiguring Gender, Religion and Mobility*, London, Routledge, 2021. p. 1-19, 56-74, 127-147.

Unit III: In this unit, students shall study about travel in the early modern and modern. They shall read about the experience of travel and the impact of new emerging national identities on travel writing. Students shall engage with themes of race, gender, colonialism and culture. Using the perspectives offered in the study of the above themes through different periods of time, students will acquire the necessary insights on how to engage with the readings prescribed in the last unit.

- Green, Nile, *Writing Travel in Central Asian History*, Bloomington, Indiana University Press, 2014. p. 1-69 & 193-212
- Pratt, Mary Louise, *Imperial Eyes: Travel Writing and Transculturation*, London, Routledge, 2003. p. 124-213
- Javed Majeed, *Autobiography, Travel and Post-national Identity: Gandhi, Nehru and Iqbal*, Palgrave Macmillan, New York, 2007. p.10-135
- Youngs, Tim (ed.) *Travel Writing in the Nineteenth Century: Filling the Blank Spaces*, Anthem Press, London, 2006. p. 19-37 & 87-106

Unit IV: In this unit the student will focus on specific travelogues as case studies, read alongside other secondary literature. The student will write an essay on any one of the explorers listed under this unit. He or she will analyse the varying approaches of each author and use the insights from the earlier units to critically analyse these texts. The learners shall be encouraged to explore in greater detail specific themes that interest them, such as gender, religion, race, social practices, economic exchanges, etc.

A. Travel in the premodern world

- Gosch, Stephens S., and Stearns, Peter N., *Premodern Travel in World History*, Routledge, 2008 p.134-160
- Faxian. *A Record of Buddhistic Kingdoms*. United Kingdom, Clarendon Press, 1886.
- Si-Yu-Ki, *Buddhist Records of the Western World: Translated from the Chinese of Hiren Tsiiang (AD 629)* (trans. Samuel Beal), Oriental Books Reprint Corporation, Delhi, 1969
- Devahuti D., *The Unknown Hsuan-Tsang*, India, OUP India, 2006.
- Mandeville, John, *Book of Marvels and Travels*, Oxford World Classics, Oxford University Press: Oxford, 2012
- Akbari, Suzanne Conklin, 'The Diversity of Mankind in The Book of John Mandeville.' in *Eastward Bound, Travel and Travellers 1050-1550*, by Rosamund Allen, 157-176. Manchester, Manchester University Press, 2004.
- Battuta, Ibn, *Travels in Asia and Africa 1325-1354*, (trans. H A R Gibb), Low Price Publications, Delhi 2004
- Ibn Batuta. *The Travels of Ibn Batūta*, with Notes, Illustrative of the History, Geography, Botany, Antiquities, Etc. Occurring Throughout the Work, United Kingdom, Cambridge University Press, 2012.

B. Travel in the Early Modern World

- Columbus, Christopher, *The Four Voyages of Christopher Columbus: Being his own log book, letters, and dispatches with connecting narratives*, (trans. J Cohen), Oxford, Oxford University Press, 1969
- Varthema, Ludovico Di, *The Itinerary of Ludovico Di Varthema of Bologna*, (trans.) John Winter Jones, Asian Educational Services, New Delhi 1997
- Rubies, Joan Pau, *Travel and ethnology in the Renaissance: South India through European eyes 1250-1652*, Cambridge, Cambridge University Press, 2000

- Saxena, Bhimsen, *Nushka-i-Dilkasha*, Edited by V.G. Khobrekar. Translated by Sir Jadunath Sarkar, Vol. Sir Jadunath Sarkar Birth Centenary Volume. Mumbai, The Department of the Archives, Government of Maharashtra, 1972.
- Kohli, Surinder Singh, *Travels of Guru Nanak*, Punjab University Publication Bureau, 1978

C. Travel in the Modern World

- Hasan, Mushirul (ed.), *Exploring the West, Three Travel Narratives*, Oxford University Press, New Delhi, 2009.
- Fisher, Michael F., *Counterflows to Colonialism: Indian Travellers and Settlers in Britain 1600-1857*, Permanent Black, 2004. P1-49, 243-337
- Khan, Gulfishan, *Indian Muslim Perceptions of the West During the Eighteenth Century*, Oxford University Press, 1998.
- Das, Durgabati, *The Westward Traveller* (ed & trans by Somdatta Mandal), Orient Blackswan, January 2010
- Dandal, Somdatta, *Indian Travel Narratives: New Perspectives*, Pencraft International, 2020
- Sankrtyayana, Rahul, *Volga to Ganga: A Picture in Nineteen Stories of the Historical, Economic and Political Evolution of the Human Society from 6000 B.C. to 1922 A.D.* (trans.. Victor Gordon Kiernan), Punjab Book Centre, 2015.
- Whitmore, Luke, *Mountain, Water, Rock, God: Understanding Kedarnath in the Twenty-First Century*, 2018, pp. 84-106

Suggested Readings:

- Allen Rosamund, *Eastward Bound: Travel and Travellers, 1050-1550*. United Kingdom, Manchester University Press, 2004.
- Banerjee, Rita, *India in Early Modern English Travel Writing: Protestantism, Enlightenment, and Toleration*, Brill, Leiden, 2021.
- Blanton, Casey, *Travel Writing: The self and the World*, Routledge, 2002
- Brock, Aske Laursen, Meersbergen, Guido Van and Smith, Edmond, *Trading Companies and Travel Knowledge in the Early Modern World*, Hakluyt Society Studies in history of Travel, Routledge 2022
- Clarke, Robert, *The Cambridge Companion to Postcolonial Travel Writing*, Cambridge University Press, Cambridge, 2018
- Duncan, James and Gregory, Derek, *Writes of Passage: reading travel writing*, Routledge, 1999
- Elsner, Jas and Rubies, Joan-Pau, *Voyages and Visions: Towards a Cultural History of Travel*, Reaktion Books, 1999.
- Grewal, Inderpal, *Home and Harem: Nation, Gender, Empire and the Cultures of Travel*, Duke University Press, Durham, 1996
- Henes, Mary and Murray, Brian H.(eds.), *Travel Writing, Visual Culture and Form, 1760-1900*, Palgrave Macmillan, 2016
- Peterson, Jennifer Lynn, *Education in the School of Dreams: Travelogues and Early Nonfiction Film*, Duke University Press, Durham, 2013
- Stagl, Justin, *A History of Curiosity: The Theory of Travel 1550-1800*, Routledge, London, 2004.
- Taylor, Tom, *Modern Travel in World History*, London, Routledge, 2022
- Bracewell, Wendy (ed.) *Orientations: An Anthology of East European Travel Writing, ca. 1550-2000*, Central European University Press, Budapest, 2009.
- Rodenas, Adriana Mendez, *Transatlantic Travels in Nineteenth century Latin America: European Women Pilgrims*, Bucknell University Press, Lewisburg, 2014

Note: Examination scheme and mode shall be as prescribed by the Examination Branch, from time to time.

DSE: Perspectives on South Indian Past II: Vijayanagara

Credit distribution, Eligibility and Pre-requisites of the Course

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
Perspectives on South Indian Past II: Vijayanagara	4	3	1	0		

Learning Objectives

This syllabus offers students a nuanced understanding of the Vijayanagara Empire by drawing on key readings that explore its political, socio- economic, cultural, and religious dimensions. Through the study of themes such as kingship, imperial legitimacy, courtly culture, temple architecture, and visual representation, learners gain insight into how power was constructed and communicated in a stratified society. Religion, art, and architecture emerge as central to this process, not merely as expressions of devotion but as instruments of statecraft and imperial authority. Temples like the Virupaksha complex and the royal centres at Hampi served both spiritual and political functions. The use of divine imagery, courtly aesthetics, and monumental design reveals how sacred spaces reinforced dynastic legitimacy and power. The readings highlight the symbolic and strategic use of rituals, titles, and urban design in shaping imperial identity. It also encourages students to engage with scholarly debates on gender, patronage, and the blending of cultural traditions, helping them develop a critical and contextual approach to South Indian history.

It sheds light on the nature of Vijayanagara society, emphasizing its hierarchical character, where status was mediated through ritual, service, and proximity to power. Students also come to understand how social roles were shaped by the intersections of caste, gender, and occupation within the broader

Learning Outcomes

- Analyze rituals, titles, and court culture as tools of political legitimacy
- Understand the role of craft production in supporting urban and temple-based economies.
- Analyze the circulation of currency hoards as evidence of a monetized and expanding market network.
- Engage with gendered and religious experiences in a stratified society.
- Explore cultural blending in courtly and visual traditions.
- Interpret art and architecture as expressions of power and piety

Syllabus

UNIT I: FORMULATION OF IMPERIAL IDENTITY (12 Hours)

- a) Kingship and Political Practices; Nature of state
- b) Strategies of Imperial Legitimization and Control
- c) Courtly culture

UNIT II: STRUCTURES OF ECONOMY: AGRARIAN AND URBAN (11 Hours)

- a) Agrarian Base and Temple Economy
- b) Urban Centres and Trade Networks
- c) Crafts, Monetization, and Guilds

UNIT III: (RELIGION, SOCIETY AND GENDER (11 Hours)

- a) Temple and Sectarian landscape.
- b) Social Stratification and Religious Patronage.
- c) Women, Agency, and Representation

UNIT IV: (3 Weeks) VISUAL ART (11 Hours)

- a) Temple and Courtly Architecture: Hampi, Virupaksha Temple, and royal complexes
- b) Iconography and Visual Culture

UNIT I This unit enables students to understand how imperial identity was constructed in the Vijayanagara Empire through kingship rituals, symbolic titles, and monumental architecture. It also deals with the historiography and the more recent approaches to Vijayanagara state. It helps them analyze strategies of legitimization such as royal ceremonies, courtly display, and the spatial organization of the capital that reinforced authority and control. Through the study of urban design and material culture, students will grasp how political power was communicated visually and ritually. The unit also highlights how Vijayanagara rulers adapted symbols which originated outside Vijayanagara to enable them to participate in pan- Indian political culture to project sovereignty.

- Fritz, John M. (1986). "Vijayanagara: Authority and Meaning of a South Indian Imperial Capital". *American Anthropologist*, New Series, vol.88 no.1, pp.44-55.
- Sinopoli, C.M From the Lion Throne: Political and Social Dynamics of the Vijayanagara Empire. *Jouma! of the Economic and Social History of the Orient* 43:364-398.
- Karashima, Noboru. *A Concise History of South India* (OUP, 2014), Chapter 1.
- Christopher Chekuri, A Share in the World Empire Nayankara as Sovereignty in Practice at Vijayanagara 1480-1580. *Social Scientist* .Jan -Feb,2012.Vol.40 pp.41-67
- Karashima,Noboru, *Vijayanagara Nayakas in Tamil Nadu and the King In Karashima,Noboru,* (ed.) *Kingship in Indian History*, Manohar Publications , New Delhi, 1999.

Unit II This unit contextualizes new socio- economic processes leading to a mixed rural and urban economy which signifies crucial changes in the patterns of landownership, disintegration of the older institutions, more intensive urbanization, increase in craft production,cultivation of cash crops, a fair degree of monetization and expansion of trade and trading networks and regions.The new emerging groups in all these spheres of activity had to be accommodate and thus temple society expanded. This unit also highlights how Vijayanagara rulers effectively utilized existing institutional structures such as temples and caste and merchant groups as primary investors and decision makers over productive processes. It is also intended to study how royal investments in production activities varied with the nature and importance of the commodity.

- Palat, R.A." The Vijayanagara Empire. Re-Integration of the Agrarian Order of Medieval South India, 1336- 1565, in H.J.M Clasessen and P. Van De Velde, *Early State Dynamics*, 1987, pp.170-86.
- Breckenridge, Carol, *Social Storage and the extension of Agriculture in South India 1350-1750*. In A.L.Dallapiccola (ed.) *Vijayanagara- City and Empire: New Currents of Research*, Stuttgart, Steiner- Verlag.
- Stephen,S Jeyaseela, *The Coromandel Coast and its Hinterland : Economy, Society and Political System (CE 1500-1600)* Manohar, New Delhi ,1997. (Chapter 4,5).
- Mukund Kanakalatha, *The Trading World of the Tamil Merchant*, Hyderabad, Orient Longman 1999. (Chapter 4- Trade and Merchants: The Vijayanagara Period(1400-1600) pp.42-52.

- Sinopoli, Carla., *The Political Economy of Craft Production: Crafting Empire in South India, c. 1350-1650* , Cambridge University Press, 2003
- Ludden ,David *Caste society and units of Production in early -modern South India.*
In Burton Stein and S.Subrahmanyam (ed.) *Institutions and Economic Change in South India*, Oxford: Oxford University Press , 1996, pp .105-13
- Phillip B. Wagoner, ‘Money Use in The Deccan, C. 1350-1687: The Role of Vijayanagara-ra Hons In The Bahmani Currency System’, *Indian Economic And Social History Review* 51, No. 4 (2014).

Unit III This unit enables students to critically examine the religious and social structures of the Vijayanagara Empire through the lens of temple networks, sectarian affiliations, and patterns of patronage. It explores how temples functioned as centers of power, shaping both spiritual and social identities. The identities were constructed on the basis of religious community (devotion to either Shiva or Vishnu) which got consolidated in this period and attempts were made from above to create a synthesis of regional traditions through homogenization under the rubric of Vedic tradition. It also notes that religious patronage displayed a patterned character very different from earlier times as temples became pilgrimage places under the combined patronage of merchants, soldiers and sectarian leaders. Students will understand the interplay between kingship and religious authority, the role of caste in organizing social life, and the significance of women as patrons, performers, and agents within sacred spaces. The unit also highlights the contributions of artisans and the material culture of devotion, allowing for a deeper understanding of gender, identity, and imperial ideology in pre-modern South India.

- Champakalakshmi, R. *Religion, Tradition and Ideology: Pre-Colonial South India* (OUP, 2011)
Chapter 7 *Caste and Community Oscillating Identities in Pre- Modern South India.*
- Arjun Appadurai, “Kings, Sects and Temples in South India, 1350-1700 A.D.” *Indian Economic & Social History Review* 14, no. 1 (1977): 47-73.
- Verghese, Anila. “Deities, Cults and Kings at Vijayanagara”. In *The Archeology of Hinduism* edited by Elisabeth A. Bacus and Nayanjyot Lahiri. Routledge Tylor and Francis group, Vol. 36, No.3, September 2004, pp 416-431.
- Stein, Burton, *Patronage and Vijayanagara Religious Foundations* . In *The Powers of Art: Patronage in Indian Culture*, B.S. Miller (ed.) Delhi, Oxford University Press, pp. 160-167.

- Noboru Karashima, *Towards a New Formation: South Indian Society under Vijayanagar Rule* (Delhi: Oxford University Press, 1992), pp 117-182.
- Sinopoli Carla M., *The Political Economy of Craft Production: Crafting Empire in South India, c. 1350-1650* (Cambridge University Press, 2003)
- Sinopoli, Carla M. Identity and Social Action among South Indian Craft Producers of the Vijayanagara Period. *Archaeological Papers of the American Anthropological Association: Volume 8, Issue. 1998.* pp 161-172.
- Vijaya Ramaswamy, "Artisans in Vijayanagar Society." *Indian Economic & Social History Review* 22, no. 4 (1985): 417-444
- Orr, Leslie. *Donors, Devotees, and Daughters of God: Temple Women in Medieval Tamil Nadu* (OUP, 2000). pp 135-180.

UNIT IV This unit explores the architectural splendour of Vijayanagara preserved in the monuments at Hampi consisting of religious, courtly and military buildings. The city was conceived to both enhance existing cosmic ties through careful planning and to create new associations with the construction of large temple complexes. It also explores how visual representation of Rama's mythology in the architecture, sculpture of Vijayanagara served to reinforce the legitimacy of the king and define the empire. The richly carved and representation of various divinities contribute to the legacy of art and architecture of Vijayanagara.

- Dallapiccola, Anna L., "The City of Vijayanagara KISHKINDHA, The Monkey Kingdom In Vidya Dehejia (ed.), *The Legend Of Rama: Artistic Visions*, Bombay, Marg Publications, 1994.
- Dallapiccola, Anna L. *Gods, Patrons and Images: Stone Sculpture at Vijayanagara In Paradigms of Indian Architecture: Space and Time in Representation and Design*, ed G.H.R. Tillitson, pp 136-158. Surrey, England : Curzon Press.
- Sinopoli Carla M., *Defining a sacred landscape: temple architecture and divine images in the Vijayanagara suburbs.* In A.J.Gail and G.J.R. Meivessen(ed.) *South Asian Archaeology Stuttgart: Franz Steiner Verlag*, pp.625-636
- Fritz, J.M. G.Michell and M.S.Nagaraja Rao, *City of Victory Vijayanagara: The Medieval Hindu Capital of Southern India*, New York, 1991.
- Michell George, *Royal Architecture and imperial style at Vijayanagara*. In B.Stoler Miller, *The*

- Stein, Burton. *The New Cambridge History of India: Vijayanagara*. Cambridge University Press 2005.
- Karashima, Noboru. *A Concise History of South India* (OUP, 2014), Chapter on Vijayanagara
- Karashima, Noboru. “South Indian History and Society: Studies from Inscriptions” (OUP, 1984)
- Hall, Kenneth R. *Structure and Society in Early South India* OUP, 2001.
- Orr, Leslie. *Donors, Devotees, and Daughters of God: Temple Women in Medieval Tamil Nadu* (OUP, 2000)
- George Michell. *Architecture and Art of Southern India: Vijayanagara and the Successor States* (Cambridge University Press, 1995)
- Srinivasan, K.R. *Temples of South India* (NIBH, 1971)
- Añila Verghese, *Religious Traditions at Vijayanagara: As Revealed Through Its Monuments* (New Delhi: Manohar/ American Institute of Indian Studies, 1995)
- Valerie Stoker, *Polemics and Patronage in the City of Victory: Vyasatirtha, Hindu Sectarianism, and the Sixteenth-Century Vijayanagara Court* (Berkeley: University of California Press, 2016).
- Michell George, *The Vijaynagara Courtly Style*, American Institute of Indian Studies, Manohar, 1992.
- Verghese Añila, *Archaeology, Art and Religion: New Perspectives on Vijayanagara*, Oxford University Press, Delhi. 2000.
- Jackson, William J, *Vijayanagara Visions Religious experience and cultural creativity in South Indian Empire*, Oxford University Press, 2007.
- Dallapiccola, Anna L. and Verghese Añila, *Sculpture at Vijayanagara: Iconography and Style* , American Institute of Indian Studies, Manohar, 1998.
- Fritz , J.M. G. Michell. *Hampi Vijayanagara*, Deccan Heritage Foundation 2017.
- Pierre-Sylvain Filliozat, Vasundhara Filliozat. *Hampi : Sacred India Glorious India*, Galerie Hioco 2021.
- S. Subrahmanyam, *The Political Economy of Commerce: Southern India 1500-1650*. Cambridge University Press 1990.
- Wagoner, Phillip. “Sultan among Hindu Kings: Dress, Titles, and the Islamicization of Hindu Culture at Vijayanagara.” *Journal of Asian Studies*, Vol. 55, No. 4 (1996): 851-880.

Histories of Regions : Early Modern Bengal, 16th-18th centuries

Credit distribution, Eligibility and Pre-requisites of the Course

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
Histories of Regions I: Early Modern Bengal, 16th-18th centuries	4	3	1	0		

Course Objectives

This course aims to recover regions in Indian history. It engages with the concept of a region as a historically constituted entity. It explores the frameworks of *regional histories* and the *histories of regions* in Indian history writing, as related but distinct categories. It views regions in relation to larger historical entities, such as pan-regional empires, and areas of circulation of people, commodities, cultures, texts and ideas. The course is designed to illustrate some of the rubrics through which the history of a region has been discussed, selecting Bengal in early modern times as a case study. It could be extended to study other regions in different historical times. Its intent is to interest students in the histories of their own regions and encourage their research.

Learning Objectives:

This course aims to recover regions in Indian history. It engages with the concept of a region as a historically constituted entity. It explores the frameworks of *regional histories* and the *histories of regions* in Indian history writing, as related but distinct categories. It views regions in relation to larger historical entities, such as pan-regional empires, and areas of circulation of people, commodities, cultures, texts and ideas. The course is designed to illustrate some of the rubrics through which the history of a region has been discussed, selecting Bengal in early modern times as a case study. It could be extended to study other regions in different historical times. Its intent is to interest students in the histories of their own regions and encourage their research.

Learning Outcomes

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

- See regions as historically constituted entities with varying limits that were different from modern regional boundaries.
- Appreciate the many components in the making of a region, especially natural, geographical factors. They will consider how areas were constituted into political regions in history and the challenges of military conquest and political control in Bengal in early modern times.
- Trace key developments in the regional economy and changing alignments between social classes, viewing the region of Bengal in the context of larger Indo-Gangetic and Indian Ocean worlds.
- Understand the development of a regional culture through linguistic, textual, architectural and artistic traditions and see their circulation over areas not necessarily coterminous with political boundaries.
- The course will equip students to place other regions in historical frameworks and seek to research the histories of lesser-known regions in India.

Syllabus

Unit 1 - Regional History and History of the Region - a historiographical review (11 Hours)

Unit 2 - Understanding the region (11 Hours)

Unit 3 - Economy and society (11 Hours)

Unit 4 – Culture (12 Hours)

Essential/recommended readings

Unit 1 - Regional History and History of the Region - a historiographical review

- Romila Thapar, 'Regional History: The Punjab', in *Cultural Pasts: Essays in Early Indian History*, New Delhi: Oxford University Press, 2000, pp. 95-108.
- B.D. Chattopadhyaya, *The Making of Early Medieval India*, Second Edition, New Delhi: Oxford University Press, 2012, Introduction-Passages from the Classical towards the Medieval, The Indian Experience, pp. 22-69.
- Bernard Cohn, 'Regions Subjective and Objective: Their Relation to the Study of Modern Indian History and Society' in *The Bernard Cohn Omnibus*, New Delhi: Oxford University Press, 2004, pp. 100-35.
- Richard M. Eaton, *The Rise of Islam and the Bengal Frontier, 1204-1760*, Berkeley: University of California Press, 1996, Introduction, pp. 5-11.
- Samira Sheikh, *Forging A Region: Sultans, Traders, and Pilgrims in Gujarat, 1200-1500*, New Delhi: Oxford University Press, 2009, Introduction, pp. 1-23.
- C.A. Bayly, *Origins of Nationality in South Asia: Patriotism and Ethical Government in the Making of Modern India*, New Delhi: Oxford University Press, 1998, Chapter 1, Patriotism and Political Ethics in Indian History, pp. 1-35; Chapter 2, The Consolidation of Indian Patrias and the Colonial Encounter, pp. 36-62

Unit 2 - Understanding the region

- a) The importance of topography/ecology
- b) Conquest and control

- Andre Wink, 'From the Mediterranean to the Indian Ocean: Medieval History in Geographical Perspective,' *Comparative Studies in Society and History*, Vol. 44 (3), 2002, pp. 416-445.
- Jos J.L. Gommans, 'The Silent Frontier in South Asia, c. A.D. 1100-1800,' *Journal of World History*, Vol. 9 (1), 1998, pp. 1-23.
- Richard M. Eaton, *The Rise of Islam and the Bengal Frontier, 1204-1760*, Berkeley: University of California Press, 1996, Chapter 1, Before the Turkish Conquest, pp. 13-27; Chapter 8, Riverine Changes and Economic Growth, pp. 213-16.
- Ranabir Chakravarti, *Trade and Traders in Early Indian Society*, Third edition, New Delhi: Manohar 2021, Chapter 8, Seafaring in the Bengal Coast: The Early Medieval Scenario, pp. 160-186.
- Jos J.L. Gommans, *Mughal Warfare: Indian Frontiers and the High Roads to Empire, 1500-1700*, London and New York: Routledge, 2002, Chapter 1, The Indian Frontier, pp. 7-37.
- Pratyay Nath, *Climate of Conquest: War, Environment and Empire in Mughal North India*, New Delhi: Oxford University Press, 2019, Chapter 2, Moving East, Moving West, The Bengal Delta, pp. 54-67.

Unit 3 - Economy and society

- a) Agrarian expansion
- b) Trade and trading communities
- c) British interventions in the political economy

- Sanjay Subrahmanyam, 'Notes on the Sixteenth Century Bengal Trade,' in *Improvising Empire: Portuguese Trade and Settlement in the Bay of Bengal, 1500-1700*, New Delhi: Oxford University Press, 1990, pp. 96-127.
- Om Prakash, 'Trade and Politics in Eighteenth Century Bengal,' in Seema Alavi, ed., *The Eighteenth Century in India*, New Delhi: Oxford University Press, 2002, pp. 136-64.
- Philip B. Calkins, 'The Formation of a Regionally Oriented Ruling Group in Bengal, 1700-1740,' *Journal of Asian Studies*, Vol. 29, No. 4, 1978, pp. 799-806.
- Rajat Datta, *Society, Economy and the Market: Commercialisation in Rural Bengal, c.1760-1800*, New Delhi: Manohar, 2000, Introduction, pp. 21-35; Chapter 4, The Agrarian Economy and the Dynamics of Commercial transactions, pp. 185-237.
- Dharma Kumar and Meghnad Desai, eds., *The Cambridge Economic History of India, Vol. 2, 1757-1920*, Cambridge: Cambridge University Press, 1983, pp. 270-332.
- P.J. Marshall, *Bengal: The British Bridgehead, Eastern India 1740-1828*, Cambridge: Cambridge University Press, 1987, Chapter 4, The New Regime, pp. 93-136.

- John R. McLane, *Land and Local Kingship in eighteenth-century Bengal*, Cambridge: Cambridge University Press, 1993, Introduction, pp. 3-36; Chapters 3 and 4, pp.45-95.

Unit 4 - Culture

- a) Literary cultures - Articulating a region; Speaking across spaces
- b) Visual cultures - Architectural innovations; Painting traditions

- Kuna I Chakrabarti, *Religious Process: The Puranas and the Making of a Regional Tradition*, New Delhi, Oxford University Press, 2001, Chapter VII, The Making of the Regional Tradition of Bengal, pp. 288-337.
- Kumkum Chatterjee, *The Cultures of History in Early Modern India: Persianisation and Mughal Culture in Bengal*, New Delhi: Oxford University Press, 2009, Chapter 1, Mapping Early Modern Bengal: Polity, Culture and the Literary Universe, pp. 24-61, Chapter VII, Mughal Culture and Persianisation in Seventeenth and Eighteenth Century Bengal, pp. 215-45.
- Thibaut d'Hubert, 'Pirates, Poets and Merchants: Bengali Language and Literature in Seventeenth Century Mrauk-U,' in Thomas de Bruijn and Allison Busch, eds., *Culture and Circulation: Literature in Motion in Early Modern India*, Brill: Leiden and Boston, 2014, pp. 47-74.
- Tony K. Stewart, *Fabulous Females and Peerless Pirs: Tales of Mad Adventure in Old Bengal*, New York: Oxford University Press, Introduction, pp. 3-21.
- Pika Ghosh, *Temples to Love: Architecture and Devotion in Seventeenth Century Bengal*, Bloomington and Indianapolis: Indiana University Press, 2005, Introduction, pp. 1-38; Chapter 2, A Paradigm Shift, pp. 65-107.
- Robert Skelton, 'Murshidabad Painting,' *Marg*, Vol. X, No. 1, 1956, pp. 10-22.
- Ratnabali Chatterjee, *From the Karkhana to the Studio: A Study in the Changing Social roles of Patron and Artist in Bengal*, New Delhi: Books and Books, 1990, Chapter 2, Murshidabad : The Artist and the Karkhana, pp. 10-44

Recommended readings

- Hermann Ku Ike and B.P. Sahu, eds., *The Routledge Handbook of the State in Premodern India*, Oxford and New York: Routledge, 2022, Introduction, pp. 1-44.
- Jos Gommans, 'Burma at the Frontier of South, East and Southeast Asia: A Geographic Perspective,' in Jos Gommans and Jacques Leider, eds., *The Maritime Frontier of Burma: Exploring Political, Cultural and Commercial Interaction in the Indian Ocean World, 1200-1800*, Amsterdam: Royal Netherlands Academy of Arts and Sciences, 2002, pp. 1-7.
- Radhika Chadha, *Merchants, Renegades Padres: Portuguese Presence in Early Modern Bengal*, New Delhi: Primus, 2025 (forthcoming), Chapter 1, The Geographical Setting: Coastal Bengala.

- Richard M. Eaton, *The Rise of Islam and the Bengal Frontier, 1204-1760*, Berkeley University of California Press, 1996, Chapter 8, Islam and the Agrarian Order in the East, pp. 213-49.
- Om Prakash, *The Dutch East India Company and the Economy of Bengal, 1630-1720*, Princeton: Princeton University Press, 1985, pp. 24-34, 53-89.
- Holden Furber, 'Glimpses of Life and Trade on the Hugli, 1720-1770', in Rosane Rocher, ed., *Private Fortunes and Company Profits in the India Trade in the 18th Century*, Aldershot and Brookfield, Vermont: Varorium, 1997, Chapter IX, pp. 13-23.
- Jon Wison, *The Chaos of Empire: The British Raj and the Conquest of India*, New York: Public Affairs, 2016, Chapter 5, New Systems, pp. 121-57.
- Robert Travers, *Empire of Complaints: Mughal Law and the Making of British India, 1765-1793*, Cambridge: Cambridge University Press, 2022, Introduction, pp. 1-30; Chapters land 2, pp. 31-112.
- Sushil Chaudhury, 'Identity and Composite Culture: The Bengal Case,' in *Trade, Politics and Society: The Indian Milieu in the Early Modern Era*, New Delhi, Manohar, 2017, pp. 273-301.

Note: Examination scheme and mode shall be as prescribed by the Examination Branch, from time to time.

COMMON POOL OF GENERIC ELECTIVES

GENERIC ELECTIVE (GE): IDEAS AND INSTITUTIONS IN INDIAN HISTORY

Credit distribution, Eligibility and Pre-requisites of the Course

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
Ideas and Institutions in Indian History	4	3	1	0		

Learning Objectives

- This course will introduce students to the complex relations that have historically existed between ideas and institutions.
- It inquiries into fundamental categories like the state, religion, economy and society as they have evolved over time.
- Students will be able to thereby trace the long term trajectories that have shaped the history of India.

Learning outcomes

The interdisciplinary nature of this course will introduce both history and non-history students to some of the long term processes that have shaped Indian history. It will help students develop their analytical abilities by introducing them to a wide range of themes and sources.

Course Content

Unit I: In The State's Purview: Ideas and Institutions (12 Hours)

Unit II: On Religion and Dharma: Debates, Identities and Communities (11 Hours)

Unit III: The Economic Setup: Structures and Processes (11 Hours)

Unit IV: Social Practices and Institutions: Varna, Jati, and Tribe (11 Hours)

Essential/recommended readings

Unit I: In The State's Purview: Ideas and Institutions

The focus of this unit will be an examination of political formation in the Indian subcontinent over the longue duree. Issues and aspects relating to power, authority, governance and its legitimization will be analysed.

- A.Farooqui. 2023. *The Establishment of British Rule in India, 1757-1813*. New Delhi: Tulika Books
- C.A.Bayly.1990. *Indian Society and the Making of the British Empire (The New Cambridge History of India)*
- H. Kulke, 1997. *The State in India 1000-1700*, Delhi: Oxford University Press
- J. F Richards. 1998. *Kingship and Authority in South Asia*, Delhi: Oxford University Press,
- N. Hussain, 2019. *The Jurisprudence of Emergency: Colonialism and the Rule of Law* Ann Arbor : University of Michigan Press
- R. S. Sharma. 1996. *Aspects of Political Ideas and Institutions in Ancient India*. Delhi: Motilal Banarsidas.
- S. Kumar, "Courts, Capitals and Kingship: Delhi and its Sultans in the 13th and 14th centuries" in Jan Peter Hartung and Albrecht Fuess, eds., *Court Cultures in the Muslim World*, London: SOAS/Routledge Studies on the Middle East, pp. 123-148.

Unit II: On Religion and Dharma: Debate, Identities and Communities

The subject matter of this unit is the domain of the 'other world' in this world – essentially, the sphere of religion, spirituality, and matters of faith. The term dharma encapsulates it closely, and the paper will seek to understand its myriad connotations over time. Through a text-based elucidation and discussion, students will be encouraged to probe the debates and

religious identities that have evolved uniquely in South Asia, and the institutions that have helped articulate and formalize communities formed thereof.

- A. Truschke. 2015. *Culture of Encounters* New York : Columbia University Press
- K. Jones. 2006. *Socio-Religious Reform Movements* New York : Cambridge University Press
- M. Alam. 2021. *The Mughals and the Sufis* Ranikhet: Permanent Black
- M. Devadan, 2016. *A Pre-History of Hinduism* Berlin: De Gruyter Open Ltd
- M.Biardeau. 1989. *Hinduism: The Anthropology of a Civilization*. New Delhi: Oxford University Press
- P.Olivelle, 2016 *A Dharma Reader: Classical Indian Law*. Columbia University Press
- S. Kumar “Assertions of Authority: a Study of the Discursive Statements of Two Sultans of Delhi—‘Ala al-Din Khalaji and Nizam al-Din Auliya”, in *The Making of Indo-Persian Culture: Indian and French Studies*, ed. Muzaffar Alam, Francoise ‘Nalini’ Delvoye, and Marc Gaborieau, Delhi: Manohar, pp. 37-65
- V. Eltschinger. 2015 *Caste and Buddhist Philosophy* Delhi: Motilal Banarasidas (Chapter 1)
- V. Geetha. 1998. *Towards a Non Brahmin Millennium: From Jyothee Thas to Periyar* Calcutta : Samya.
- W. Halbfass 1991. *Reflection and Tradition* Delhi: Motilal Banarasidas (Chapters 2-4, 8-10)

Unit III: The Economic Setup: Structures and Processes

The economic setup of any area provides the basis and matrix in which other socio-cultural forms germinate. How were economic relations transacted, and which were the core principles and ideas that provided the structures and exchanges for the economic functioning of India in pre-modern times? Trade, money economy, operation of guilds, labour relations, economic measures and taxation as well as deindustrialization, commercialization of agriculture will be issues within the ambit of Unit III.

- B.P.Sahu & B.D.Chattopadhyay ed.1997. *Land, System and Rural Society in Early India*. New Delhi: Oxford University Press
- D.Kumar.ed. 2000. *Cambridge Economic History of India, Vol. II*. Cambridge: Cambridge University Press
- J.Deyell.1990. *Living Without Silver: The Monetary History of Early Medieval North India*. New Delhi: Oxford University Press
- N.Lahiri. 1992. *The Archaeology of Indian Trade Routes Up to c.200 BC: Resource Use, Resource Access and Lines of Communication*. New Delhi: Oxford University Press
- R.Chakravarti, ed.2004. *Trade in Early India*. New Delhi: Oxford University Press
- R.S.Sharma. 2000.*Pracheen Bharat Ka Arthik evam Samajik Itihas*. Delhi: Directorate of Hindi Medium Education, University of Delhi
- T.Raychaudhuri & I.Habib.ed. 1982. *Cambridge Economic History of India, Vol. I, 1200-1750*. Cambridge: Cambridge University Press.
- T.Roy. 2011. *The Economic History of India 1857-1947*. New Delhi: Oxford University Press

Unit IV: Social Practices and Institutions: Varna, Jati, and Tribe

Unit IV will cover perhaps the most pervasive of the social ideas that manifest as identities and are further perpetuated through institutions, both orthodox and heterodox. In the process, issues self-identity and ‘othering’, hierarchies and inequalities, and marginalized social entities will be brought to light.

- A.Parasher-Sen ed. 2004. *Subordinate and Marginalized Groups in Early India*. New Delhi: Oxford University Press
- S. Jaiswal, 1998. *Caste: Origin, Function and Dimensions of Change*, New Delhi: Manohar Publishers & Distributors.

- जायसवाल, सुबीरा. (२००४), वर्ण-जातिव्यवस्था: उद्भव, प्रकार और रूपांतरण (अनुवादक: आदित्य नारायणिसंह). नई दिल्ली: ग्रंथिशिल्पी. पृष्ठ १५-४३.
- S. Guha, 1999. *Environment and Ethnicity in India, 1200-1900*. Cambridge: Cambridge University Press.
- T. Trautmann. 1997. *Aryans and British India* Berkeley: University of California Press
- V. Rodrigues, *The Essential Writings of B.R. Ambedkar* New Delhi: Oxford University Press 2005. pp. 1-44; 47-53; 191-205; 219-239; 383-407.

Suggested Readings:

- A. Hiltebeitel. 2011, *Dharma: Its Early History in Law, Religion, and Narrative*. New York: Oxford University Press
- H. Kulke and B.P. Sahu ed. 2022. *The Routledge Handbook of the State in Premodern India* Routledge India
- Rajat Ray. ed. 1994. *Entrepreneurship and Industry in India*. New Delhi: Oxford University Press
- P. Parthasarathy, 2011, *Why Europe Grew Rich and Asia did not: Global Economic Divergence, 1600-1850*, Cambridge: Cambridge University Press

Note: Examination scheme and mode shall be as prescribed by the Examination Branch, from time to time.

GENERIC ELECTIVE (GE): History of Theatre

Credit distribution, Eligibility and Pre-requisites of the Course

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
History of Theatre	4	3	1	0		

Learning Objectives

- The course will apprise the students with the elementary outlines of the history of theatre in India, from its beginnings to contemporary times.
- The different forms of theatre – classical, folk, Parsi, and modern will be discussed, and their nuances will be examined.

Learning outcomes

Upon successful completion of the course, students will be able to:

- Outline the historical context within which the beginnings of theatre can be understood.
- Analyze the changes which appeared at different times.
- Not only to see theatre as a mode of entertainment but also as an instrument to raise socio-political issues.

Syllabus

Unit I: Origins and Theory & Practice (12 Hours)

1. Classical Theatre: Bharat Muni's Natyasastra, Rasa Theory
2. Performativity and classical theatre
3. Sanskrit writers and Plays – Mattavilasa Prahasana by Mahendravarman I, Abhijanshakuntalam by Kalidas.

Unit II: Regional and Folk Theatre (11 Hours)

1. Jatra, Tamasha, Nautanki, Koddiyattam, Krishnattam, Mobile Theatre.
2. Influence of folk theatre on media and art practices.

Unit III: Institutionalization of Theatre (11 Hours)

1. The Dramatic Performances Act 1876, Theatre from 1876 to 1959, Parsi Theatre, IPTA

2. Institutions of Drama and Training-National School of Drama, Regional Drama Schools

Unit IV: Modern Indian Theatre: People, Themes, and Spaces (11 Hours)

1. Locating playwrights within socio-cultural contexts - Bharatendu Harishchandra, Jaishankar Prasad, Mohan Rakesh, and Girish Karnad
2. Study of Indian Directors- BV Karanth, Habib Tanvir, Satyadev Dubey, Vijaya Mehta, and Shambhu Mitra.

Practical component (if any) - NIL

Essential/recommended readings

- Bhatia, N. (1997) Staging Resistance: The Indian People's Theatre Association. In *The Politics of Culture in the Shadow of Capital* (pp. 432-460). Duke University Press.
- Devendra Sharma, Community, Artistry, and Storytelling in the Cultural Confluence of Nautanki and Ramlila, *Asian Theatre Journal*, Volume 37, Number 1, Spring 2020, pp. 107-132 (Article), Published by University of Hawai'i Press DOI: <https://doi.org/10.1353/ark.2020.0027>
- Hansen, K. (1983) Indian folk traditions and the modern theatre. *Asian Folklore Studies*, pp.77-89.
- Kapila Vatsyayana; Traditional Indian Theatre National book House 1980
- Parsi Theatre Udbhav aur Vikas – Somnath Gupta
- Somanath Gupta; tr. Kathryn Hansen (2005). *The Parsi Theatre: Its Origins and Development*. Seagull Books
- Varadpande, M.L. (1987) *History of Indian theatre* (Vol. 1). Abhinav Publications.

Suggested Readings:

1. "History of the Parsi Theatre" Zoroastrian Educational Institute.
2. *Sense of Direction: Some Observations on the Art of Directing* Paperback – October 9, 2003 by William Ball (Author)
3. *The Craft of Play Direction* by Curtis Candfield
4. Dutt, U., 2009. *On Theatre*. Seagull Books.
5. Gokhale, S. (2000). *Playwright at the Centre*. Seagull Books.
6. Karnad, G. (1995) Performance, Meaning, and the Materials of Modern Indian Theatre. *New Theatre Quarterly*, 11(44), pp.355-370.

Note: Examination scheme and mode shall be as prescribed by the Examination Branch, from time to time.

GENERIC ELECTICE (GE): Life Narrative and History

Credit distribution, Eligibility and Pre-requisites of the Course

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
Life Narrative and History	4	3	1	0		

Learning Objectives

This course explores life narratives, including autobiography, biography, memoir and life writing as a form of history. While covering the ancient and the medieval period, it particularly focuses on modern India, when life writing emerged as a systematic genre. It discusses important personalities, regional histories, and histories of gender and caste through life narratives.

Learning outcomes

After the completion of the course the students would be able to:

- Understand how and why life narratives are critical to history as a discipline.
- Discuss life writing, biographies and autobiographies as a systematic genre.
- Analyse autobiographies and life writings of some leading personalities of India.
- Contemplate on the relationship between regional histories, gender and caste on the one hand and life narratives on the other.

Syllabus

Unit I: Life Histories in India: An Introduction **(11 Hours)**

Unit II: Life Narratives and Leading Political Figures: Harsha, Dara Shukoh, M K Gandhi, J L Nehru, Vallabhbhai Patel **(11 Hours)**

Unit III: Regional Histories and Life Narratives: Rajasthan, Kerala, West Bengal, Kashmir, North East (do any three) **(12 Hours)**

Unit IV: Autobiographies and Biographies: Women, Caste and Theatr **(11 Hours)**

Practical Component (if any): NIL Essential / Recommended Readings

Unit I: In this unit the students will be introduced to the writings of leading scholars on Life Narratives. They will also be introduced to the importance of life narratives for studying histories of India.

- Arnold, David and Stuart Blackburn. (2004). 'Introduction: Life Histories in India', in David Arnold and Stuart Blackburn (eds), *Telling Lives in India: Biography, Autobiography, and Life History*, Delhi: Permanent Black, pp. 1-28.
- Ramaswamy, Vijaya. (2008). 'Introduction', in Vijaya Ramaswamy and Yogesh Sharma (eds), *Biography as History: Indian Perspectives*, New Delhi: Orient Blackswan, pp. 1-15.
- Zaman, Taymiya R. (2011). 'Instructive Memory: An Analysis of Auto/Biographical Writing in Early Mughal India', *Journal of the Economic and Social History of the Orient*, vol. 54, pp. 677-700.

Unit II: In this unit the students will study the life narratives of some leading political figures from ancient, medieval and modern India.

- Gandhi, Supriya. (2020). *The emperor who never was: Dara Shukoh in Mughal India*
- Gandhi, Rajmohan. (2011). *Patel: A Life*, Delhi: Navjivan Trust.
- *Harshacarita of Banabhatta*. (1968). Translated by E.W. Cowell and F.W. Thomas.
- Delhi: Motilal Banarasidass (Reprint). Introduction.
- Majeed, Javed. (2007). *Autobiography, Travel and Postnational Identity: Gandhi, Nehru and Iqbal*, New York: Palgrave.

Unit III: This unit will teach students life narratives from regional perspectives. Here, life writings, autobiographies and biographies that have emanated from any three regions will be taught.

- Busch, Allison Busch. (2012). 'Portrait of a Raja in a Badshah's World: Amrit Rai's Biography of Man Singh (1585)', *Journal of the Economic and Social History of the Orient*, vol. 55, pp. 287-328.
- Kaviraj, Sudipto. (2015). *The Invention of Private Life: Literature and Ideas*, New York: Columbia University Press.
- Kumar, Udaya. (2016). *Writing the First Person: Literature, History, and Autobiography in Modern Kerala*, Ranikhet: Permanent Black.
- Roy, Kumkum. (2008). 'The Artful Biographer (Sandhyakar Nandi on Rampalacharita)', in Vijaya Ramaswamy and Yogesh Sharma (eds), *Biography as History: Indian Perspectives*, New Delhi: Orient Blackswan.
- Zutshi, Chitralekha. (2023). *Sheikh Abdullah: The Caged Lion of Kashmir*, India: Fourth Estate India

Unit IV: In this unit students will be taught different ways to examine contours of biography and autobiography in relation to women, caste and theatre.

- Dasi, Binodini. (1998). *My Story and My Life as an Actress*. Delhi: Kali for Women.
- Hansen, Kathryn. (2011). *Stages of Life: Indian Theatre Autobiographies*. Ranikhet: Permanent Black
- Koppedrayar, K. I. (1991). 'The Varnasramacandrika and the Sudra's Right to Preceptorhood: The social background of a philosophical debate in late medieval south India', *Journal of Indian Philosophy*, vol. 19, pp. 297-314.
- Kumar, Raj (2010). *Dalit Personal Narratives: Reading Caste, Nation and Identity*. Hyderabad: Orient Blackswan.
- Malhotra, Anshu and Siobhan Lambert-Hurley (eds). (2015). *Speaking of the Self: Gender, Performance, and Autobiography in South Asia*, Durham, NC: Duke University Press.
- Rege, Sharmila. (2006). *Writing Caste/Writing Gender: Narrating Dalit Women's Testimonios*. Delhi: Zubaan.
- Sarkar, Tanika Sarkar. (1993). 'A Book of Her Own, A Life of Her Own: autobiography of a nineteenth century woman', *History Workshop*, vol. 36, pp. 35-65.
- Shah, Shalini. (2008). 'Poetesses in Classical Sanskrit Literature: 7th-13th Centuries CE', *Indian Journal of Gender Studies*, Vol.15 (1), Jan-Apr: 1-27.

- Shankar, S. and Charu Gupta, eds. (2017). Biography: An Interdisciplinary Quarterly: Special Issue on Caste and Life Narratives, 40, 1, Winter.

Note: Examination scheme and mode shall be as prescribed by the Examination Branch, from time to time.